Ringwood School

Prevention of Bullying

Policy Name	Prevention of Bullying
Author	Heather Jolly, Assistant Headteacher
Authorisation date	November 2025
Authorised By	Leanne Symonds, Headteacher, and the Student Welfare Governors Committee
Review Frequency	Every two years
Review Date	November 2027

Contents

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour and prevents all forms of bullying, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach towards the prevention of bullying behaviour, ensuring that this approach is applied consistently and equally to all students, and that it reflects the values of the school

> Define what we consider to be bullying behaviour

> Outline how students, parents/carers and staff can report incidents of bullying behaviour and how they will be investigated

> Outline the consequences of bullying behaviour and how incidents will be recorded, analysed and monitored at Ringwood School

> Outline how the School supports students who have been bullied, and those vulnerable to bullying

> Outline how the school trains staff and governors in preventing and managing incidents of bullying behaviour

At Ringwood School we recognise that bullying behaviour, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. By effectively preventing and tackling bullying behaviour, our school can help to create a safe, supportive environment, where students are able to learn and fulfil their potential. There is no justification whatsoever for bullying behaviour and at Ringwood School it will not be tolerated in any form.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour in Schools - Advice for headteachers and school staff Feb 2024

> Preventing and tackling bullying: advice for headteachers, staff and governing bodies 2017

> The Equality Act 2010

> Keeping Children Safe in Education

> Suspension and permanent exclusion guidance

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Bullying behaviour is defined by the Anti-Bullying Alliance and at Ringwood School as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online'.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Physical	The use of body contact to intentionally hurt others. For example, hitting, kicking, pushing, pinching, slapping, tripping someone over, or any other use of physical violence or aggression.
Verbal	The use of speech or verbal gestures to intentionally hurt others. For example, name-calling, sarcasm, spreading rumours, teasing, offensive language, swearing, discriminatory language.
Indirect	Neither verbal nor physical, but still intentionally hurtful actions. For example, isolating someone or excluding them from a group, spreading rumours, damaging or taking someone's property, or intimidation.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Any of the abuse described in the three categories above, focused on a particular characteristic (e.g. gender, race, sexuality, disability). Other examples may include: • Provocative behaviour, eg. wearing of badges or symbols belonging to known right wing, or extremist organisations • Distributing literature that may be offensive in relation to a protected characteristic • Prejudiced or hostile comments in the course of discussions within lessons • Refusal to co-operate with others because of their protected characteristic, whether real or perceived • Expressions of prejudice calculated to offend or influence the behaviour of others • Attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching.
Cyber-bullying	Bullying behaviour that takes place online or by electronic media, such as through computers, laptops, smartphones, tablets, or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). For example, name calling, taunting, sending of offensive images, excluding individuals from group chats, creating false accounts or personas to mock or humiliate others or to pretend to be someone else.

The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

4. Roles and responsibilities

4.1 The governing board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher, supported by the senior leadership team

The Headteacher, supported by the Senior Leadership Team, is responsible for:

> Reviewing and approving this Prevention of Bullying Policy

> Ensuring that the School environment discourages bullying behaviour and encourages positive behaviour

> Ensuring that staff deal effectively with bullying behaviour (whether it is behaviour they have observed, or behaviour that has been reported to them)

> Ensuring this policy works alongside the safeguarding and child protection policies to offer students both sanctions and support when necessary

> Ensuring that data on bullying behaviour is reviewed regularly

4.3 Teachers and Staff

Staff are responsible for:

> Creating a calm and safe environment for students

> Establishing and maintaining clear boundaries of acceptable student behaviour

> Reporting incidents of bullying behaviour to the Safeguarding team promptly (whether these incidents have been reported to them, or they have observed the behaviour themselves), factually and using professional language

> Implementing the Prevention of Bullying Policy

> Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students

> Modelling expected behaviour and positive relationships

These responsibilities are all in line with Part 1, Section 1 and Section 7, of the DfE Teachers' Standards.

The Senior Leadership Team (SLT), Safeguarding Team, Guidance and Achievement Team (G&A) will support Staff in responding to incidents of bullying behaviour. The G&A team includes the Heads of Year and Pastoral Support/On Call team.

