



# RYEDALE SCHOOL

Aspire and Achieve

## ANTI-BULLYING POLICY

### General Statement

The School Standards and Framework Act 1998 requires maintained schools to have an Anti-bullying policy.

The governing body values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that because of the verdicts in bullying cases it must take note of bullying perpetrated outside school which spills over into the school. The school will do what is reasonably practicable to eliminate any such bullying.

### Aims

- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where students are supported and encouraged to tell someone about bullying.

### Definition of Bullying

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves.

According to 'Kidscape':

- it involves aggression (deliberate) and an unequal power relationship; and
- it results in pain and distress and is persistent.

Homophobic bullying is another form of bullying which may involve the use of derogatory terms such as 'gay' toward other students. It is not tolerated and is dealt with in the same way as any other form of bullying. The school also aims to promote positive role models, through assemblies and the PD programme. A log of homophobic bullying is kept in school.

Racist bullying is a form of bullying based on ethnic differences. A log of racist incidents is kept in school. Positive role models are used in assemblies, PD and other areas of the curriculum to ensure students are aware of the importance of developing tolerance and respect towards everyone in school and the community, irrespective of ethnic background.

The school acknowledges the increasing potential for problems caused by the development of new technologies, such as 'cyberbullying'.



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The Department for Education defines cyberbullying as “the use of Information Communications Technology (ICT), particularly mobile phones and the internet, to deliberately to upset someone else.”

The school looks to promote the positive use of technology both within school and beyond it. Students’ awareness of appropriate behaviours is promoted through computing lessons, tutor time and signing up to understanding and agreeing to the Acceptable Use policy.

All students receive additional input through “Internet safety” assemblies delivered by specialists (eg: CEOP trained North Yorkshire Police.)

Additional information can be found on the website via Ryedale School’s E-Safety Policy.

## Responsibilities

### The Governing Body

The Secondary Director will report via the federation governing board the cases recorded within e-Safety, homophobic and racist bullying logs, and will also report on strategies adopted to resolve/reduce recorded cases of bullying.

### The Secondary Director

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

### The Secondary Director will

- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils;
- report annually to the governing body.

### The Assistant Head will

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- direct the Pastoral Manager to undertake the initial investigation of any allegation of bullying.
- make decisions regarding sanctions and strategies, depending on the severity of each case. (Liaise with the Secondary Director where a formal written warning or fixed term exclusion is deemed appropriate as the sanction).
- ensure appropriate record keeping (via the Pastoral Manager) is maintained in relation to incidents of bullying.
- arrange relevant staff training; and determine how best to involve parents in the solution of individual problems;



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## **Form Tutors will**

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported;
- keep appropriate records of all incidents of bullying; and
- make a report to the Assistant Headteacher and Secondary Director as necessary.
- be responsible for liaising with the Assistant Head over all incidents involving pupils in their form group;
- be involved in any agreed strategy to achieve a solution; and
- deliver the anti-bullying programme in the PD course as appropriate.

## **All Staff will**

- know the policy and procedures;
- be observant and ask pupils what is happening to them;
- deal with incidents according to the policy; and
- never let any instances of bullying pass by unreported, whether on-site or during an off-site activity.

## **All students will**

- be aware of the school's position and definition of bullying;
- be observant and report any incidents of bullying to a member of staff;
- treat members of staff and other students with respect; and
- provide support to other students, where appropriate.

Related Policies

**Ryedale School Behaviour Policy**

**Policy Review Timescales:**

**Reviewed by:**

**Date of Policy:**

**Review Date:**

**Every 3 Years**

**Secondary Director**

**February 2018**

**February 2021**