

## ANTI-BULLYING POLICY

This policy covers all day and boarding pupils from age 3 – 19 years across the School.

### INTRODUCTION:

Royal Russell is committed to eradicating bullying by acting firmly whenever evidence of bullying is found.

This policy applies to all pupils and all members of the School community irrespective of their age or whether or not a pupil is in the care of the School when/if bullying behaviour occurs. Staff must be aware that bullying can happen both inside and outside of school and online.

This policy takes account of current legislations and guidance including:

[Independent Schools Statutory Regulations 2019](#)  
[Working together to Safeguarding children 2023](#)  
[Boarding Schools: National Minimum Standards 2022](#)  
[Public Order Act 1986](#)  
[The Malicious Communications Act 1988](#)  
[The Children Act 1989](#)  
[Protection from Harassment Act 1997](#)  
[The Communications Act 2003](#)  
[DfE guidance 'Preventing and Tackling Bullying](#)  
[The Equality Act 2010](#)  
[The Education and Inspections Act 2006, 2011](#)  
[The Education \(Independent School Standards\) Regulations 2014](#)  
[Keeping children safe in education 2025](#)  
[Searching, screening and confiscation in schools \(2023\)](#)  
[When to call the Police: Guidance for Schools and Colleges](#)

### DEFINITION OF BULLYING FOR PURPOSES OF THIS POLICY:

There is no legal definition of bullying, however, it is [usually defined as](#) behaviour that is

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

A good way to remember this is with the acronym S.T.O.P. - several times, on purpose.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks, group chats and instant messaging)

Many definitions also add that the relationship between the perpetrator and target involves an imbalance of power.

At Royal Russell School, we respond to and record as bullying incidents where hurtful behaviour is repeated. The exception to this is that in incidents where discriminatory language used (eg racist, homophobic, misogynistic slurs), the School will sanction after one incident.

Bullying behaviour which continues after a sanction or a warning about that behaviour is of particular concern, and liable to serious sanctions.

#### **STATEMENT:**

Bullying will not be tolerated in any form at Royal Russell School. Pupils are encouraged to speak out if they are being bullied or aware of someone who is being bullied. All allegations of bullying will be investigated, whether they occur in or out of school, and where there is evidence it has taken place (eg corroborating witness statements) serious sanctions will be applied.

For a first offence this is likely to be a Headmaster's detention in the Senior School, but can include suspension or expulsion if there are aggravating factors or the behaviour is repeated after lower level sanctions have been applied. In the Junior School, the behaviour policy will be followed with red 'Trackit Lights' given and appropriate follow up sanctions, depending on the severity of the bullying. Sanctions can include missing after school activities, after-school detentions, suspension or expulsion if there are aggravating factors or the behaviour is repeated after lower level sanctions have been applied.

Some behaviours outlined in this policy may, by some, be considered to be harmless 'banter' or 'just having a laugh'. Royal Russell School rejects this characterisation and will respond with sanctions as outlined in this and our Behaviour policies.

#### **AIMS:**

To make clear the school's zero tolerance approach to bullying

To ensure that pupils feel safe from bullying

To ensure that staff can recognise bullying behaviour

To outline procedures for reporting, recording and managing incidents of bullying

To outline the school's response to bullying, in terms of both the sanctions applied and the support available.

To outline the School's anti-bullying strategy, which is designed to both ensure that incidents are reported and dealt with appropriately, and to reduce incidents of bullying

#### **SAFEGUARDING AND WORKING WITH EXTERNAL AGENCIES**

A pupil's behaviour towards another may be of such a nature that safeguarding concerns are raised. It is also possible that a crime may have been committed. Such behaviour may include severe bullying (including cyberbullying), bullying causing physical harm, initiation / hazing type violence and rituals, sharing nudes or semi-nudes or any form of sexual violence.

The School's policy and procedures regarding Child on Child abuse are set out in the Safeguarding Policy and in our Child on Child Abuse Policy. If there are safeguarding concerns about a pupil's welfare, because they are the victim or perpetrator of bullying, these must be reported to the Designated Safeguarding Lead or Deputy in accordance with the Safeguarding and Child Protection Policy. In these cases, the Designated Safeguarding Lead will consider, in discussion with the Headmaster, whether a referral should be made to external agencies, such as the police/children's social care, in line with the advice in Keeping Children Safe in Education, and the National Police Chief's Council's advice for schools on when to call the police.