4.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the School's Prevention of Bullying policy and reinforce it at home where appropriate

> Raise any concerns about bullying behaviour with the School directly, and as soon as possible, by contacting the Safeguarding Team:

- o **Telephone:** 01425 475000
- o **Email:** safeguarding@ringwood.hants.sch.uk
- o **Online:** click on the 'Worry Box' on the School website

The School will endeavour to build a positive relationship with parents and carers by responding quickly to concerns raised around bullying behaviour, and by keeping them informed about the progress of investigations into incidents of bullying behaviour.

4.5 Students

Students will be made aware of the following during their induction into the behaviour culture at Ringwood School:

> The expected standard of behaviour they should be displaying at School

> That they have a duty to follow the Prevention of Bullying Policy

> The pastoral support that is available to them, whether they have been a victim of bullying behaviour, have witnessed bullying behaviour, or have exhibited bullying behaviour themselves

Students are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations.

Students will be asked to give feedback on their experience of bullying behaviour at Ringwood School through Student Voice. This feedback will support the evaluation, improvement and implementation of the Prevention of Bullying policy,

Extra support and induction will be provided for students who arrive mid-year.

5. Prevention of Bullying Behaviour

Ringwood School seeks to prevent bullying behaviour through the school environment, policy, practice, support, education for students, and training for staff.

5.1 Education

Ringwood School ensures that students are educated in an inclusive environment where there is an acceptance and tolerance of people with differences to themselves, e.g. religion, ethnicity, disability, gender, transsexuality or sexuality, and also to those in different personal situations to themselves. At Ringwood School we actively educate our students on the values of equality, respect, tolerance and inclusion through tutor activities, assemblies, PSHE sessions and in lessons. 'Respect' is one of our four school values and has also always run through the core of our House system; we expect our students to uphold and practice this value at all times.

Bullying is a topic that is frequently and openly discussed with students and staff. Everyone in the school community should know the definition of 'bullying behaviour' and should see the prevention of bullying behaviour as a shared responsibility.

Staff and student education occurs via:

> **The personal development programme** – for example, through assemblies and tutor activities. In these times, students will be regularly taught and reminded of the School's approach to bullying behaviour, the support available to students, the options available to report bullying behaviour, and the opportunities to get involved with whole school anti-bullying work, prevention, and campaigns.

> **The school behaviour policy and on-site expectations** – these expectations are shared with students in tutor time, via posters in classrooms, and by staff in lessons and around the school site. Our STARS expectations and School values encourage students to respect each other, their teachers and their environment, and to take responsibility for their actions and the impact these may have on others.

> **Lessons** – anti-bullying is taught throughout the PSHE curriculum. Students in every year group (Y7-13) have PSHE lessons as part of their timetable.

> **Bespoke 1:1 support or education** – students who have been the victim of bullying behaviour, students who have exhibited bullying behaviour, students who have repeatedly been a bystander to bullying behaviour, and students identified as being at risk of falling into one or more of these categories, may be offered additional 1:1 or small group support and guidance. This support may be led by a member of staff, for example a member of our Pastoral Support team, or it may be led by one or more of our Sixth Form Mental Health Ambassadors, or our Anti-Bullying Ambassadors (ABAs).

> **Involvement in national campaigns** – every year, students will take part in activities during Anti-Bullying week (these may take place in tutor time, in lessons, or at break/lunch times around school site). Every year, since 2022, groups of ten students (one from each tutor group) complete the Diana Award Anti-Bullying Ambassador training. The Anti-Bullying Ambassadors raise awareness about bullying behaviour throughout the academic year, through whole school activities, campaigns and competitions. Every year they work towards one of the Diana Award Badges (see Appendix 3 for example) and every year they have achieved the standard required to receive the reward. Their work and our commitment as a school to prevent bullying behaviour and providing a safe environment for our students was also recognized by the Anti-Bullying Alliance in August 2023, when we received the Bronze Award (see Appendix 4).

> **Work with the wider community and outside agencies –** including Prevent, the Police, Children's Services, the Youth Crime Prevention team, and other services such as the Anti-Bullying Alliance and The Diana Award.

