



# RAINHILL HIGH SCHOOL

## ANTI-BULLYING





**RAINHILL  
HIGH SCHOOL**

# **ANTI-BULLYING**

<b>STATUS</b>	<b>NON-STATUTORY</b>
<b>RESPONSIBLE COMMITTEE</b>	LGB PDBW
<b>APPROVAL DATE</b>	03/07/22
<b>RENEWAL DATE</b>	03/07/25



SCHOOLS IN PARTNERSHIP

**STEPHENSON**

MULTI ACADEMY TRUST

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## Statement of Intent

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As a school community we aim to ensure that school is a safe and secure environment for every individual. Bullying is an unacceptable form of behaviour and will not be tolerated at Rainhill High School.

### **Aims and objectives of the policy**

The purpose of this policy is to:

1. Define bullying
2. Raise awareness of the issue within the school community and with parents
3. Put in place a process that will enable us to deal with bullying effectively
4. Monitor the extent of bullying in school and evaluate the effectiveness of the strategies employed to reduce incidents occurring
5. To improve attitudes and behaviour in school generally in order to strive to prevent incidents of bullying
6. To ensure that all members of the school community are aware of the bullying policy

### **Principles of the Anti Bullying Policy**

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To be committed to the school mission statement by:

- Consistent approach to Bullying
- Demonstrate that as a school we will not tolerate Bullying
- Providing a safe, secure and positive environment for pupils to be able to grow and develop as individuals
- Striving to ensure that everyone is treated with respect
- Enabling all to feel protected
- Proactive approach
- Supporting victims in a positive way
- Making all members of the school community aware that they have a responsibility for ensuring the safety of others
- Involving parents and guardians in this anti bullying policy

**To prevent bullying in Rainhill:**

- Everyone within the school community will be made aware of what bullying is and the consequences of bullying
- All staff will take complaints seriously – no matter how trivial they may seem
- Pupils will be made aware of bullying related issues through the delivery of a broad and balanced curriculum

#### **When a pupil reports bullying:**

- Investigate and support pupils at an appropriate level as set out in the ‘Responding to a Bullying Incident’ flowchart. This could involve the immediate contact of external agencies depending on the severity or form of bullying
- Collect information about the incident from relevant parties and witnesses if necessary
- Respond to the incident using appropriate sanctions and flow-up procedures

Bullying at Rainhill will be taken very seriously and a range of appropriate strategies will be applied to ensure a successful outcome.

### **What is Bullying?**

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#### **Definition of bullying**

*“Bullying is defined as behaviour by an individual or group that hurts another individual or group, either physically or emotionally. Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual student towards another individual, by a group towards an individual or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to go to school”*

#### **Types of Bullying**

**Physical** – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding or damaging belongings;

**Verbal** – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;

**Cyber bullying** – the use of ICT, e.g. Mobile phones chat-room/blogs/messages board, email, gaming console, instant messaging (MSN, Yahoo, AOL, *BBM, Snapchat*), mobile phones including photos, social network site e.g. Facebook, Bebo, video, hosting sites (YouTube), webcams, sending viruses or hacking programmes, stealing someone’s identity to deliberately upset someone else. Can include harassment, threats and insults

**Indirect** – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidation, graffiti, defacing of personal property, inciting others to bullying behaviour, distribution of literature, display of pornographic, classist, disabilist, homophobic, racist or sexual material.

Psychological e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft/impersonation, isolation/refusal to work/play with other pupil, revealing personal information  
Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident

### **Who bullies?**

**Anyone** has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

### **Who is bullied?**

**Anyone** can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as, homophobic, racist and religious, or sexist. People can be a member of more than one group.

## **Types of Bullying**

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- **Homophobic:** any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.
- **Transphobic:** incidents are those perceived to be insulting to someone's gender identity or to transgender people.
- **Racist:** any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as gypsy/Roma traveller come under this heading too.
- **Related to disability, SEN or health:** behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too.
- **Related to home circumstances** e.g young carers or children in care, social class.
- **Sexist:** incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence.
- **Sexual:** incidents include intrusive language, distribution of inappropriate pictures, damage to sexual reputation, inappropriate touching and other behaviour to involve unwanted sexual attention.
- **Faith-based bullying:** negative stereo typing, name calling or ridiculing based on religion.
- **Gifted/talented bullying:** name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.

