



THE REGENT SECONDARY SCHOOL

Anti-Bullying Policy

Reviewed by the Assistant Principal (Pastoral): October 2024
Previous Review: August 2022
Next Review: October 2025
Approved by the Board: October 2024

Aim:

We aim to create and provide a happy, secure and safe environment for all. Our staff are aware that bullying can and does take place in all schools. However, we maintain zero tolerance to bullying, while adopting best practices in safeguarding and educating all.

Policy Statement:

Bullying is an “unprovoked and repeated behaviour that meets a need for excitement, status, material gain or group process and does not meet the needs or rights of other people who are harmed, made to feel miserable or frightened by the behaviour”

At The Regent School, we feel that bullying is when a child or group of children persistently manipulates and/or intimidates, either verbally or physically, another child or group of children. An individual who watches as an onlooker and who does not act in a positive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure the safety of the person hurt physically or mentally and do our best to support improved behaviour from the person displaying bullying behaviour.

TYPE OF BULLYING	ASPECT
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion
Psychological	Reduction of a person’s self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating
Homophobic	Behaviour which is based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.

Racist	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
Sexual	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
Cyber	The use of information communication technologies, particularly mobile phones and the internet, to deliberately upset someone else.
Other	For example, bullying occurs outside school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

WHEN IS IT NOT BULLYING?

Two or more children or young people of a similar age and size are involved in verbal or physical contact, including name-calling and fighting where there is no imbalance or power. Such instances can escalate to bullying and need to be addressed through the school's behaviour code. We make the distinction between bullying and conflict.

Guidance:

Students

Students are told that there is a zero-tolerance attitude to bullying at The Regent School. This is reinforced by Form Tutors and the Pastoral Team (comprising the Heads of Year (HOYs), DDSLs, DSL and VP Pastoral) through PSHE and Assemblies, which focus on aspects of bullying and interpersonal relationships. Openness is encouraged.

Staff

Staff are advised on measures to prevent, detect and deal with bullying, whilst non-academic staff are encouraged to report unacceptable behaviour they witness and students who seem anxious or unhappy. Parental support and communication are encouraged.

Form Tutors and Pastoral Team

Reliance is placed on the Form Tutors, where students should feel they have access to a confidential 'ear' on a regular basis as they will see the students daily. They are alert to pick up an 'atmosphere' and unusual patterns of behaviour. PSHE lessons also provide an open forum for discussion where concerns can be voiced and support sought and offered. In addition, Duty Staff visit remote parts of the school regularly during the duty day. Children are also encouraged

to talk to any member of staff they feel comfortable with if they feel they need someone to confide in. All students are encouraged to speak to any member of staff they feel they can trust. The students also have access to the Guidance Counsellor, whom they may see either with or without an appointment. The Guidance Counselor is also a DDSL.

Anti-Bullying Week

The School has an annual Anti Bullying Week for students and staff which is an event organised by the Guidance Counsellor and which is designed to enable the School to come together in Year Groups and Key Stages to discuss and resolve the issue of bullying in the School.

School Posters

Posters are displayed around the School which explain both what bullying is and isn't and what to do if you perceive you or someone else is being bullied

THE ROLE OF THE SCHOOL

However, sometimes children can be, and are, nasty to each other and the following guidelines offer help in how to deal with such situations. These guidelines are for the use of students and teachers who come across any form of bullying.

Students

- a) If you feel you are being "picked on" (or teased) tell a member of staff (Form Tutor or any other) in confidence.
- b) If you see anyone being bullied (or teased) inform a member of staff immediately.
- c) Never support a bully.
- d) Do not accept a bully as a friend.
- e) Remember that you can hurt others by doing and saying unpleasant things as well as being a physical bully.
- f) Remember also that by doing and saying nothing, you are helping the bully.
- g) Cyber bullying on social media or other online means is equally as bad as in person bullying.

Parents

- a) Talk to your child and gently find out as much information as possible. Listen attentively to your child when he or she talks about the bullying. Your child's

emotional expression is an important aspect of healing. Ask for details, but don't push too hard.

- b) To ensure that trust is maintained with your child, be discreet at all times when dealing with the information they may give you.
- c) Try to see both sides of any situation.
- d) Give your child positive and constructive advice on how to deal with the situation over the next few days.
- e) If the problem persists make contact with your child's Form Tutor. This could be done via an email, a phone call through the School Office or in person.
- f) A meeting can be held with the relevant teacher in order to find a way forward to assist your child.
- g) The school will always be willing to listen to any concerns that parents may have about the well-being of their child. Communication is very important.