Through all the methods of education listed above, the school will work hard to develop a "telling" school mentality of "safeguarding, not snitching", where bystanders understand that it is their duty to inform an adult, even if the victim is too afraid.

In response to the changing national picture of cyberbullying, Ringwood School frequently evaluates and updates where appropriate its Student Mobile Technology policy and Acceptable use of ICT policy. This practice includes up-to-date advice and education to all members of the community regarding positive online behaviour.

5.2 Student Voice, Student Leadership and Student Charter

Students are involved in policy writing and decision making to ensure they understand the school's approach and are clear about the role they play in preventing bullying behaviour, including when they find themselves as bystanders.

The school will conduct regular student voice activities to gather feedback from students on their experiences of bullying behaviour and their safety and well-being as a student at Ringwood School.

The **Student Anti-Bullying Charter** (see Appendix 2) was first written and created by our Anti-

Bullying Ambassadors in 2023. Through Student Voice in tutor time, all students were asked for feedback on the Charter before it was finalised and launched in September 2023. The Student Anti-Bullying Charter is on display in every tutor room.

In Year 8, students can express an interest in being trained as an Anti-Bullying Ambassador. One student from each tutor group is selected to attend the Anti-Bullying Ambassador training. These students work together throughout the year to raise awareness in the school community, promote and highlight anti-bullying campaigns, and run activities and competitions to promote student well-being throughout the school year.

In Year 12, students can apply to be a Mental Health Ambassador. Students are selected and trained to support their peers, particularly students in Year 7-11, and they also run campaigns, activities and competitions, to raise awareness of positive mental health.

Both the Anti-Bullying Ambassadors and the Sixth Form Mental Health Ambassadors can provide peer-to-peer support when needed through drop-in sessions or by pre-arranged appointment (either as a result of emailing them directly, or set up by a member of the Pastoral Support team).

Ringwood School will ensure that all students know how to report bullying behaviour, how to access support (both in and out of school), the short and long-term impact of bullying behaviour on others, and the conseqeunces of bullying behaviour at Ringwood School.

5.3 Staff Training

All staff are trained in recognising and managing incidents of bullying behaviour as part of their safeguarding training, and are committed to consistently upholding this policy and the School's Behaviour policy.

Ringwood School recognises that there are particular times when students may feel more vulnerable to bullying, for example lunch and break times and the beginning and end of the school day. Arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of incidents of bullying behaviour, and staff on duty are trained specifically to spot and intervene in incidents of bullying behaviour. Safe spaces are created for vulnerable students, such as those with SEND (eg. access to the Hive at break and lunchtimes).

5.4 Parents/Carers

Ringwood School is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when incidents of bullying behaviour occur.

Through the home-school contract on Arbor, the school website, invitation to annual parents' information evenings, and through this policy and the Behaviour Policy, parents/carers are made aware that the school does not tolerate bullying behaviour.

Parents/carers should report any concerns regarding bullying behaviour as soon as possible to the Safeguarding Team and/or to their child's Head of Year (see Section 6.1). All expressions of concern will be taken seriously and investigated thoroughly.

Parents/carers can find further information on bullying behaviour (eg. signs, what to look for, how to talk to your child) on our school website and on the Anti Bullying Alliance website: https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers

