



The Robert Carre Trust

Anti-Bullying Policy

Statement of Intent

The Trust is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Schools in the Trust are *TELLING* schools. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying will not be tolerated.

What Is Bullying?

Bullying is when one individual deliberately targets another individual and subjects them to anti-social behaviour(s) with the intention of causing harm or upset. Bullying results in pain and distress to the victim either physically or mentally.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Disability focussing on disabilities
- Homophobic or transphobic
because of, or focussing on, the issue of sexuality or gender identity
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. All students are expected to respect all members of the schools' communities.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is;
- All governors and teaching and non-teaching staff should know what the Trust policy is on bullying, and follow it when bullying is reported;
- All students and parents should know what the Trust policy is on bullying, and what they should do if bullying arises;

- As a Trust we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported;

Code of Conduct

Role of Staff (Teaching and non-Teaching)

All staff will work to achieve these objectives with a consistent approach:

- Provide an environment where students feel accepted and valued;
- Promote positive relationships by showing through their own behaviour that it is better for everyone to respect and care for each other;
- Implement work on anti-bullying in PSHE where appropriate;

Watch for signs of distress in students. This could include deterioration in work, late arrival, hanging back when lessons are over, 'illnesses', isolation, wanting to be with adults or aggression;

- Listen carefully to any students who reports a bullying incident and investigate it thoroughly. It is preferable that such discussions are held away from other students;
- Deal with an incident themselves or refer it to the Form Tutor, Head of Year or person nominated by the student, as appropriate. In all cases the Head of Year must be consulted before any other action is taken. If a student from another school is involved, the school will contact that school. Records of the occurrence should be kept on the appropriate files;
- Involve parents if appropriate;
- Set up counselling for students who are being bullied and those who are bullying. If necessary bring in outside agencies to provide advice on coping strategies;
- Praise and encourage co-operative, caring behaviour and use incidents of misbehaviour to teach the alternative, more socially caring ways of behaving.

Role of Students

The situation is always difficult and each new incident should be evaluated accordingly. Generally students should:

- Look out for signs of bullying and, if aware of possible bullying, make an effort to be available to talk to students being bullied;
- Speak out and not be afraid to expose bullies;
- Not take the situation on alone but encourage and assist the victim to gain help and confidence from others; staff, prefects, peers and parents;
- Be prepared to take an active part in the 'Buddy' system and in such strategies as 'No Shame No Blame' groups;
- Take an active part in confidence building in PSHE lessons.

Role of Parents

Bullying is an upsetting situation for a parent whether his/her child is being bullied or is the bully. Schools within the Trust will not always involve parents in minor incidents ('minor' being defined as not persistently designed to undermine another person) but, where appropriate, will work alongside parents to achieve positive outcomes. If a bullying situation arises parents should:

- Try to establish what has happened without jumping to conclusions;
- Stay calm and supportive;
- Inform the school if the problem persists and they continue to be concerned;
- Not confront the bully or the bully's parents themselves;
- Encourage their child to be assertive without retaliating;
- Provide short term coping strategies whilst the situation is being resolved;
- Monitor longer term outcomes to ensure resolution.

Role of Governors

Recognising the difficulty of the situation the Governors should:

- Provide a further arena for discussion in the event that a bullying situation remains unresolved;

- Monitor implementation and updating of the Anti-Bullying Policy.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 morning
- begins to do poorly in school work
- 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 or other monies 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's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

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

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Coram Children's Legal Centre Child Law	0300 330 5480
Coram Children's Legal Centre Education Law	0300 330 5485
info@kidscape.org.uk	020 7823 5430
Bullying Online	www.bullying.co.uk
For Young People:	
Childline	0800 111
Kooth (Counselling Online)	https://www.kooth.com

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Approved at the meeting of the Board on 27 March 2019

Next Review Date: March 2020 (annual)

Appendices

1. Carre's Grammar School and Kesteven & Sleaford High School Protocols

Carre's Grammar School and Kesteven & Sleaford High School Protocols

Procedures

1. Report bullying incidents to staff responsible – Form Tutor/ Head of Year;
2. All incidents found to be proven following investigation will be recorded by staff on the central school log;
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem;
4. If necessary and appropriate, police will be consulted;
5. The bullying behaviour or threats of bullying must be investigated and action taken to stop the bullying;
6. The victim will be given appropriate support;
7. Every attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise;
2. Other sanctions may be used as appropriate;
3. In serious cases, temporary or even permanent exclusion will be considered;
4. Where possible, the students will be reconciled;
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;
6. Perpetrators will also be given support to enable them to change their behaviour.

Prevention

- Respect and tolerance will be modelled by all members of staff within our school community;
- The PSHE programmes will reinforce the school's expectations regarding anti-social behaviour and bullying;
- Appropriate assemblies will reinforce the importance of respect and tolerance;
- Inappropriate behaviour and language will be challenged;
- Students will be given the opportunity to understand why their behaviour is anti-social and to reflect on the consequences of that behaviour;
- The central school log will be used to monitor where the bullying takes place to ensure the safety of our students in all areas of the school.

Staff Responsible

Form Tutors

Heads of Year

SENCO if incident involves a student with SEND

Head of Sixth Form

Deputy Headteacher (CGS)/ Assistant Headteacher (KSHS)