



Anti-Bullying Policy

Approved by: Full Governing Board

Date: 25th June 2025

Next review due by: June 2027

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1. Aims

Anti-Bullying Policy

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community." (DfE, 2007).

Policy Aims

- All children, parents, staff and governors should have an understanding of what bullying is.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- All children and parents should know what bullying is and inform a member of staff if bullying arises.

The school will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

School Objectives

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the children who has experienced bullying and to trigger sources of support.
- To apply disciplinary sanctions to the children causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

This policy forms a part of the schools overall Behaviour and Rewards Policy. The aim of the Anti-Bullying Policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school.

All members of The Reigate School community have the right to work in a safe and secure environment.

We want everyone to feel safe and be happy in school and have the right to support when feeling insecure. We want Reigate School to be a school where bullying is viewed as unacceptable, treated seriously and dealt with effectively.

Bullying is anti-social behaviour and affects everyone. Reigate School will not accept bullying of any kind. Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and can sometimes be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; we have to make our own judgements about each specific case.

Children who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences, unexplained weight loss or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. In all instances Reigate School will encourage children to discuss their concerns with other members of the school community, be that in person, or through our text message system. The whole school community, therefore, must be alert to the signs of bullying and act promptly with issues as they arise.

Reigate School is a school in which young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the academy community.

2. Statement of Intent

Reigate School is committed to ensuring that children learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

3. Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

4. Bullying can be and can include:

| Type of bullying | Definition |
|---------------------------|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities. |
| Homophobic | Because of, or focusing on the issue of sexuality |
| Disability/SEN | Because of, or focusing on, a disability or special educational need. |
| Home circumstance | Targeting individuals who are looked after children or because of a particular home circumstance. |

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Head of Population/Year.

Heads of Population/Year will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the children concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected child, but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied children according to the particular incident/s.

Children who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Children who have bullied will be helped by: discussing what happened, discovering why the children became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the children.

In agreement with both parties involved, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Isolation
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer
- Internal fixed term exclusion
- External fixed term or permanent exclusion.

6. Proactive Strategies

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Promotion of the school values, in particular Respect, Friendship & Kindness.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying, e.g. Anti-Bullying Week in November of each year.
- Whole school assemblies.
- Pupil surveys.
- Staff and Governor Training on Anti-Bullying.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring.
- Assertiveness training.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Development, Monitoring and Review

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Population/Year/SLT and reported regularly.
- Support staff to identify and tackle bullying appropriately.
- Ensure that children are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from children via the Student Council and children questionnaires.
- To learn from anti-bullying good practice elsewhere and utilise the support of relevant statutory/voluntary organisations when appropriate.

7. Links to other policies

Behaviour and Rewards Policy

This policy will be reviewed every two years.

Bullying Report Form

Location/event:

Date of incident:

Time of incident:

| Type of behaviour displayed/experienced: (Please Tick) | | | |
|--|--|--|--|
| Isolation /being ignored or left out | | Possessions /kit taken or damaged | |
| Physical /being hit or hurt | | Forced into actions against will/hazing | |
| Verbal (name-calling, taunting, mocking, threatening) | | Written | |
| Cyber (On-line, social media, email, text, posting photos/videos) | | Spreading rumours | |
| Other (please specify) | | | |

Names of individuals involved:

| | | Gender | Age | Role* |
|---|--|--------|-----|-------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

*Role: **V** Victim

P Perpetrator

A Associate

B Bystander

Where did bullying behaviour occur?

| | |
|---------------------|--|
| Sports playing area | |
| Changing rooms | |
| Toilet | |
| Other (specify) | |

Are there indications that the behaviour was related to any of the following:

| | | | |
|--------------------------------------|--|--------------------|--|
| General appearance/body image | | Race/ethnic origin | |
| Disability/SEN | | Sexual orientation | |
| Gender/Sexism/homophobia/transphobia | | Home circumstances | |
| Religion | | Sports ability | |

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

With each individual involved (noted on page 1):

In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:

Date:

