



ANTI-BULLYING POLICY

Students at RDUTC have the right to feel valued, happy and safe. We therefore operate a zero tolerance approach to bullying. This does not mean that no bullying occurs in the school. It does mean, however, that, when the school is aware of bullying, all steps will be taken to:

- investigate it;
- deal with the perpetrators;
- support the victim;
- try and prevent it happening again.

It is the responsibility of everyone in the school community to implement the Anti-bullying policy to ensure all students feel safe in school, promote an inclusive ethos and respond effectively to any bullying incidents that do occur. All students will be listened to by members of staff. Concerns will be taken seriously and all allegations of bullying will be investigated.

Aims of the Policy:

- To ensure all groups of students feel safe and supported at school at all times;
- To ensure staff, students and parents/carers are acutely aware of different forms of bullying and work together proactively to try to prevent it from occurring;
- To ensure instances of bullying (see definition below) are extremely rare or non-existent;
- To ensure highly effective approaches to identifying and responding to any bullying that does occur are in place, monitored regularly, evaluated annually and further developed according to need.

Definition of Bullying:

*"Bullying is behaviour by an individual or group that **intentionally** hurts another individual or group of people, either physically or emotionally."*

Forms of Bullying

- Physical: pushing, kicking, hitting and other forms of physical violence;
- Verbal: name-calling, spreading nasty rumours, cruel teasing, threats of violence;
- Emotional: excluding, tormenting, ridiculing, humiliating;
- Cyber Bullying: bullying that is carried out using email/text/social media;
- Discriminatory: verbal, physical, emotional or cyber bullying because of race/gender/sexual orientation/disability.

Procedures for Prevention

At RDUTC we attempt to prevent Bullying through:

- Promoting respect for self and others in: Assemblies; the SMSC programme; PSHCE sessions; schemes of work in relevant subjects;
- Implementing RDUTC's Professional Values and Behaviours policy and Code of Conduct which set out clear expectations for behaviour within lessons and around RDUTC;
- Rewarding appropriate behaviour and acts of good citizenship;

- A cross-curricular approach within all subject areas to developing students' self-confidence, self-esteem, empathy and their ability to understand and manage risk and keep themselves safe;
- Providing a broad enrichment programme to engage students in enjoyable and constructive activities at breaks, lunchtimes and after-school;
- Providing targeted support and intervention to develop social skills of students with social interaction and self-esteem difficulties.

Responsibilities:

It is the responsibility of the Senior Leadership Team and Governing Board to make sure the Anti-bullying policy is implemented effectively, reviewed (annually) and further developed. The school's Student Support Team has specific responsibility for this, working with the Principal and Vice Principal PDBW and Safeguarding Co-ordinator.

It is the responsibility of all RDUTC staff to consistently implement the Anti-bullying policy within the school setting.

It is the responsibility of the Student Support Team to respond to any incidents of bullying according to the Anti-bullying policy.

Reporting Bullying:

Normally the IAG Mentor will be the first point of contact re. bullying incidents, however students are encouraged to report bullying to any adult employed in RDUTC.

Methods of reporting bullying:

Students:

- Refer incident/issue verbally to the relevant IAG Mentor;
- Refer incident/issue to any other member of staff;
- Refer incident/issue to parents and ask them to contact the relevant IAG Mentor via telephoning RDUTC Reception;
- Refer incident/issue to a friend and ask them to contact the relevant IAG Mentor /any other member of staff.

Parents/Carers:

Contact the relevant IAG Mentor via telephoning RDUTC Reception. If the IAG Mentor is not available, ask to speak to the Head of Key Stage 4 or one of the Joint Heads of Sixth Form.

Staff:

Email incident/issue to the relevant IAG Mentor.

Investigating reported incidents of bullying:

Having received a referral, the IAG Mentor will conduct an initial investigation. This will involve:

- Speaking to the person reporting the bullying and taking a written statement;
- Speaking to the alleged victim (if this is not the person reporting the incident) and taking a written statement;
- Speaking to any identified witnesses and taking written statements;
- Entering the incident and action taken to date onto the Bullying Incident Log;
- In serious cases, or when the bullying is an on-going problem, the case should be referred to the Head of Key Stage 4 or one of the Joint Heads of Sixth Form;
- In extreme cases the bullying should be referred to the Principal;
- Child Protection issues should be referred to the Child Protection Co-ordinator as per the school's Safeguarding policy;
- Collating the evidence and discussing with the IAG Mentor and Head of Key Stage 4 or the Joint Heads of Sixth Form.

Action to respond to bullying:

Once the alleged bullying incident has been investigated the incident will be dealt with according to individual circumstances. The victim will ALWAYS be consulted before any action is taken. His/her parents/carers will be informed of the incident and the school's response.

Responses may include:

- Discussions between the victim and the perpetrator re. the incident, the reasons why the bullying has taken place, the impact on the victim and sanctions for this offence and any future offences.
- Meeting with the perpetrator and his/her parents/carers to discuss the incident, the reasons why the bullying has taken place, the impact on the victim and sanctions for this offence and any future offences.
- Putting in place sanctions for the perpetrator, for example:
 - Isolation within Internal Exclusion Room for a period of time;
 - Break, lunchtime and enrichment time detentions;
 - Fixed-term exclusion;
 - Supervised breaks and lunchtimes for a specified period of time;
 - Banning from the school site at lunchtime for a specified period of time;
 - Moving out of particular teaching or academic mentoring groups.
- Putting in place support for the victim, for example:
 - Establishing a Circle of Friends for peer support and to prevent any repetitions of the bullying.
 - Providing self-esteem and/or social skills development sessions for the victim to reduce the likelihood of them becoming a victim again.
 - Providing access to 'safe areas' at breaks and lunchtimes to ensure s/he feels safe and to ensure s/he can socialise with staff supervision.
 - Providing access to a counsellor to discuss any worries/issues in confidence.
- Putting in place support for the bully to help change his/her behavior, for example:
 - Providing anger management and/or self-esteem development sessions to address the reasons for the bullying;
 - Providing access to a counsellor to discuss any worries/issues in confidence which may be resulting in his/her inappropriate behaviour.
 - Referring to external agencies for advice and support re. managing the inappropriate behavior.

Monitoring Arrangements

This policy will be reviewed annually by the Principal and the Governing Board Safeguarding Sub-committee. At every review, it will be approved by the full Governing Board.