



## **RHODES WOOD HOSPITAL SCHOOL**

### **PREVENTING BULLYING POLICY**

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## **1. Introduction**

The anti-bullying policy has been produced to raise awareness of bullying and the need for the school, the hospital, and the community to work together to deal with incidents effectively. At Rhodes Wood Hospital School (RWHS), we believe that every student has the right to learn, the right to respect, and the right to safety.

Rhodes Wood Hospital School seeks to create an environment of kindness, teamwork, and self-regulation. We expect all staff and young people to behave in a way that maximises learning and enjoyment for all students regardless of differences due to disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation (Equality Act 2010).

This policy was developed with the guidance laid out in Preventing and Tackling Bullying (DFE,2017). This policy should be read in conjunction with the following policies:

- Promoting Positive Behaviour Policy
- Acceptable use of ICT Policy
- Child Protection and Safeguarding Policy
- LGTBQ+ Policy

The Equality Act places a duty on schools that has three aims. It requires RWHS to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations between people who share a protected characteristic and people who do not share it.

## **2. Aims of the Preventing Bullying Policy**

It is within this context that we aim to ensure all young people at RWHS find their voice, realise their potential, and form a future in an environment where they can learn and enjoy themselves in a 'bully-free' environment. At Rhodes Wood Hospital School, we also understand the serious consequences bullying can have on ensuring positive outcomes for young people in terms of their enjoyment, achievement, safety, economic well-being, and participation.

The school aims

- to create an atmosphere in which all students feel secure and valued
- to increase awareness and to encourage students to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all students
- to promote an anti-bullying ethos amongst the whole school community

Bullying behaviour can be directed at students because of many issues, including high or low ability within the context of the school's ability range, appearance/health conditions, disability/SEND, friends/social issues, wealth/status/home circumstances, race/religion, culture/interests/politics and sexuality (here bullying may be sexual, sexist, or homophobic). The PSHE & RSE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

At RWHS, we recognise that bullying is a behaviour concern. The school's Promoting Positive Behaviour Policy clearly shows that in order for all young people to feel safe, staff and students need to ensure that they are working together to actively prevent bullying.

### 3. Definition of bullying behaviour

Rhodes Wood Hospital School defines bullying as a lack of respect for others. Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. It is behaviour that attempts to hurt, frighten, humiliate, or threaten someone particularly if the behaviour is repeated or persistent. We recognize that bullying can take many forms:

**Physical** – hitting, pinching, biting, pushing, shoving, taking, or damaging belongings, stealing money.

**Verbal** – name calling, insulting, racist or sexist or homophobic remarks, mocking, teasing, intimidating, threatening, or demanding money, making things up to get someone in trouble or exclude them.

**Indirect** - Spreading rumors to promote hatred and isolation, writing, or drawing offensive graffiti, taking friends away from someone or excluding someone from the group.

**Cyber-bullying** - sending abusive text messages or e-mails to someone or a group, posting abusive messages on social network sites (like Facebook), spreading rumors or making threats on social network sites (like Facebook), posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt (see appendix C).

### 4. Principles

1. Young People and staff agree that:
  - bullying involves repeated behaviour which is deliberately hurtful, and which causes pain and distress to the victim(s);

and that bullying:

- can take many forms, including physical acts of aggression, threatening behaviours, stealing, humiliation, verbal abuse and cyber-bullying;

and that bullying:

- can take the form of directly aggressive acts or indirect behaviours including spreading rumours, social exclusion and personal criticism.

2. Staff and young people want the service to have a safe environment in which everyone is respected, valued and properly validated.