The School will always treat a bullying incident as giving rise to a **safeguarding child protection** concern when there is reasonable cause to believe that a child (whether victim or perpetrator) is suffering or likely to suffer significant harm.

## **BOUNDARIES**

Section 90 and 91 of the Education and Inspection Act of 2006 states that the school disciplinary power can be used to address pupils' conduct when they are not on school premises; therefore, bullying incidents occurring off the School premises will be investigated and acted upon if reported to school staff.

Where any form of cyber-bullying affects another pupil in the School or may bring the reputation of the School into disrepute, the School reserve the right to be involved whether the electronic material was produced within the School or outside. Pupils must be aware that some forms and levels of cyber-bullying are illegal, and the School will inform the police when necessary.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

We encourage all pupils and all members of the school community to report any anti-social or bullying behaviour occurring outside of the Royal Russell School site, including incidents which occur outside of term time. It should be noted, however, that in almost all cases the first opportunity for the School to investigate or take action on an out-of-school incident will be the next school day.

## **FURTHER INFORMATION ABOUT BULLYING**

Bullying may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-nudes), verbal (including cyber-bullying via email, social media, gaming, and instant messages), and emotional (including by excluding / ostracising or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim.

Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim. Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil.

Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can have a significant psychological, emotional, and/or physical effect on a victim causing damage to self-esteem and confidence. The persistent use of unkind comments or actions which may seem trivial in isolation but that, taken together, create a climate where the victim feels unworthy, inferior, or excluded can also have a harmful effect.

While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

All staff should understand, that even if there are no reports of bullying it does not mean it is not happening, it may be the case that it is just not being reported. Bullying and suspected bullying of pupils must always be reported to the relevant Housemaster / Housemistress (Senior School) or Phase Leaders (Junior School).

If staff have any safeguarding concerns regarding bullying (see below), they must speak to their Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

## TYPES OF BULLYING:

Bullying may take various forms, including but not limited to:

TYPE	EXAMPLE
Physical	Kicking, hitting, pushing, and physically intimidating behaviour or interference with personal property.
Verbal	Teasing, name calling, mockery, insults, use of discriminatory language. This can be online, in person, or both.
Psychological	Excluding someone from a group, activity of place, spreading rumours, humiliating someone. This can be online, in person, or both.
Cyber-bullying	Using digital technologies to scare, anger or shame those targeted. It can take place on social media, messaging platforms, gaming platforms and mobile phones. Examples include spreading lies about or posting embarrassing photos* or videos of someone on social media, sending hurtful, abusive or threatening messages, images or videos via messaging platforms or impersonating someone and sending mean messages to others on their behalf.
Sexual harassment**	This may include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery (eg showing pornographic material). This can be online, in person, or both.
Racist	Where bullying behaviour focuses on race, ethnicity, nationality or culture. This can be online, in person, or both.
Misogynist	Hostility and abuse directed towards women and girls, such as negative stereotypes, comments about inferiority, and sexist slurs. This can be online, in person, or both.
Homophobic	Bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT). This can be online, in person, or both.

\*note that the sharing (sending or posting online) of nude or semi-nude images, videos or live streams including in group chats or in direct messages, is a criminal offence. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture / video is taken and shared with the permission of those involved. This behaviour constitutes a safeguarding concern for both the child who has distributed this content, any child receiving it and those in the photo(s) / video(s) concerned and must be reported immediately to the Designated Safeguarding Lead. **This is the case whether the image is real or has been modified or created using AI.** Further details on these matters can be found in the Online Safety policy **and Senior School Behaviour Policy**. The School reserves the right to review electronic material held or accessed by any pupil including their email account and their mobile electronic device.

\*\*note that uninvited touching may constitute sexual assault and should be reported immediately to the Designated Safeguarding Lead for further investigation. Likewise, 'upskirting' (taking a photo under someone's clothes) has been a criminal offence since 2019 and must be immediately reported to the Designated Safeguarding Lead for referral to external agencies.