Staff

- a) Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- b) Take the incident or report seriously. Incidents need to be resolved, not just smoothed over.
- c) Take action as quickly as possible, but give yourself time to think through the situation before reacting. Blame may not be one-sided. Both victim(s) and alleged bully(ies) must be spoken to. Do not jump to conclusions,
- d) Remember that bullies have often been bullied themselves either in school or at home – are there any other underlying Safeguarding issues?
- e) Think hard about whether your action needs to be private or public.
- f) Reassure the victim(s). Don't make them feel inadequate or foolish.
- g) Offer concrete help, advice and support to the victim(s).
- h) Make it plain to the bully that you disapprove.
- i) Encourage the bully to see the victim's point of view and put himself or herself in his/her place.
- j) Deal with every bully in an appropriate way. Take into account your knowledge of him/her and which type of "punishment" would be effective for the bully. For example: some children will respond to a teacher's anger/disapproval by being mortified and by changing their behaviour; whereas others might be so used to hearing angry and disapproving words from adults that a teacher's anger would not be effective and so much more counselling could be necessary.
- k) Remember it is known that the "blame-punishment" approach is flawed – the bully usually ends up feeling abused and vengeful. It does not encourage the bully to accept responsibility for their behaviour and try to change.

- l) Record all incidents of bullying on SIMS if you have been the main staff member dealing with the incident and report the incident to the Form Tutor, from whom it should be escalated to the rest of the Pastoral Team, depending on the severity of the incident.
- m) Remember that the severity of the incident may be greater than that perceived by the main staff member, who should therefore ensure that the incident is recorded fully, taking into account the impact on the victim.
- n) Written witness statements should be sought as soon as possible from those who actually witnessed the incident(s), and as far as practicable, students should not be given a chance to collude when completing such statements.

The Regent School's approach should be constructive and positive and not only punitive. Involving others – DO

- Inform the DSL, DDSL(s), Heads of Faculty, Heads of Year or Heads of House.
- Inform colleagues if the incident arises out of an unexpected situation where everyone should be vigilant in the future.
- Any allegation of bullying should be recorded on Sims and reported to a member of the Pastoral Team as appropriate.

Final steps – DO

- Make sure that the incident doesn't live on through reminders from you or others.
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

If you have to deal with bullying, what should you avoid? DO NOT

- Be over-protective and refuse to allow the victim to help him or herself.
- Assume that the bully is bad through and through; try to look objectively at the behaviour with the bully. Deal with the incident not with the person.
- Ignore the incident, or treat the incident as 'banter'.
- Keep the whole incident a secret because you have dealt with it or if the victim asks you to.
- Call in the parents without speaking to the Principal, VP, AVP or Guidance Counsellor first and without having a constructive plan to offer either side.

THE ELEMENTS OF THE SCHOOL'S POLICY ARE

- Bullying is wrong and all members of the school, children, teachers and parents, have a responsibility to report any incidents. The prevention of bullying is everybody's business.
- Any reports of bullying will be taken seriously.
- The Vice Principal, Assistant Vice Principal or Guidance Counsellor should be informed of any incidents of bullying and they will decide whether parents should become involved.
- If parents are to be involved, the Vice Principal shall first inform the Principal.
- Parents of students involved should be notified of any incidence of bullying.
- Teachers should use the curriculum to get across messages about acceptable behaviour - drama, discussion groups, role-play - play etc.
- Everybody is encouraged to speak out against bullying. Everybody must care and accept responsibility to prevent it. Silence and secrecy nurture bullying.
- If in doubt, speak to the Principal, VP, AVP, Guidance Counsellor or another member of the school's Pastoral Team.

THE SCHOOL'S RESPONSIBILITY

We take a very serious view of bullying and will investigate all cases with vigour and urgency.

- a) The School's ethos encourages and supports an atmosphere of mutual respect and understanding.
- b) Students are assured that someone will listen to their version of events.
- c) Systems are in place to allow all staff to report concerns about students to the senior staff or Form Tutor.
- d) A meeting between either the Principal/ VP Pastoral and the parent (and if need be, the culprit or/and victim) or the VP/ AVP and the parent (and if need be, the culprit or/and victim) will take place.
- e) Counselling by an appropriate person will be offered to all sides.
- f) The Regent School will undertake to remove from school on a temporary or permanent basis anyone who makes another person's life miserable. These decisions will be made at the discretion of the Principal.