3. It is acknowledged that under the Equality Act 2010 the Management Committee and Proprietor are required to eliminate all forms of discrimination including on the grounds of race, disability, gender, age, sexual orientation, religion or belief and gender reassignment.
4. The service acknowledges that it may need to draw on a range of stakeholders to support the young person who is being bullied and/or to tackle the underlying issue which has contributed to a child acting as a bully.
5. We acknowledge that, almost without exception, young people may have experienced bullying by peers in previous settings. While no form of bullying will be tolerated, incidents of bullying will be understood and responded to within the context of the extreme forms of distress and suffering which all our young people experience.
6. All incidents of bullying will be recorded and discussed on regular occasions to ensure that all members of staff behave in a consistent manner. This will ensure that the service properly discharges its responsibility under Section (89)5 of the Education and Inspections Act 2006 to regulate young people's conduct when they are not on the premises and are not under the lawful control or charge of a member of staff.
7. In addition, we may need to liaise with external professionals regarding incidents of bullying including, for example, a young person's social worker.
8. Whenever appropriate, the Service will work collaboratively with parents and carers in order to prevent and tackle any bullying that occurs.
9. It is acknowledged that under the Children Act (1989) a bullying incident should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such circumstances, the service will report its concerns as per the safeguarding policy.
10. It is acknowledged that some forms of harassment and threatening behaviour could be a criminal offence under the Protection from Harassment Act (1997), or the Malicious Communications Act (1988), or the Communications Act (2003) or the Public Order Act (1986). If the service feels that an incident of bullying constitutes a criminal offence the police will be informed.
11. Staff are expected to establish and maintain a culture of trust in which issues and concerns, including bullying, can be openly shared and discussed among peers and among young people and staff.
12. Bullying and how to deal with bullies will be a topic that is incorporated into delivery at each site e.g. schemes of work such as PHSE or for example in discussions about literature and film or young people's forum so that it becomes a topic that can be freely discussed.

13. Appropriate resources such as Kidscape guides will be used to stimulate discussion, understanding and skills.
14. Underlying all delivery will be a social and emotional component that addresses and facilitates the development of a sense of self-worth, respect and concern for others, the confidence to speak openly and the development of assertiveness skills.
15. The ethos of the service will be one of positive reinforcement with acknowledgement and validation of young people for attendance, good behaviour, effort and achievement.
16. All members of the service are expected to be attuned to the presentation of young people and notice any changes in disposition, motivation and/or mood and be alert to any possible consequences of bullying behaviours.

## **5. Responding to bullying incidents**

At Rhodes Wood Hospital School, we recognise that if bullying is to be dealt with effectively **all** staff need to take the appropriate action to ensure the victim is supported and the bully is challenged. The bullying behaviour or threats of bullying will be carefully investigated and the bullying stopped quickly. In serious cases parents will be informed and invited to a meeting to discuss the problem. Once the full facts are known, the precise response to any incident will depend on a variety of factors, including its severity and character, the age of the students concerned and the previous behaviour of the perpetrator. In most cases, there will be key elements to our response:

- a) The bully will learn that their actions have consequences. Appropriate sanctions may be imposed, depending on the individual circumstances of the case, in accordance with our Promoting Positive Behaviour Policy. In the most serious cases, suspension or even exclusion may be considered.
- b) The young people concerned will, if possible, be reconciled. The bully will be expected to apologise and, in cases of theft or damage to property, where possible make restitution.
- c) All young people concerned will be offered support. The victim will be helped to regain their confidence and be reassured that what has happened was not their fault. The perpetrator will be helped to understand the distress they have caused and guided towards learning better ways to handle interpersonal relationships.
- d) The behaviour of the bully will be monitored, so that any repetition of bullying can be swiftly dealt with and improvements reinforced.
- e) If there is evidence that a child is suffering or likely to suffer significant harm, the bullying incident should be treated as a Child Protection Issue and reported to the Designated Safeguarding Lead.
- f) If there is evidence that the incident is of such gravity that a criminal offence may have been committed, such as a threat to harm or public defamation, it may be necessary to contact Children's Services or the Police.

## 6. Record keeping

In cases of serious bullying, the incidents will be recorded in the bullying log. The log is confidential, and a full picture of related incidents can be seen. The following information should be recorded:

- a) The names of the students involved or alleged to have been involved in the incident.
- b) Where and when the incident happened or was alleged to have happened.
- c) What happened or was alleged to have happened.
- d) What action was taken.
- e) How it was followed up.
- f) The school will review bullying incidents termly (if there are new instances arising) or annually through a panel of relevant staff to determine any patterns and/or the effectiveness of the remedial action.

