



**REDRUTH SCHOOL**

# **Anti Bullying Policy**

**This policy was adopted on 7 May 2015**

**The policy is to be reviewed in May 2018**

**The name of the designated teacher is Mrs Alex Kettlewell**

## ANTI BULLYING POLICY

### Aim

Our aim at Redruth School is for every member of the school community to feel happy, safe and secure.

### What is Bullying Behaviour?

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate. Bullying is a repeated, conscious and wilful infringement on an individual's personal right to happiness. We recognise that even in a generally friendly and supportive school such as Redruth such incidents can occur and must be dealt with effectively.

### The staff and students of Redruth School agreed the following statement:-

“The aim of Redruth School is to make the surrounding environment a safe and happy one. We believe this is the answer to a good working atmosphere where students can reach their full potential. At Redruth School Bullying is totally unacceptable”.

### Bullying Takes Many Forms. It can be:

- Physical – hitting, taking or damaging belongings.
- Verbal – name-calling, insulting, repeated teasing, racist, sexist or homophobic remarks.
- Indirect – spreading nasty rumours, excluding someone from social groups.  
Bullying behaviour can be very subtle. Once a pupil or group of pupils has established a bullying relationship with another pupil or group of pupils, they may only have to look threatening to reinforce their fearfulness.  
The effects of bullying behaviour are varied. Bullied pupils lose self-confidence and self-esteem. Their unhappiness is likely to affect their concentration and learning.
- Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim. *Please refer to the cyberbullying policy in this document.*

### Indicators That a Child May Be The Victim Of Bullying :

Is the child displaying any of the following?

- is frightened of walking to or from school.
- doesn't want to go on the school or public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school.
- begins to truant.
- becomes withdrawn, anxious or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.

- feels ill in the mornings.
- begins to do poorly at school.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or go missing.
- asks for money or starts stealing money (to pay bully)
- has dinner money or other money continually "lost".
- has unexplained cuts or bruises.
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what is going wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous or jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered and should be investigated.

### **Bullying will be dealt with by:**

- ensuring that **all** members of the Redruth School community have the strength and knowledge to report without fear and apprehension.  
Students are encouraged to tell any adults they trust, or a "Helping Hand" (a peer who has been trained by the Anti Bullying in Cornwall Team). Parents are encouraged to tell the form tutor or Pastoral Leader.
- ensuring all types of bullying are dealt with in an appropriate manner.  
This may be through counselling of both parties, bringing parties together, tutor group/year activities, punishments, discussion with parents and outside agencies. For specific strategies and Sanctions see the attached model and the Behaviour for Learning Policy.
- applying fair, firm and consistent sanctions.
- Incidents that appear to have a racist or other equal opportunities dimension will be logged.
- including issues of bullying in the school's curriculum.
- ensuring that all Peer Mentors are identified, approachable at all times, and trustworthy.  
Helping Hand Peer Mentors are recruited and fully trained each year through Anti Bullying in Cornwall. They wear badges to identify them. They are based in the Welfare Room near the Oasis at breaks and lunch times.
- There is a proper system for reporting of bullying incidents (a member of staff should inform the students' Tutor and Pastoral Leader). In serious cases, a member of SLT must be informed.
- Incidents of bullying are recorded in SIMs separately to other forms of unwanted behaviour and reported to County via an annual report
- The school council and tutor groups discuss the issue and ways of dealing with it on a regular basis.

### **Strategies for the Prevention of Bullying**

Through curriculum work on bullying we aim to achieve four very important objectives:

1. We aim to raise awareness amongst pupils about bullying behaviour
2. We aim to question attitudes about bullying behaviour
3. We aim to increase the understanding of bullied pupils
4. We aim to help build an anti-bullying ethos in our school.

The most effective way we can deal with the problem of bullying is to create an environment that precludes it ever occurring.

### **We deliver the Anti-Bullying curriculum through our PSHE programme**

We use a wide range of resources, including:

- Videos/DVDs
- Plays
- Poetry
- Fiction

Students will spend six hours (6 week programme) in year 7 directly on this issue, and revisit it every year, to raise awareness about bullying behaviour and the School Anti-Bullying Policy. This is known as the Redruth 'Bully-Free Form' programme.

Anti-bullying messages are reinforced throughout the school year as a theme in lessons, assemblies and by taking part in the National Anti-Bullying Week.

