

Anti-Bullying Policy

Reviewed by MAW: Jan 2018
Next Review by CBV: 2019



This Anti-Bullying Policy is available to all pupils and parents via the school website or the school office. The policy should be read in conjunction with the:

- ICTAC policy;
- Child Protection and Safeguarding Policy;
- Pupil Code of Conduct;

Ethos

At Ryde School we are committed to promoting and instilling the values of respect, tolerance and care for all. We therefore regard any form of bullying as unacceptable. We encourage and expect our whole school community to be proactive in supporting our ethos. Anti-bullying strategies are discussed regularly in staff meetings, including major INSET days so the principles of the school policy are understood, legal responsibilities are known and sources of support identified. From time to time the School will involve specialists to advise and discuss on specific areas where anti-bullying strategies might be needed, such as with homophobia, SEN and pupils with disabilities.

Definition

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can often be motivated by prejudice against particular groups. Bullying can be peer to peer, teacher to student or student to teacher. It can take one or several of the following forms:

- verbal - name calling and persistent teasing, mocking, taunting and threats;
- physical - any form of physical violence, intimidating behaviour, theft, or intentional damage of possessions. This includes hitting, kicking and pushing;
- emotional - excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours;
- cyber - using digital technologies or communications to bully others.

Effects of Bullying

Bullying has a very negative impact on the victim and can upset the harmony of a year group and the wider school community. Being the victim of bullying can be a lonely, stressful and saddening experience with potentially long term psychological effects. It may lead to irregular attendance and hence can have an impact on overall wellbeing, healthy choices and academic performance. Bullying can be physical and/or emotional and the consequences can be equally serious for each.

Preventing Bullying

We have a multi-faceted approach towards embedding our school ethos, which includes:

- assemblies;
- the pastoral structure of the school and boarding houses;
- the development of a coaching culture;
- a rich Personal Development programme;
- active support and promotion of national initiatives, such as anti-bullying week;
- an annual anti bullying survey;
- a comprehensive duty rota that ensures robust supervision of pupils;
- supporting and celebrating diversity and promoting positive behaviour through initiatives, such as gender week;
- parent seminars.

Responsibility

A student, who witnesses or is involved in any kind of bullying, must tell someone. He or she can report it by either telling or emailing a member of staff or by filling in an electronic bullying form (found on the school hub).

A parent who becomes aware of any form of bullying or unkindness is encouraged to raise his or her concerns with a member of staff. The School will normally seek the support and assistance of parents in any action that is taken to counter bullying.

All staff should be vigilant with regard to potential acts of bullying and are trained to share with the Head of Pastoral Care or Second Master any concerns they may have. The School recognises its responsibility to respond to bullying that happens outside of the School premises and to stay abreast of current anti-bullying initiatives, especially those pertaining to the cyber world. The Head of Pastoral Care is a trained CEOP Ambassador and coordinates the dissemination of current information updates as required.

Incident Procedure

The School recognises its legal responsibility to tackle bullying in accordance with the Education Act 2002, the Education and Inspection Act 2006 and the Equalities Act 2010.

The three sections of the School each follow its own procedures:

In Fiveways, staff will use the 'Golden Rules' behaviour strategy to identify and investigate bullying. All cases of bullying are recorded and passed on to the Headteacher of Fiveways as part of this process.

In the Junior School the Senior Teacher will coordinate an investigation and will liaise with the Headteacher of the Junior School as required.

In the case of a bullying incident in the Senior School the respective Head of Year, the Second Master and the Head of Pastoral Care will liaise in order to coordinate an investigation. With the support of other pastoral staff, individual interviews with the students involved will take place and be recorded.

Should the witness, victim or bully be a boarder, the relevant housemaster or mistress will liaise with the Director of Boarding. The latter will intervene at each stage of the investigation and resolution procedure.

Peer on peer abuse may, in certain circumstances, require the School to take a multi-agency approach in accordance with the Isle of Wight Safeguarding Children's Board's Threshold referral document and, if it is judged that an offence has taken place, the School may contact the Police.

Any pupil who refuses to change his or her behaviour or who carries out a serious offence against another person, faces the possibility of forfeiting his or her place at the School. Any such decision shall be taken by the Headmaster. Anyone managing a bullying incident must also consider whether it is necessary to refer the matter to an external agency such as the police or children's social care.

The Senior School has a case-by-case sanctions procedure, involving Community, Friday and the Headmaster's Saturday detentions, as well as, in more serious cases, suspension. Our key objective is to seek a resolution which prevents further incidents occurring and, in recognition of the complexities in any bullying incident, the School will always provide appropriate support to both the victim and the bully. This may take the form of individual coaching, group sessions and prefect interventions. Wider peer group support may also be required to restore a peaceful way forward.

Whether bullying occurs within or without the school day or in or off premises, bullying of one member of the school community by another is not acceptable. A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and the DSL be involved.

Records must be kept by all to evaluate the effectiveness of the approach taken and identify patterns and a central record is held in each section of the School.

References and Resources:

[Preventing and Tackling Bullying in Schools](#)

[School Support for Young People and Children who are Bullied](#)

[Cyberbullying: Advice for Headteachers and School Staff](#)

[Advice for Parents and Carers on Cyberbullying](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Equality Act 2010](#)