### Signs of Bullying

Signs of bullying can be difficult to interpret as many of them are the same as signs of other stress related difficulties. Changes in behaviour that may indicate that a pupil is being bullied include:

- Poor attendance or unwillingness to attend school (known as Emotionally Based School **Non-Attendance**).
- Displays of excessive anxiety, becoming withdrawn or unusually quiet, disruptive or aggressive.
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags, money and other belongings suddenly go "missing", or are damaged;

- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary, changes to sleep pattern).
- Diminished levels of self-confidence.
- Frequent visits to the Health and Wellbeing Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches.
- Having unexplained injuries, such as cuts and bruises or giving an odd explanation about how injuries happened.
- Choosing the company of adults rather than other children.
- Being often seen alone.
- Self-harm
- Suicidal thoughts or comments
- Running away from away from home or school.

Although there may be other causes of some of the above symptoms, bullying should be considered as an explanation, and appropriate investigation of this possibility by pastoral staff (eg tutor or Housemaster/housemistress in the Senior School, Class Teacher and/or Phase Leader in the Junior School).

### **Boarding Pupils**

Staff are aware that boarding houses and the fact that boarders live at school provide more opportunities for bullying and are therefore always vigilant and alert to signs of issues with or between boarders. A member of the boarding house staff is always on duty to supervise the pupils. Heads of Boarding (senior pupils in the house) are consulted in order to understand pupil concerns related to bullying incidents or trends.

### **ANTI-BULLYING STRATEGY**

Our response to bullying does not start at the point at which a pupil has been bullied. We take the following proactive preventative measures in order to create an inclusive, respectful environment which reduces the likelihood of bullying, ensures that all members of the community can recognise and report it, and which includes pupil voice to ensure staff have a full understanding of the pupil experience.

### **Staff Training**

Staff undertake training on bullying and there are regular (at least termly) reminders of the action required in response to an incident of bullying.

This includes the recognition that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and LGBTQ+ pupils.

New staff induction includes the requirement to read the anti-bullying policy and information about how bullying should be reported is shared as part of this process.

### **Staff Expertise**

We have a strong and experienced pastoral team of Class Teachers, Phase Leaders and Teaching Assistants in the Junior School as well as Senior School Tutors, Heads of Year, and House Master/Mistresses and wider House teams who support the Deputy Heads Pastoral in the Junior School and Senior Schools. Staff are trained to handle any incidents as an immediate priority, and are alert to possible signs of bullying and will know when to apply our Safeguarding and Child Protection policy to bullying incidents. In boarding houses, there are strong, experienced teams who act in loco parentis.

In the Junior School, our ELSA practitioner, **Junior School Counsellor** and in the Senior School our trained School Counsellors are an important part of our pastoral support service, providing specialist

skills of emotional literacy, assessment and counselling. The Senior School counsellors are available to give confidential advice and counselling support to pupils who can self-refer or be referred (with their agreement) by a member of staff. ~~In the Junior School, the school counsellor sees pupils who have been recommended by the Deputy Head (Pastoral) and/or SENCo and who have parental consent.~~

## **Behaviour Management and Supervision of pupils**

Classroom teachers have or are supported to develop strong behaviour management skills and this means behaviour in lessons is very good. Techniques such as seating plans are used to ensure behaviour is good, but also that a victim and perpetrator can be separated in the classroom where necessary.

All staff on the duty rota provide active supervision while on duty, and all staff are alert for possible poor, unkind or bullying behaviour as they move around the school while undertaking their job role. Staff understand that they must intervene and/or report any incidents they witness or suspect.

## **Anti-bullying Education**

In the Senior School, Assemblies, House Assemblies, Chapel, tutorials and Wellbeing lessons cover topics such as how to recognise and respond to bullying. Pupils are regularly reminded about the reporting buttons on Firefly which allow an online report to be made of an incident of bullying or discrimination.

Education includes the essential role that bystanders play in either perpetuating or reducing the incidence and impact of bullying depending on whether they step in / report the incident or not. Pupils who witness bullying are encouraged to report this by speaking to a member of staff or using the report bullying / discrimination buttons on Firefly, and to step in if they feel safe to do so.

In the Junior School, our Moral Compass helps to guide pupils to embody the core characteristics of respect, generosity, kindness and integrity. Pupils explore both positive and concerning relationships including bullying through our PSHE programme and are supported to develop their own emotional literacy through our weekly emotional literacy lessons which teach how to name, identify and understand a host of age-appropriate emotions. Pupils in Year 1 upwards use journalling to help record positive feelings as well as any concerns. The assembly programme also supports anti-bullying education, particularly in Anti-Bullying Week which is marked in the Autumn Term.