It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes
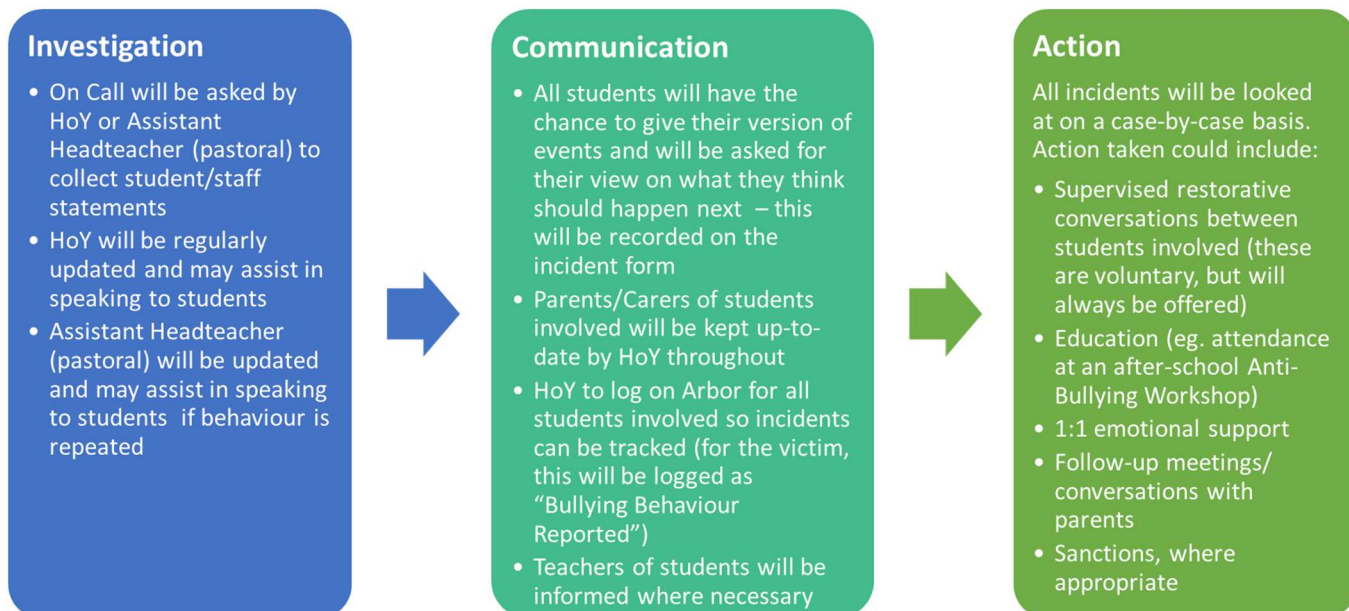
a victim of bullying behaviour.

6. Response to Reports of Bullying Behaviour

Ringwood School follows a framework for dealing with incidents of bullying behaviour to ensure a consistent and appropriate approach across the whole school.

6.1 How can bullying behaviour be reported?

- **Students**:
  - **In person** – students can speak to any member of staff, but particularly the On Call/Pastoral Support Team, or a member of the Safeguarding Team
  - By clicking on the **Worry Box** on the School website – students can remain anonymous if they prefer
  - **By emailing** a member of staff, the Safeguarding Team (safeguarding@ringwood.hants.sch.uk), or the sixth form Mental Health Ambassadors mentalhealthamb@ringwood.hants.sch.uk

- **Parents/carers**:
  - By calling the main school number (01425 475000) and asking to speak to a member of the Safeguarding Team or their child's Head of Year
  - The Worry Box on the school website

- **Staff**:
  - By contacting a member of the Safeguarding Team in person, or via email: safeguarding@ringwood.hants.sch.uk

6.2 What will happen if bullying behaviour is reported?

Investigation
- On Call will be asked by HoY or Assistant Headteacher (pastoral) to collect student/staff statements
- HoY will be regularly updated and may assist in speaking to students
- Assistant Headteacher (pastoral) will be updated and may assist in speaking to students if behaviour is repeated

Communication
- All students will have the chance to give their version of events and will be asked for their view on what they think should happen next – this will be recorded on the incident form
- Parents/Carers of students involved will be kept up-to-date by HoY throughout
- HoY to log on Arbor for all students involved so incidents can be tracked (for the victim, this will be logged as "Bullying Behaviour Reported")
- Teachers of students will be informed where necessary

Action
All incidents will be looked at on a case-by-case basis. Action taken could include:
- Supervised restorative conversations between students involved (these are voluntary, but will always be offered)
- Education (eg. attendance at an after-school Anti-Bullying Workshop)
- 1:1 emotional support
- Follow-up meetings/ conversations with parents
- Sanctions, where appropriate

The voice of every student will be listened to, discussion will take place with those involved, and our definition will be kept in mind when deciding if an incident should be defined as "bullying behaviour" or not.