Using teaching methods that actively promote co-operative behaviour and citizenship is one way of achieving this.

### **Bully –Free Form**

The philosophy behind this initiative is to create a climate in the school where everyone sets a tone of caring and carries the message:

**“Redruth School will be a safe, respectful and inclusive environment so teachers can teach and students can learn.”**

During PSHE lessons students look at the issue of bullying. They discuss and agree about the ethos they want to create in the classroom. They also discuss and agree what they will do when things go wrong.

Individual forms will identify individual methods of doing this e.g. bully box, praise box etc... Forms will be assessed for the status of Bully-Free Form on an annual basis. Bully Free Forms will regularly review and evaluate their progress. We will involve parents, governors, non-teaching staff and representatives from outside agencies in our assessment process.

### **Share Group Approach**

This approach is based on the belief that punishing bullies does not end bullying. It stresses that it is the bullying behaviour, rather than the person doing the bullying that is not liked, and that the main aim of the intervention is to stop the bullying. A small support group is set up containing those responsible for the bullying and bystanders. The aim is to encourage all members of the group to take responsibility for their behaviour and its consequences and to make a commitment to joint action, which will end the bullying and provide support for the bullied student.

### **Restorative Justice Approach**

The bullied student is offered the chance to take part in a restorative justice process. This provides the opportunity for those directly affected by the bullying – the bullied and the bully – to communicate and agree how to deal with the offence and its consequences.

The bullied pupil explains what impact the bullying has had on them, a discussion takes place which results in the offender making practical amends to repair the damage – this usually includes an apology. This communication can help bullied students put the bullying behind them and be more satisfied with the outcome.

This process must be facilitated by an independent person (ideally the Pastoral Leader or a Learning Mentor), and the ground work must be laid by them seeing both parties individually prior to the meeting

## Cyberbullying

### The Problem

Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

### Internet Traffic & Social Media Messaging

All efforts are made to monitor internet traffic using the school server which is part of the South West Grid for Learning. We also use a filter blocking service (Lightspeed). Whilst we cannot monitor personal equipment should we have direct evidence of cyberbullying we may confiscate and investigate further. *Please refer to the school's ICT policy.*

### Categories of Cyberbullying Include:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bully, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people which can provide new opportunities for cyberbullying

### A Code of Conduct for Students

- If you feel you are being bullied by email, text or online, do talk to someone you trust.

- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Serious bullying should be reported to the police - for example threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Why not log into a chatroom with a different user ID or nickname? That way the bully won't know who you are. You could change your mobile phone number and only give it out to close friends.
- Contact the service provider (mobile phone company, your internet provider) to tell them about the bullying. They may be able to track the bully down.
- Use blocking software - you can block instant messages from certain people or use mail filters to block emails from specific email addresses.
- **Don't** reply to bullying or threatening text messages or emails- this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't** give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
- **Don't** ever give out passwords to your mobile, social networking or email accounts.
- **Remember** that sending abusive or threatening messages is against the law.

### Consequences for offenders of cyberbullying ...

Any cyberbullying misdemeanour will be treated very seriously by the school and dealt with under the school's behaviour for learning policy. *Please refer to the BFL Policy.*

### Responding to Bullying

In addition to promoting an anti-bullying ethos as a preventative message against bullying we need a method for responding directly to bullying incidents. A record must be kept each time a bullying incident occurs. Brief details and the outcome should be recorded and placed in the pupils' files. This should include reference to strategies used.

### Contacts and help

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Facebook Safety Centre – [www.facebook.com/safety](https://www.facebook.com/safety)

Report/Remove tags video – <http://youtu.be/CaJYQXiu3PY>

UK Safer Internet Centre – [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Childnet – [www.childnet.com](http://www.childnet.com)

Report abuse or grooming to CEOP – <http://ceop.police.uk>

**Childline** – advice and stories from children who have survived bullying  
08000 1111 [www.childline.org.uk](http://www.childline.org.uk)

**Bullying on line**  
[www.bullying.co.uk](http://www.bullying.co.uk)

### Useful sources of information

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.  
[www.stonewall.org.uk](http://www.stonewall.org.uk).