## 7. Quality Assurance and Impact

The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

## 8. Monitoring and review: putting policy into practice

This policy is reviewed annually by the **Management Committee**. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme in addition to the local procedures associated with each site.

- Rhodes Wood Hospital School will ensure that they regularly monitor and evaluate mechanisms to ensure the policy is consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.

### **Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) Keeping Children Safe in Education (annual updates): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk) Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk) Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk) Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf)  
DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk) The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### **Race, religion and nationality**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org) Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)  
Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)  
Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Sexual harassment and sexual bullying** Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

**Appendix A – Part 1: Cause for Concern Referral Form**

**Student name:**

**Referring Teacher:**

**Date:**

**Time:**

**Room:**

**Staff(s) involved:**

	√		√
Not able to engage in lesson		Leaving room without permission	
Fixation to details impacting on learning and well-being		Emotional distress e.g. anxiety	
Refusal to attend school		Defiant	
Repeat refusal to cooperate		Exercising during lesson	
Bullying incident - perpetrator		Bullying incident – victim	
Equalities incident		Damage to property	
Fighting		Self- harming	
Physical aggression towards staff		Physical aggression towards student	
Other			
1:1 then return to lesson	Yes/No	1:1 then withdrawal from lesson	Yes/No
Contact made with clinical staff/HCA	Yes/No	Informed Key Teacher	Yes/No
Contact made with parent/person with parental responsibility	Yes/No	Emailed to Ward Manager/Hospital staff	Yes/No

**For: Referral staff to complete details of referral.** If you need to write a fuller account of an incident, please attach it to this form. Copy of this form must be sent to SLT and key teacher on the day of the incident and recorded on the relevant log.

**Was Physical Restraint used YES/NO (If YES SLT to be informed on the day and incident recorded in RI log)**

*Detail description of incident by referral teacher which includes follow up action taken on the day.*

*Please inform key teacher and SLT*

*Follow up action taken by key teacher:*

*Date:*

<b>Action taken by SLT if required</b>	<b>Date:</b>
<b>Record follow up of reported incident at the MDT meeting</b>	<b>Date:</b>

**Appendix A - Part 2: Guide to a Cause for Concern**

Staff should make a referral for the following reasons:

1. Incident which put the health and safety of young people and/ or staff at risk.
2. Incident is preventing the teaching and learning for the majority of young people in the lesson.

If there is a serious incident during lesson time, press the alarm button which is located on the wall in each classroom/or alert a member of staff.

- The class teacher should complete a cause for concern form and send it to SLT and the key teacher
- If the reason for the referral does not appear on the sheet, then it is not likely to be a cause for concern referral. Instead, it should be dealt with internally within the lesson.
- Staff must be aware that the cause for concern referral will take immediate remedial action only and the class teacher must take some follow up action themselves and complete their own cause for concern referral form with copies to the relevant SLT/key teacher.
- Incidents should be reported to the ward manager and discussed at MDT.

**Appendix B – Anti-Bullying Week School Pledge**

**Anti-bullying Week 2024-2025: School Pledge**

We, the students and staff at Rhodes Wood Hospital School, promise that we will not take any actions or say or write any words that we know will hurt or upset others. We also promise to report all bullying to a teacher or adult in the school in the knowledge that they will take action to support the victim and deal with the bully in the best way possible to make the bullying stop. We show our commitment to this pledge by signing our names below and behaving in a way that is kind, polite and respectful to others.

Signed by students and staff at RWHS

## Appendix C- CYBER-BULLYING

Cyber bullying is the sending or posting of harmful or cruel text or images using the internet or other digital communication devices. The DSf define cyber bullying as *'an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend him/herself'*.

Cyber bullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the 'virtual' bullying. Technology can be used both positively and negatively. The table below gives examples of a range of Technologies and how they can be used.