## **Trend Analysis**

All reported incidents of bullying in the Senior School are recorded by the relevant Housemaster/Housemistress, ~~Assistant Head (Pastoral) Head of Pastoral Care or~~ Pastoral Deputy Head on the bullying log (NB those which meet a safeguarding threshold are also recorded on MyConcern). This log allows data about trends to be drawn out and analysed (eg about which forms of bullying are most common in different year groups). This is discussed ~~termly at~~ HoMs meeting ~~and annually at SSLT~~, with a view to feeding back information about trends emerging into pupil education and taking any appropriate practical steps to address it (eg restricting pupil access to areas where bullying is more likely).

In the Junior School, all reported incidents of bullying are logged on the ~~Serious Pastoral Log~~ by the relevant Phase Leader and/or member of JLT. Those which meet a safeguarding threshold are also recorded on MyConcern. This log allows data about trends to be drawn out and analysed so as to enable staff to actively respond to live concerns/patterns of behaviour.

~~Data about the number and nature of bullying incidents is reported to governors via the Education and Welfare Subcommittee each term as part of the termly Safeguarding Review.~~

## **Pupil Voice and Leadership**

In the Senior School, pupils are asked about experiences of bullying in the school in the annual (from 2025) Russell Survey, such as what forms it takes, how often they see unkindness and where it happens in order to inform the review of the anti-bullying strategy. Heads of School, Senior Prefects, Heads of Boarding and Year 12 Ambassadors are consulted about their experiences and involved in anti-bullying messages to the pupil community. School Councils allow pupils to raise concerns about any matter that needs addressing, including concerns about bullying. The Respect Charter, developed through pupil voice and displayed around the school, is used by pastoral staff (eg tutors and Housemasters / Housemistresses) in conversations with individuals who have been perpetrators of bullying.

In the Junior School, pupils have access to worry boxes within their classrooms and are frequently reminded of who can support them should they be concerned or need to report an incident. Pupil voice is used to build understanding of positive relationships and interactions.

## **Emotional Support for Pupils**

In the Senior School pupils who need emotional support due to being the victim or perpetrator of bullying can use our counselling service (via self-referral or staff referral) or may be supported by their tutor or Housemaster/ Housemistress if this is their preference. **The School Chaplain / Pupil Wellbeing Coach is also available to support individuals or groups.** Ongoing or intense distress will result in a referral to external services such as CAMHS, with the pupil / parent's agreement, and this will be logged on MyConcern as a safeguarding concern. The 'three week follow-up' required by the bullying log, allows pastoral staff to check whether the victim is having ongoing emotional difficulties.

In the Junior School emotional support is available from Class Teachers and Phase Leaders. Further pastoral support includes ELSA and referral **to external support such as counsellors or therapists.** Further support from external support services can also be sought with consent and agreement from families.

## **RESPONDING TO AN INCIDENT OF BULLYING: procedures for staff**

This section covers the procedure staff must follow in response to witnessing bullying, suspecting bullying, or receiving a report of bullying from a pupil, parent or other member of the community.

All incidents of bullying or suspected bullying must be reported to the relevant Housemaster / Housemistress in the Senior School. In the Junior School, the incident should be reported to the Phase Leader. This should happen as soon as possible, and certainly within 24 hours during term time. If any member of staff believes that the incident raises a safeguarding concern about any pupil, this must be reported to the Designated Safeguarding Lead immediately.

When an incident is reported, an investigation will take place about what has happened. In the Senior School this is likely to involve the Housemaster / Housemistress of the pupils involved, with additional support if needed from the Head of Pastoral Care and/or the Pastoral Deputy Head. In the Junior School the investigation will be overseen by the Phase Leader and/or Deputy Head (Pastoral)/Junior School Headmaster.

During the investigation, Senior School pupils who are victims, witnesses and perpetrators will be asked to provide a written account of what has happened. In the Junior School, depending on the age of the pupil, staff will either ask the pupil to give a verbal account which will be recorded as told to a member of staff or a pupil will provide a written account. Members of staff who have witnessed an incident or had a report of an incident will also be asked to provide a written statement.