## Signs and Symptoms of Bullying

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**Physical signs** e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress

**Emotional signs** e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness

**Behavioural signs** e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour

**General** e.g. frequently “lose” money/possessions, appears tired and lethargic, avoids entering/ leaving school with others or playtime

## Preventing Bullying

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Bullying in any shape or form is not acceptable at Rainhill and will not be tolerated.

### Prevention of bullying

1. Staff should be constantly aware that bullying does occur and should be especially vigilant when in the situations and/or places where bullying is most likely to occur.
2. All staff will take complaints seriously – no matter how trivial they may seem.
3. YSM in each year group who is working pro-actively to raise awareness of antibullying in school.
4. The subject of bullying will be raised regularly in assemblies to keep staff and students aware and to encourage a culture where people will tell if they see any bullying behaviour regardless of who the bully is; child or adult. This will also aim to encourage the attitude that we all have responsibility for safety of others, people feel easy about discussing their experiences or worries about bullying.
5. Regular discussion on bullying in lessons such as PHSE, Citizenship, ICT, Drama, and R.E. should ensure that the issue is not ignored and that children and young people feel easier about discussing their experiences or worries about bullying.
6. Yearly questionnaires will be undertaken to assess the problem of bullying and to evaluate the policy.
7. The induction programme for new students should emphasise this policy.
8. All young people will be encouraged to seek help from people they trust e.g. other form members, form tutors, student guidance staff, parents, etc.

## Bullying of Staff

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### **Bullying of staff by pupils, parent/carers or other staff (includes incidents such as Cyber-bullying):**

Members of the school workforce suffering from or concerned about bullying can contact their manager, trade union or professional association for support and advice.

### **Monitoring and Evaluation**

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The effectiveness of the policy will be monitored by key members of staff.

Evaluation will be informed by the whole school community including feedback from parents/guardians. The policy will be reviewed annually in the light of these contributions.

### **Involving Parents/Carers**

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We will ensure that:

- Parent/carers are made aware of any bullying incidents as soon as possible. ☑ Parent/carers are kept informed of any further concerns.
- If an incident is to be referred to school, the incident will then be within the procedures of the school's anti-bullying policy.

### **Communication of the policy**

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Students, Parents/Carers, Staff and Governors are made aware of the school's Anti- Bullying Policy through a variety of means including:

- The PSHE programme Years 7-11
- Citizenship lessons in Year 7 and 9
- Assemblies, focus days/weeks
- Group sessions
- Parents newsletter
- The school's Website
- Paper copies are also available on request from School

### **Important Websites and Organisations Offering Help and Support**

If you do want to speak to someone you know but need help and advice you can contact