<b>Technology</b>	<b>Great for:</b>	<b>Examples of misuse:</b>	<b>Possible action for the person being bullied:</b>
Mobile Phone	<p>Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails.</p> <p>Useful in emergency situations</p> <p>and for allowing children a greater sense of independence.</p>	<p>Sending nasty calls or text messages, including threats, intimidation, and harassment.</p> <p>Taking and sharing humiliating images.</p> <p>Videoring other people being harassed and sending these to other phones or internet sites.</p>	<p>They should keep/save any messages, whether voice, image or text. Unfortunately forwarding messages, e.g. to a teacher's phone, can result in loss of information from the original message, such as the sender's phone number. This should be discouraged since it could also be viewed as being part of the bullying process.</p>
<b>Instant Messenger (IM)</b>	<p>Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.</p>	<p>Sending nasty messages or content.</p> <p>Using someone else's account to forward rude or mean messages via their contacts list.</p>	<p>Some services allow the user to record all conversations. The user could also copy and paste, and save and print these. Copied and pasted conversations can be edited so are less useful as evidence to the service provider or the police. Conversations recorded /archived by the IM service are better for evidence here.</p> <p>Conversations can also be</p>

			printed out in hard copy or sections can be saved as a screengrab.
<b>Chat rooms and message boards</b>	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	<p>Sending nasty or threatening anonymous messages.</p> <p>Groups of people deciding to pick on or ignore individuals.</p> <p>Making friends under false pretences – people pretending to be someone they’re not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.</p>	Print the page or produce a screengrab of the page. To copy what is on the screen, press Control and Print Screenshot, then paste into a word-processing document.
<b>Email</b>	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	<p>Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses.</p> <p>Accessing someone else’s account, e.g. to forward personal emails or delete emails.</p>	The person being bullied should print the email and forward the message on to the staff member investigating the incident. They should be encouraged to forward and save any subsequent messages. Preserving the whole message, not just the text, is more useful as this will contain 'headers' (information about the source of the message).
<b>Webcams</b>	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen.	<p>Making and sending inappropriate content. (Sexting.)</p> <p>Persuading or threatening young</p>	Use the ‘Report abuse’ button that usually is provided by most social networking services. Girls and parents can use the CEOP panic button to report

	<p>Bringing far-off places to life or video conferencing.</p>	<p>people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.</p>	<p>threatening or abusive contact made online.</p> <p><b>A note about images:</b></p> <p>It is important to ascertain if any images used might be illegal or raise child protection concerns. In the UK, it is illegal to produce, circulate or possess indecent or sexual images of children (defined as people under the age of 18). These include images that children have taken of themselves or their friends, e.g. using a mobile phone.</p> <p>Contact:</p> <p><b>Internet Watch Foundation</b> if the images are internet content.</p> <p><b>The local police</b> if illegal images of a child have been taken and circulated.</p> <p>Similarly, if there is a recording of a crime, e.g. assault on another child, contact the local police.</p> <p>If the images are not illegal or of an illegal act, then the school can take steps to try to contain the incident.</p>
<p><b>Social Networking sites</b></p>	<p>Socialising with your friends and making new ones within online communities.</p> <p>Allowing young people to be creative online, even publishing online music, personalising homepages</p>	<p>Posting nasty comments or humiliating images/ videos.</p> <p>Accessing another person's account details and sending unpleasant messages,</p>	<p>On social networking sites, video hosting sites, or other websites, keep the site link, print page or produce a screengrab of the page and save it. To take a copy of what appears on the screen, press Control and Print</p>

	and profiles and creating and uploading content.	deleting information or making private information public.  Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.	Screen, and then paste this into a word processing document.
<b>Video hosting sites</b>	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone.	As for Social Networking
<b>Virtual Learning (VLE's)</b>	Home school site, available from RWHS, set up for tracking and recording student assignments, tests and activities.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments.	Follow the School's policy for students on Internet and e-safety use and any of the appropriate actions mentioned above.
<b>Gaming sites, consoles and virtual worlds</b>	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.	

By nature of the changes in technologies and laws around their use, we recognise that the information mentioned in the above chart might change before this policy is due to be updated. We will follow the most up-to-date information accordingly.