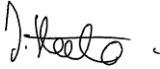




## Anti-Bullying Policy

<b>Version:</b>	V4
<b>Last updated:</b>	January 2024
<b>Effective until:</b>	31 August 2025 (or following change of legislation or serious incident)
<b>Lead</b>	Jason Steele
<b>Signed</b>	

## Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (Department for Education [DfE] 2023). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

## **Principles and Values**

As an educational and well-being establishment we take bullying and its impact seriously. All young people, parents/carers and staff are assured that known incidents of bullying will be responded to and bullying will not be tolerated.

The school will seek ways to counter any incidents of bullying that may occur within the school or in the wider community. Raise fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

## **Objectives of the Policy**

- All governors, teaching and non-teaching staff, young people and parents/carers have an understanding of what bullying is.
- All governors and teaching and non-teaching staff have an awareness and understanding of what the school's policy is on bullying and the strategies in place to prevent or address it and follow it when bullying is reported.
- All young people and parents are aware of the school's anti-bullying policy and the strategies that are in place to prevent or address bullying and follow them when bullying is reported.

All of us have encountered bullying at some point in our lives, but we all deal with it and react differently. The aim of this policy is to work together to ensure that our whole school community is a safe place for children, young people and adults.

Raise Education and Wellbeing School teach our young people the values and mutual respect for self, others and the environment that are expected as part of the Raise and the wider community. This is delivered via our bespoke therapeutic interventions, the development of emotional literacy skills, the spiritual, moral, social and cultural curriculum and the embedding of British Values in all we do.

All young people and staff are encouraged to expect open and honest dialogue and a supportive and measured response to concerns or allegations of bullying in any form. Staff report and record all allegations of bullying via the designated safeguarding lead, following the safeguarding policy. Reporting is done in a timely manner and always within 24 hours.

All young people are assigned a key member of staff that they can speak to for support who are able to offer various strategies so young people can begin to build emotional resilience whilst accessing the support they need to combat bullying. In addition to this Raise staff are trained to practice Restorative Justice techniques to support the impact of bullying, open dialogue and reach a positive resolution. The aim is to enable young people to feel safe, maintain a positive approach and deal with any issues in an appropriate and pro-active, whilst taking ownership of the consequences of negative behaviour and focusing on solutions.

Raise Education and Wellbeing School young people and staff are involved with Pupil Voice. Members are encouraged to give feedback to the Senior Leadership team around all aspects of school life, including bully and their thoughts on successful strategies to prevent instances of bullying, including identifying areas of the school they feel less safe.

## Definitions of Bullying

**Bullying is unacceptable behaviour used by an individual or group, usually overtime, that intentionally hurts another individual or group either physically or emotionally.**

Bullying can be short or continuous over any period of time, below is a list of behaviours, however, Raise recognises bullying is defined through personal experience and differently by each individual and this is not a definitive list:

Emotional	Being unfriendly, excluding, tormenting, isolating or displaying threatening gestures.
Physical	Pushing, kicking, biting, hitting, punching, spitting or any other unwanted physical contact including invasion of personal space.
Racial	Racially motivated taunts, graffiti and/or gestures including indirect racially motivated language.
Sexual	Unwanted physical contact, sexualised behaviour or comments including invasion of personal space.
Homophobic	Negative behaviour or language that focuses on the issue of sexuality including lesbian, gay, bi or transsexual young people.
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing or any unwanted negative verbal interaction.
Cyber bullying	Unwanted contact via the internet, including mobile phones, email and/or any other social media. It also includes misuse of associated technology, such as cameras or video technology.

Bullying can take place in any area of the school or the wider community, including in the home by those associated with the school or local community (cyber bullying). It can take place in group activities and between families in the local community.

## Perpetrators and Victims

**Bullying takes place where there is an imbalance of power of one person or persons over another.**

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse. All staff are aware of Raise safeguarding policies and procedures and do not wait to be told before raising concerns or dealing directly with any incidents. Staff must also be aware that not all young people may realise they are being bullied; because of their level of maturity or because they have a level of special educational needs.

Staff must be aware of the vulnerability of our young people and that they may be dealing with issues they face outside of the school environment or responding to difficulties they have with social, emotional or mental health issues that have an impact on the propensity to be unkind to others or make them more likely to fall victim to the behaviour of others.

## **Importance of a Timely Response to Bullying**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the physical or mental health of a victim and can have long term consequences including suicide. Everyone has the right to be treated with respect.

Young people who are bullying need to be supported to identify and learn different ways of behaving.

## **Recognising, Reporting and Recording Signs and Symptoms of Bullying**

A child/young person may indicate signs or behaviours that he or she is being bullied. Staff, parents/carers and/or peers should be aware of these signs and using effective home/school liaison be able to record and act on information following safeguarding procedures.