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site  
[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

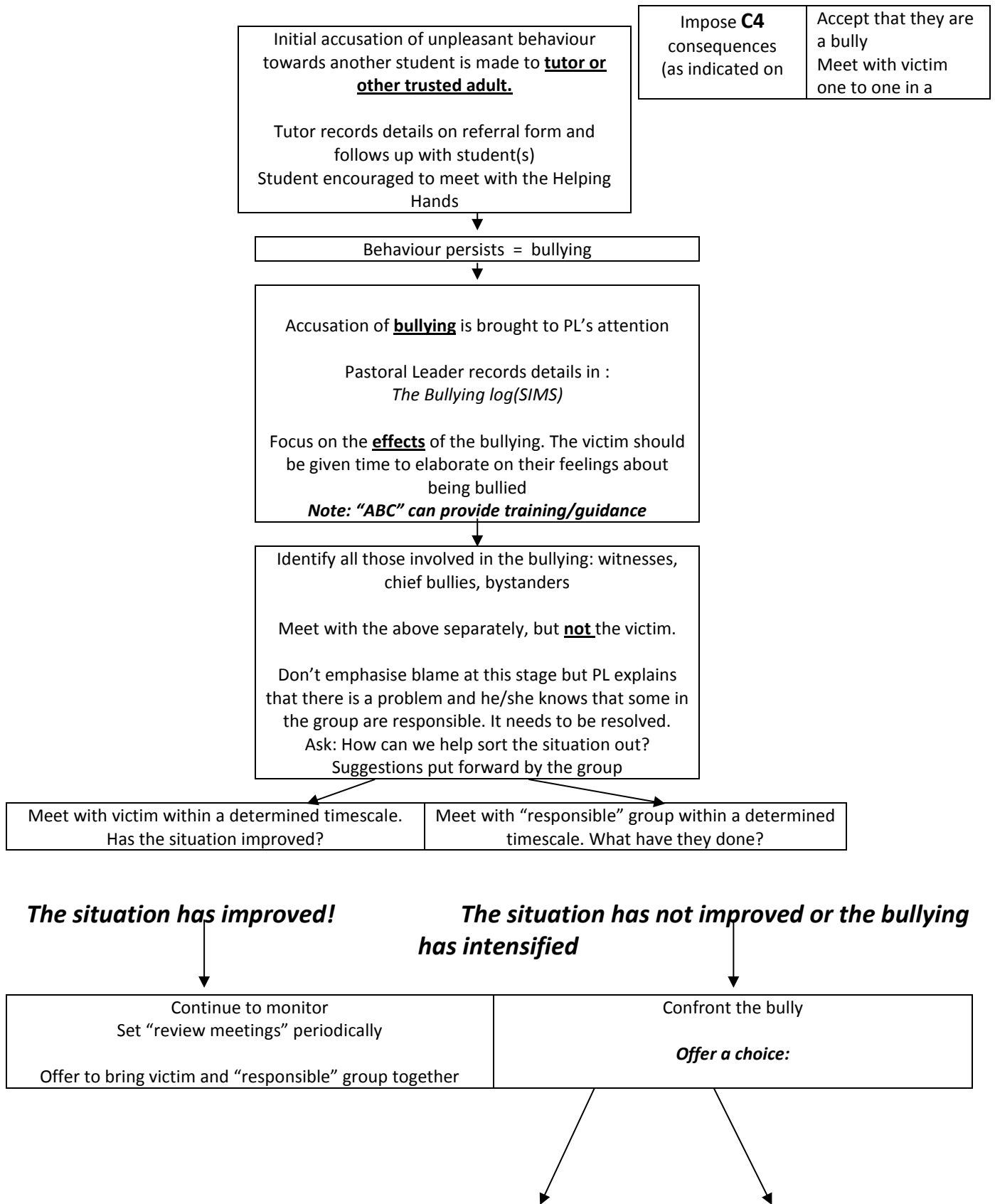
**The links below will give you information on safe Internet use:**

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP) has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

[www.swgfl.org.uk/safety](http://www.swgfl.org.uk/safety)

## A Model to Challenge Bullying and Link to the BFL Strategy







*Monitor the situation. Impose **C5 consequence** if necessary.  
Possibility of up to **C8 consequence** if other methods are unsuccessful.*

<p>the BFL posters around the school).</p> <p>Possible <b>C8</b> consequence if previous interventions unsuccessful.</p>	<p>controlled environment Accept counselling sessions set up by the school: <b><i>The Learning Mentors or ABC, for example, can assist with this.</i></b></p>
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# Student Friendly Flowchart