When speaking to a pupil who may have been the victim of bullying members of staff should be sensitive to their worries, and ensure the conversation takes place somewhere that other pupils cannot hear it. The member of staff should listen carefully, avoid asking leading questions and make written notes during or immediately afterwards, recording the pupil's exact words where possible.

The victim should be offered reassurance that things will get better and that they were right to report the bullying.

When speaking to a pupil who may have been the perpetrator of bullying, members of staff should be sensitive to their worries, and ensure the conversation takes place somewhere that other pupils cannot hear it. The pupil should have the opportunity to give their own account of the incident in a supportive environment.

The parents of the perpetrator(s) and victim(s) will be notified about what has happened and kept updated on any actions by a member of staff involved in the investigation, most likely the Housemaster / Housemistress or tutor in the Senior School and in the Junior School the Phase Leader and/or Deputy Head (Pastoral)/Junior School Headmaster.

In the Senior School, all incidents of bullying will be recorded by the Housemaster/ Housemistress, Head of Pastoral Care, or Pastoral Deputy Head on the Bullying Log, and followed up three weeks later to assess whether the actions taken have been effective in stopping the bullying as well as to check on whether the victim needs further support. If there is a safeguarding concern related to the incident, affecting the victim, perpetrator or any witnesses, it will also be recorded on MyConcern. Under these circumstances, the Designated Safeguarding Lead will also consider whether a referral to external agencies is required (see Safeguarding section, above). However, in **most** cases it will be possible to resolve such issues internally under this policy and the School's Behaviour Policies.

In the Junior School, all incidents of bullying will be recorded on MyConcern. Pupils will be raised in Phase Meetings and monitored closely by all staff in both lessons and during less structured times in the school day. The Phase Leader and/or Deputy Head Pastoral/Junior Headmaster will monitor and evaluate whether any actions taken have been effective in stopping the bullying as well as to check on whether the victim needs further support. Should there be a safeguarding concern, the Junior School Designated Safeguarding Lead will also consider whether a referral to external agencies is required (see Safeguarding section, above). However, in many cases it will be possible to resolve such issues internally under this policy and the School's Behaviour Policies.

In a case where a victim is so distressed or worried that they cannot fully report an incident, or their comments indicate that going forward with school policy on addressing the behaviour would put them at risk, and they cannot be reassured sufficiently to overcome these fears, this should be recorded as a safeguarding concern and the advice of the Designated Safeguarding Lead sought. The response to this is likely to involve discussion with the victim's parents and actions to support their emotional health and wellbeing in school (eg referral to counsellor, support by pastoral staff), as well as reminders about sources of support outside of school such as Childline.

Sanctions will be applied in line with this policy and the Behaviour policy. The perpetrator will also be supported to reflect on their actions, for example through discussion with a member of staff about kindness and respect. In the Junior School, the Moral Compass helps to shape these discussions and in the Senior School pupils are asked to reflect on their behaviour with reference to the Respect Charter.

### **Advice to parents/guardians**

The School aims to ensure parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects and supports the child. The School also expects all parents to reinforce the value of kindness and respect for others at home, supporting any sanctions applied by the school for bullying behaviour.

If parents know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay, usually via the tutor or Junior School classroom teacher, but the concern can be raised by any member of staff that a parent feels comfortable in approaching. All such concerns will be investigated in line with the procedures outlined in this policy.

The guiding principles of all the adults involved must be to resolve conflict or misunderstanding, amend behaviour patterns appropriately, and help the pupils involved to move on.

Experience has shown that incidents dealt with in line with this policy result in an end to the bullying. Where this does not happen on the first occasion, sanctions are escalated until the bullying stops or the perpetrator is required to leave our community. We therefore encourage further reports, should unkind behaviour continue after sanctions have been applied.

### **Advice to pupils:**

#### **Procedure for pupils either observing or being bullied**

- Be firm and clear, look the person in the eyes and tell them to stop\*
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away.

\* In the Junior School, pupils are taught to say "Stop, I don't like it" and hold up one hand in front of their body

#### **After an incident of bullying:**

- Tell a teacher or another adult in the School
- Tell your family
- Ask a friend to come with you if you need support in telling a teacher or an adult
- Keep on speaking up until someone listens
- Do not blame yourself for what has happened.