Signs can be physical, in the form of cuts, bruises, damaged or missing clothing or belongings; or psychological in the form of changes in behaviour, such as reluctance to go to school, becoming withdrawn or anxious, beginning to or an increase in truancy, instances of self-harm or threats and/or attempts at suicide; or an unwillingness to answer mobile phone messages, or be jumpy or upset when a message is received.

These signs or symptoms are not an exhaustive list and staff should remain vigilant for any changes in behaviour.

## **Outcomes**

**All known/reported incidents of bullying will be investigated by following the relevant safeguarding procedures.**

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

Restorative practices may be facilitated by key staff and with parents/carers, following specific interview techniques and using key questions in order to resolve bullying issues. Where possible the young people will be reconciled. In some cases it may be relevant to seek advice of outside agencies that are actively involved with individuals in order to achieve positive outcomes.

In more serious cases, such as a young person not responding to on-going sanctions or interventions and there is no change in behaviour it may be necessary to issue a fixed term or permanent exclusion. This is at the discretion of the Deputy Principal and will be discussed with the young person, parent/carer, the local authority and other individuals involved.

The Board will be informed of any incidents that are recorded along with sanctions and reconciliation (restorative practice).

## **Prevention**

**At Raise we use a variety of methods to support children and young people in gaining an understanding of the consequences and preventing bullying.**

We raise awareness of bullying through the teaching of personal and social development; citizenship lessons; the British values curriculum; whole school and class assemblies; therapeutic interventions; support the development of emotional literacy skills; involvement in Anti-Bullying week and/or peer support/mentoring programmes.

The ethos and working philosophy of Raise means that all staff actively encourage children and young people to have respect for themselves, each other and the environment. Positive behaviour is continually acknowledged, and all successes are celebrated. Staff encourage effective communication between staff, parents/carers and young people leading to open conversations and increased confidence in young people's ability to discuss bullying and report any incidents or concerns about other children's/young person's behaviour.

Staff will continually reinforce expectations of behaviour as a regular theme.

Staff will follow the associated policies alongside the anti-bullying policy in order to support every learner in our school.

Staff must be vigilant that they do not highlight the differences of children/young people or an individual child/young person, even if this is done in jest.

Staff must reinforce a general message that children/young people do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

## **Recording of Bullying Incidents**

**When an incident of bullying has taken place, staff must be prepared to record and report each incident.**

Suspected and Identified incidents of bullying should be recorded by key members of staff involved in such identification and in consultation with the Designated Safeguarding Lead (DSL). This would include where staff have had to become involved and speak with children/young people and/or parents/carers have raised concerns regarding bullying. Confirmed cases of bullying should be subject of restorative practices and recorded following the appropriate procedures as with any case of Child Protection.

The safeguarding lead and/or Deputy Principal should advise at which level this should be recorded.

All incidents of bullying will be discussed with all relevant staff and parents/carers of the children/young people involved in order that everyone can be vigilant and that further incidents may be prevented. Parents/carers and the school will work in partnership and fully cooperate to improve and enhance children's behaviour and attitude and personal development so that we can together restore the school provisions to a safe and positive place to be post any bullying incident. Parents will be supported to make the right choices of responses to bullying incidents and will be asked to refrain from attempting to sort the problem out themselves by approaching another young person or their parents/carers or encouraging their child to 'bully back'.

Incidents of bullying will be reported with the Board of Governors with clear information and data on what action has been taken and what is in place to wherever possible prevent, educate, and develop a respectful and compassionate environment.

## **Help Organisations:**

The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>

Kidscape: <http://www.kidscape.org.uk>

The Diana Award: <http://www.diana-award.org.uk/home>

The Big Award: <https://www.bullyinginterventiongroup.co.uk>

Restorative Justice Council: <https://www.restorativejustice.org.uk>

## **Cyber-bullying:**

ChildNet International: [www.childnet.com/young-people](http://www.childnet.com/young-people)

Think U Know: <https://www.thinkuknow.co.uk>

Digizen: [www.digizen.org](http://www.digizen.org)

## **LGBT:**

EACH (Education Action Challenging Homophobia): [www.each.education](http://www.each.education)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND:**

Mencap: <https://www.mencap.org.uk>

Changing Faces: <https://www.changingfaces.org.uk>

Cyberbullying and children and young people with SEN and disabilities:  
[www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

Anti-bullying Alliance SEND programme of resources:  
[www.antibullyingalliance.org.uk/resources](http://www.antibullyingalliance.org.uk/resources)

## **Racism:**

Show Racism the Red Card: [www.srtrc.org](http://www.srtrc.org)

Kick It Out: [www.kickitout.org](http://www.kickitout.org)

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)