6.3 What are the sanctions for bullying behaviour?

Bullying Behaviour 1 – Verbal Warning	Bullying Behaviour 2 – Written Warning	Bullying Behaviour 3 – Repeated
• Verbal warning • Parents/carers informed • Logged on Arbor • Support/further education offered • Restorative offered • Possible sanction depending on incident (eg. lunchtime, after school or leadership detention)	• Formal written warning (letter to parents/carers) • Sanction (incidents considered on an individual basis – could include leadership detention or time in inclusion room) • Logged on Arbor • Compulsory further education • Restorative offered • Further support offered • Staff informed/seating plans looked at	• Serious sanction (inclusion, suspension, or even permanent exclusion) • Meeting with parents/carers • Compulsory further education/1:1 • Restorative offered • Staff informed – class changes and zoning at free-time discussed and agreed • Outside agencies may be informed (eg. police, children's services, etc.)

In every incident, a student's individual circumstances (eg. SEND/LAC/Child Protection Status) will be considered before sanctions are applied. See our Behaviour Policy for further information on responding to incidents of misbehaviour from students with SEND.

6.4 Off-site Bullying Behaviour

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Sanctions may be applied where a student has shown bullying behaviour when representing the School offsite. This means when the student is:

> Taking part in any School-organised or School-related activity (e.g. School trips)

> Travelling to or from School

> Wearing School uniform

> In any other way identifiable as a student of our School

Sanctions may also be applied where a student has exhibited bullying behaviour at any time, whether or not the conditions above apply, if the bullying behaviour:

> Could have repercussions for the orderly running of the School

> Poses a threat to another student

> Could adversely affect the reputation of the School

This includes bullying behaviour online.

6.5 Response to Cyber-Bullying (bullying behaviour online)

In addition to the processes outlined in 6.4, when responding to incidents of cyber-bullying concerns, the School will also:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to assist in removing offensive or upsetting material from circulation. This may include:
  - Submitting requests to a service provider to remove content if those involved refuse to or are unable to delete content;
  - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the DfE's 'Searching, Screening and Confiscation' Advice for Schools, July 2022, and also the school's searching and confiscation policy (see Behaviour Policy);
  - requesting the deletion of locally-held content and content posted online if they contravene this policy or the school Behaviour policy.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.
- Consider whether to report the incident to the police. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

6.6 Support for students

Students who have been the victim of bullying behaviour will be offered a range of support:
- The opportunity to discuss the experience further with a member of staff
- 1:1 emotional support, which may include work towards restoring self-esteem and confidence
- The opportunity to have a restorative conversation with the other student(s) involved. This ensures all students involved have a voice and feel listened to. It gives students the opportunity to reflect on their actions, consider the impact of their actions, and take steps to ensure they are able to move forward positively and to prevent similar incidents occurring again.
- Referrals or signposting to local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have demonstrated bullying behaviour will be offered:
- The opportunity to discuss the incident further with a member of staff
- A restorative conversation with the other student(s) involved
- Further education around the impact of their actions (this may be in a small group setting or 1:1, and could be led by a member of staff or by one of our sixth form Mental Health ambassadors)
- Referrals or signposting to local/national organisations to provide further or specialist advice and guidance; this could include support from the Police, Prevent, the Youth Crime Prevention (YCP) team, or referrals to Early Help, Children's Services, or Child and Adolescent Mental Health Services (CAMHS), as appropriate.

6.7 Support for adults

Our school takes measures to prevent and tackle bullying behaviour of students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable. Adults (staff and parents) who have been the victim of bullying behaviour or affected by bullying behaviour will be supported by:

- Offering an opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with this policy and the School's Behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying behaviour has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Establish whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures where necessary

Adults (staff and parents) who have demonstrated bullying behaviour will be supported to:

- Discuss the incident further with a senior member of staff and/or the headteacher to establish the concern.
- (if online), request that content be removed.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

7. Monitoring arrangements

7.1 Monitoring and evaluating bullying behaviour

Incidents of bullying behaviour (as defined using the School and Anti-Bullying Alliance definition) will be recorded on Arbor, this will include the victim(s) of the bullying behaviour and the student(s) who have demonstrated bullying behaviour

Reports of bullying will be closely monitored by the Assistant Headteacher for Student Behaviour, Personal Development and Welfare, and the Heads of Year, and any trends will be monitored. Heads of Year will report half-termly to the Assistant Headteacher. The Assistant Headteacher will report termly to the Student and Welfare Governors Committee.

