



# **Anti-Bullying Policy**

January 2019

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Rivers ESC Anti-Bullying Policy

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## **Anti-Bullying Policy**

### **Rationale**

Everyone at Rivers ESC has the right to feel welcome, secure and happy and the aim of this anti-bullying policy is to ensure that learners learn in a supportive, caring and safe environment without fear of being bullied.

**Bullying is** anti-social behaviour, unacceptable and will not be tolerated. Bullying of any sort prevents members of Rivers community from being able to fulfil their potential so is detrimental to equality of opportunity at the Centre.

**Bullying is defined as** deliberately hurtful behaviour, repeated over a period of time.

The four main types of bullying are:

1. physical (hitting, kicking, theft)
2. verbal (name calling, racist \* or homophobic remarks, threatened violence)
3. indirect (spreading rumours, excluding someone from social groups)
4. social media (contact via mobile phone, electronic devices, text messaging, emails, social media sites)

### **It is our aim to**

- ❖ Challenge attitudes about bullying behaviour, increase understanding for victims of bullying
- ❖ Help build an anti-bullying ethos in the Centre.
- ❖ Only when all issues of bullying are addressed will members in our community be able to fully benefit from the opportunities available at Rivers.

Members of Rivers community **who are being bullied** may show changes in behaviour, such as:

- ❖ becoming shy and withdrawn
- ❖ nervous
- ❖ feigning illness
- ❖ being absent more often
- ❖ only seeking the company of adults
- ❖ evidences of changes in work patterns
- ❖ lacking concentration
- ❖ truanting from the Centre.

### **Statutory duty of schools**

The Head of Centre has a legal duty to draw up procedures to prevent bullying at Rivers and to bring these procedures to the attention of staff, parents and learners.

### **Prevention Strategies**

- Pupils will be advised to report any incidents of bullying to an adult within the Centre and that when another pupil tells them they are being bullied or if they see bullying taking place to realise it is their responsibility to report it to a member of staff
- The curriculum will be used whenever possible to reinforce the ethos of the Centre as an intimidation-free environment
- Within the curriculum the Centre will raise awareness of the nature of bullying in PSHE, form tutorial time, assemblies and other relevant subject areas such as role play in English and drama

### **Dealing with Incidents**

At Rivers the following steps will be taken when dealing with:

#### **1) *Incidents***

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- All reports of bullying will be investigated and taken seriously by staff members
- A clear account of the incident will be recorded and given in the first instance to the Deputy Head of Centre who will inform the Head of Centre accordingly
- Parents will be kept informed
- Appropriate measures will be taken in consultation with all parties concerned

## **2) Pupils**

Pupils **who have been bullied** will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice
- Offering continuous support
- Restoring self-esteem and confidence

Pupils **who have bullied** will be helped by:

- Discussing what happened
- Working to try to understand what has happened
- Establishing who has been hurt and supporting them to make some changes.
- Strategies to help them to restore their relationships.
- Informing parents or guardians to help support a change in both attitude and behaviour of the learner

## **3) Disciplinary steps:**

- Hertfordshire recording procedures followed.
- Official warnings to cease bullying behaviour.
- Internal isolation
- Exclusion from certain areas of school premises at certain times
- Fixed-term exclusion
- Permanent exclusion

## **Monitoring, Evaluation and Review**

The Centre will review this policy every 2 years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Centre.

**Investigation into a hurtful or prejudice related incident or allegation of bullying**

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Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

## Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
  
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  
- Other \_\_\_\_\_

### The definition of a prejudice related incident

**A prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

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**Focus of Bullying/Hurtful Behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief/faith                  |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |



## Bullying Report and Monitoring Form Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

2. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

3. Manifestations of Bullying (indicate those that apply)

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

4. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

|  |   |
|--|---|
| Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues) | Person/s giving offence (including ethnicity and other relevant diversity issues) |
|  |   |

5. Description of incident(s)  
 Please give a precise account including places, date, times and any witnesses.  
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)  
 N.B. Indicate if it is a repeat incident.  
 N.B. indicate if a serious incident referral should be made to the LA.

6. Action taken:  
 Please record all steps (including meetings, letters, investigations, sanctions)

7. Summary of those notified and/or involved

| (Delete italic options where applicable)   | ✓ | Any details<br>(e.g. dates) |
|--|---|-----------------------------|
| Head Teacher   |   |                             |
| Chair of Governors   |   |                             |
| Rivers staff   |   |                             |
| DSL  |   |                             |
| 'Target' parents/carers notified by<br><i>letter/telephone/in person</i>             |   |                             |
| 'Target' parents/carers invited to the school  |   |                             |
| 'Offending person/s' parents/carers notified by<br><i>letter/telephone/in person</i> |   |                             |
| 'Offending person/s' parents/carers invited to the school                            |   |                             |
| CAF initiated for <i>target/offending person</i>                                     |   |                             |
| Local Authority: SEA/SIP, Anti-Bullying adviser or MECS                              |   |                             |
| Police   |   |                             |
| Others (specify):  |   |                             |

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name ..... Date .....

- 
9. Outcomes/actions from follow up.