- Ring Childline 0800 1111
- Contact Kidscape on 0845 120 5204

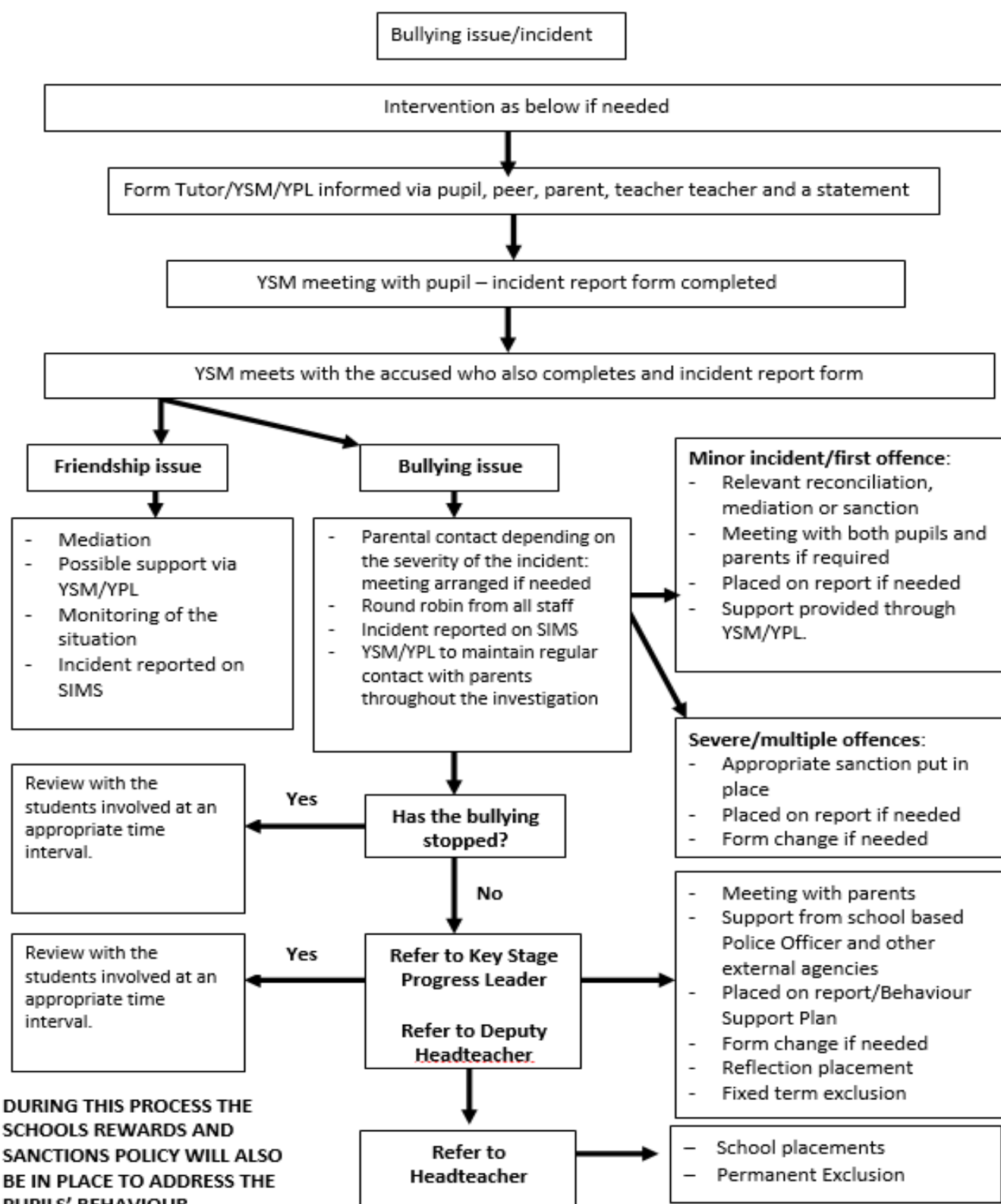


Websites offering help and advice:

- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.kidscape.org.uk/](http://www.kidscape.org.uk/)
- [www.childline.org.uk/](http://www.childline.org.uk/)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.stoptextbully.com](http://www.stoptextbully.com)
- [www.beyondbullying.com/](http://www.beyondbullying.com/)
- [www.bbcllc.com/](http://www.bbcllc.com/)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childnet-int.org](http://www.childnet-int.org)
- [www.cyberbullying.org](http://www.cyberbullying.org)
- [www.chatdanger.com](http://www.chatdanger.com)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- <http://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

## Responding to a Bullying Incident

(Examples of possible actions and sanctions)



## Appendix 1

### What is Cyber Bullying

- (a) It can be anonymous
- (b) It can affect the target 24 hours a day, every day, as it intrudes safe and personal spaces.
- (c) It can spread very quickly and resurface at a later date
- (d) It can be cross generational (teachers can be targeted)

### It can take the form of:-

- (e) Sending offensive texts/messages by mobile phone or via apps
- (f) Picture/video bullying via mobile phone cameras
- (g) Phone call bullying via mobile phone
- (h) Email bullying
- (i) Chat Room bullying
- (j) Bullying via Instant Messaging
- (k) Bullying via Websites
- (l) Bullying via social networking sites
- (m) Bullying via gaming sites (voice over)
- (n) Uploading images to the Internet which may cause upset

