



The Russell School Anti-Bullying Policy

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Our Vision for Anti-Bullying

At The Russell School, we expect a high standard of personal behaviour in a secure environment that fosters co-operation, self-confidence, independence, tolerance and positive attitudes to learning. This is achieved through high expectations for both individual and groups of children, whilst promoting an environment in which every child feels secure, has a sense of belonging, is respected and able to make a valued contribution to our values led curriculum.

Developing effective anti-bullying practice is essential because it promotes

- The rights of the individual and the responsibility of all
- Individual wellbeing
- Positive behaviour and learning attitudes
- Good attendance
- A safe, secure and happy environment
- Good citizenship in our local and wider community

Our Roles and Responsibilities

At The Russell School, we strongly believe that

Pupils who experience bullying, should

- be heard and know how to get help and support from others
- know who to talk to and where go to if they have a problem
- be offered targeted support so they feel safe
- be provided with opportunities and strategies to rebuild confidence and resilience
- be provided, when necessary, with a range of strategies to avoid potential opportunities to be bullied

Pupils who engage in bullying behaviour, should

- take responsibility for what they say and do
- be held to account, both individually and collectively, for their behaviour through an assertive round of questions
- learn how to behave in ways that do not hurt others, both physically and emotionally, by developing their awareness, skills and knowledge
- learn that they can take steps to repair the harm they have caused and restore positive relationships

The school should

- embrace anti-bullying within the work of the school through the Jigsaw PSHE program and provide appropriate curriculum opportunities
- promote a climate in which bullying and violence are not tolerated and cannot flourish
- ensure staff model positive relationships through their dialogue and actions using the Restorative Approach to enable all children to be heard and to understand and reflect on a situation
- make sure that all members of the school community are engaged in developing and reviewing the anti-bullying work of the school
- enable all children to be clear about the role they can take to prevent bullying, including the role of bystanders
- promote safe play areas
- work in partnership with parents, associated professionals and community partners to promote a safe school and local communities
- take bullying seriously and record and review incidents of bullying on CPOMS
- Access EISS to support children's needs

Parents should

- understand that the school does not tolerate bullying
- understand that not all incidents of poor behaviour are bullying
- know how to report concerns and get help when their child is being bullied
- have confidence that the school will take any report of bullying seriously and investigate the concerns quickly

The Governing Body should

- ensure that there is a written statement of general principles (Education and Inspections Act 2006)
- promote the wellbeing of pupils by safeguarding and promoting the welfare of pupils (Education Act)
- together with the Headteacher, review the policy in terms of effectiveness and impact

Definitions of Bullying

Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally.

Discriminatory bullying refers to a range of hurtful behaviours both physical and psychological, that makes a person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin/status, ability/disability, gender or sexual orientation i.e. behaviours that are racist, homophobic or target different abilities.

Cyber bullying is the use of IT, particularly mobile devices and the internet to hurt and upset others

Strategies used by the school to confront bullying

- This policy is implemented alongside the school's Developing Positive Relationships Policy
- As part of the school's PSHE and values work, planned opportunities are found to explore and discuss bullying in both class and assemblies
- Children are taught how to say 'STOP' when they find themselves in a situation in which they do not feel comfortable
- All incidents of bullying are taken seriously and dealt with quickly
- Children who are bullied can be asked to write down their concerns. For some, this is easier than talking about it
- In some cases an individual learning program may be used
- Staff use the Restorative Approach
- Those pupils who engage in bullying behaviour are made to account for their behaviour. For example, through the round of assertive questioning. They always have to apologise and demonstrate how their behaviour and actions are going to change for the better. The school's relationship policy is used to implement support when needed
- All staff dealing with bullying incidents will involve a member of the Senior Leadership Team
- Children are encouraged to identify a named 'special buddy' during playtimes and lunchtimes – staff awareness at playtimes and playtime observations
- The School Council is regularly involved in reviewing belonging and playground experiences
- Named staff support vulnerable pupils through direction by the Inclusion Lead/ SENCo. Progress is reviewed at a specially convened meeting
- Incidents of bullying are reviewed individually as recorded, and together on a termly basis, by the SLT
- All racist behaviour is recorded in a separate log, reported to the LA and reviewed on a termly basis
- The school takes this aspect of school life very seriously and will work closely with parents and children on all matters relating to their welfare

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