#### **When talking about bullying with an adult be clear on:**

- What has happened to you?
- How often this has happened to you
- Who was involved?
- Who saw what happened to you?
- Where it happened to you
- What you have done about it already.

### **SPECIFIC AREAS OF RESPONSIBILITY:**

#### **Governing Body**

The Board of Governors will ensure that the School has a policy, and this is known to all members of staff. The Board of Governors will also ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. The Governors monitor the implementation and effectiveness of the policy through regular Educational and Welfare Committee updates; information about the number and nature of bullying incidents is reported to this committee as part of the termly safeguarding review.

#### **Headmasters**

The Headmasters have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Headmaster and the Headmaster of the Junior School will:

- Ensure that all staff have an opportunity to discuss strategies and review them
- Determine the strategies and procedures
- Discuss development of the strategies with the School Leadership Team
- Ensure appropriate training is available

- Ensure that the procedures are brought to the attention of all staff, pupils and parents/guardians

### **Deputy Head/s will**

- Be responsible for the day-to-day management of the policy and systems
- Arrange relevant staff training including anti-bullying strategies
- Report to the Headmasters as appropriate
- Keep the Senior School Housemasters/mistresses and **Assistant Head (Pastoral) Head of Pastoral Care** and Junior School Phase Leaders/Class Teachers informed of all incidents
- Report annually to the Governing Body to review the effectiveness of the policy.

### **Senior School Housemasters/Housemistresses, **Assistant Head (Pastoral) Head of Pastoral Care**, Heads of Section and Heads of Year will**

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedures and deal with any reported incidents.
- Liaise with parents and other colleagues in order to enact the procedures outlined in this policy

### **Senior School Housemasters/Housemistresses will**

- Be responsible for liaising with staff over all incidents involving pupils in their House
- Be involved in any agreed strategy to achieve a solution
- Work with tutors to support pupils who have been victims, perpetrators and witnesses, as necessary
- Communicate with parents in relation to any bullying concerns relating to pupils in their house, or support the tutor to do this.
- Investigate, record and complete a three week follow up of each incident relating to pupils in their house, or work with other colleagues (eg **Assistant Head (Pastoral) Head of Pastoral Care**) to do so.

### **Junior School Class Teachers and Phase Leaders/Senior School tutors will**

- Be responsible for ensuring that the School's positive strategies are implemented
- Know the School's procedure and deal with any reported incidents
- Be responsible for liaising with staff over incidents involving pupils in their class or classes they teach
- Be involved in any agreed strategy to achieve a solution
- Participate in the anti-bullying programme in the PSHE Jigsaw Scheme of Work as required
- Be aware of how anti-bullying is taught within the curriculum.

### **Staff have the responsibility to:**

- Know the policies and procedures
- Be observant and ask pupils what is happening to them
- Deal with incidents according to this Policy
- Never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity.

### **KEY CONTACTS:**

- The School Leadership Team member with responsibility for anti-bullying in the Senior School; Sara Ward, Pastoral Deputy Head and Safeguarding Lead [sward@royalrussell.co.uk](mailto:sward@royalrussell.co.uk)
- The School Leadership Team member with responsibility for anti-bullying in the Junior School, Mrs Sarah Pain– Deputy Head Pastoral (Junior School) [s.pain@royalrussell.co.uk](mailto:s.pain@royalrussell.co.uk)

- EYFS staff member with responsibility for anti-bullying, Ms Tanya Mawanda – Head of EYFS [tmawanda@royalrussell.co.uk](mailto:tmawanda@royalrussell.co.uk)
- Housemasters/mistresses (Senior School)
- Assistant Heads (Senior School)
- Assistant Head (Pastoral) ~~Head of Pastoral Care~~ (Senior School)
- Heads of Year (Senior School)
- Class Teacher (Junior School)
- Phase Leader (Junior School)

**LINKS:**

This policy links with:

- Royal Russell School Safeguarding Policy
- Senior and Junior School Behaviour Policy
- Online Safety Policy
- Exclusion Policy
- Inclusion Policy
- Equal Opportunities Policy
- Staff/Pupil Code of Conduct
- SEND Code of Practice
- Wellbeing Policy and Schemes of Work
- Child on Child Abuse Policy

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