### Beat the cyberbullies

- (a) Tell an adult you know and trust, (Anti Bullying Officer, teacher, parent, friend)
- (b) Tell the company that provides your MSN account, internet access or mobile phone
- (c) Use the "report" or "report abuse" button on individual sites to report inappropriate content
- (d) Keep any text messages from Cyberbullies
- (e) Keep Email and URL (web addresses)
- (f) Note dates and times, messages and Emails are received and sent
- (g) Save screen-shots from chatrooms
- (h) Copy and paste messages from Instant Messenger
- (i) Be careful as to who you „add“ or „accept“ as a friend (j) Call the police

## Appendix 2

### Guidance for Staff

Watch for early signs of distress in students – deterioration of work, sudden change in attitude, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems but may be early signs of bullying.

- Be available and willing to listen. Treat the information seriously.
- Record incidents of bullying precisely and be seen to do this.
- Offer the victim immediate support and help by putting the school's procedures into operation.

- Involve the Anti-Bullying Officer/relevant Year Head/Assistant Head of Year who would inform the parents/carers of both the victim and the student who is doing the bullying where appropriate.
- Avoid the “bullying” model when applying sanctions. Do not bully the student who is bullying. Try to negotiate an agreed form of atonement.
- Ensure that areas of the school are patrolled before school, at break, lunch-time and at the end of the day.
- All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later more appropriate time.
- Use students as a positive resource in encountering bullying. Set up discussion groups in lessons.
- Help the student who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim. Ascertain wherever possible the reasons why she/he bullies others.
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because she/he is bullied.
- If bullying is happening to students on the way home, inform the parents/carers of this.
- Use peer pressure against bullying behaviour.
- Help students think about strategies to use.
- Ensure that students know what to do when they are bullied.
- Tell the students from day one that bullying is not tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Cyberbullying - arrange and oversee the removal of inappropriate content (parents/carers to be made aware). Providers and/or the police may need to assist with this.
- Cyberbullying – be prepared to contact the police regarding any illegal content (including threatening or menacing behaviour).Cyberbullying - use disciplinary powers to confiscate phones used to cyberbully.
- Cyberbullying – direct parents/carers to appropriate sites for further guidance.
- Discourage bullying via assemblies, PHSE, focus days/weeks Where appropriate, contact the School Nurse and outside agencies.

### **Guidelines for Students**

What to do if you think you are being bullied:

- Tell the Anti Bullying Officer, teacher or any other adult in school you trust Tell a parent/carer
- Tell them again if the bullying does not stop in school or if it continues outside school
- Go around with a friend or two
- Talk to your friends about it and say no to the bully
- Report instances of cyberbullying which you see or hear about
- Do not retaliate or respond to upsetting texts
- Keep hurtful texts and other messages
- Copy and paste hurtful messages received via MSN and social networking sites
- Block individuals who upset you
- Ensure social networking sites are only accessible to invited friends
- Tell an adult if you know that someone else is being bullied
- Try not to show you are upset, which although difficult, will help discourage the bully
- Try to appear confident
- Just walk past if people call you unpleasant names
- If you feel threatened walk away
- Tell yourself you don't deserve to be bullied

### **Guidelines for Parents/Carers**

What to do if you think your child is being bullied:

- Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone.
- Listen to what your child says; try to establish that the problem really is bullying and not something else.
- Discuss with your child what you can do.
- Contact the Anti Bullying Officer. Do this for as long as the bullying continues.
- Help your child to deal with the problem by him or herself. Be tactful.
- If your child needs escorting home, meet him or her round the corner, not at the school gate.
- Try not to be over-anxious or over-protective. It may sometimes be helpful to talk with the bully's parents/carers, but before you do this, take advice from school first.
- Do not encourage retaliation. This rarely helps and may only make things worse for your child.
- Children can be called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- Reassure your child if problems occur.
- Learn how your child uses information and communication technology and familiarise yourself with safe practice.