7.2 Monitoring this policy

The Leadership Team and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and students.

This Prevention of Bullying Policy will be reviewed by the Headteacher and Student Welfare Governor's Committee at least bi-annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Student Welfare Governor's Committee.

The policy will be reviewed against any new government guidance and will be updated as necessary.

8. Links with other policies

This behaviour policy is linked to the following policies:

> Acceptable Use: Mobile Technologies policy

> Attendance policy

> Behaviour and Statement of Behaviour Principles Policy

> Child Protection and Safeguarding policies

> Communication policy

> Complaints policy

> Educational Visits policy

> Mental Health policy

> Relationships and Sex Education policy

> SEND policy

> Student Acceptable Use IT policy

> Suspensions and Permanent Exclusions policy

Appendix 1: Useful Links and Supporting Organisations

> Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

> Changing Faces: www.changingfaces.org.uk

> Childline: www.childline.org.uk

> Family Lives: www.familylives.org.uk

> Kidscape: www.kidscape.org.uk

> Mencap: www.mencap.org.uk

> NSPCC: www.nspcc.org.uk

> The Diana Award: www.diana-award.org.uk

> Victim Support: www.victimsupport.org.uk

> Young Minds: www.youngminds.org.uk

> Young Carers: www.youngcarers.net

Cyberbullying

> Childnet International: www.childnet.com

> Digizen: www.digizen.org

> Internet Watch Foundation: www.iwf.org.uk

> The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

- > Think U Know: www.thinkuknow.co.uk
- > UK Safer Internet Centre: www.saferinternet.org.uk

Race, religion and nationality

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

LGBTQ

- > Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- > EACH: www.eachaction.org.uk
- > Metro Charity: www.metrocentreonline.org
- > Proud Trust: www.theproudtrust.org
- > Schools Out: www.schools-out.org.uk
- > Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- > Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Ringwood School

Ringwood School
Student Anti-Bullying Charter

A sk for help if you need it

N ever be unkind

T reat people with respect

I ndirect bullying is not ok

B e considerate towards others feelings

U se our knowledge about the 9 protected characteristics

L earn to respect others and yourself

L isten to others opinions

Y our voice is important

I nclude others and their differences

N ever bully others

G et involved with activities even if you are unsure

Don't face it alone
#SpeakOutAboutBullying

The Diana Award
Definition of Bullying Behaviour

Bullying Behaviour is repetitive, negative behaviour that is intended to make someone feel upset, unsafe and uncomfortable. It often involves an imbalance of power between the individuals or in the group.

"Be careful with your words, once they are said they can only be forgiven not forgotten"

But where do I get the help I need?
On-call, HOY, Tutor, Safeguarding Team, Anti-Bullying or Mental Health Ambassadors, Face to Face or by using the Worry box on the school website or by email

ANTI-BULLYING ALLIANCE

"Strong people stand up for themselves but the strongest people stand up for others"

Four Types of Bullying

Verbal Bullying:
Repeatedly saying unkind or mean stuff to purposefully upset someone

Indirect Bullying:
Repeated unkindness behind someone's back for example cyberbullying, spreading rumours or excluding people

Physical Bullying:
Repeatedly using body contact to upset, hurt or humiliate someone. For example, punching, slapping, pushing or tripping.

Cyberbullying:
Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else using phones, computers, social media or gaming platforms.

Appendix 3: Diana Award – Wellbeing Badge Certificate

For running anti-bullying campaigns that encourage positive wellbeing, spread kindness, and strengthen peer support systems in your school community.

A N T I _
B U L L Y
I N G

Emily Kell_
Head of Anti-Bullying

WELLBEING BADGE CERTIFICATE

THE DIANA AWARD

Appendix 4: Anti-Bullying Alliance Bronze Award (August 2023)

ANTI-BULLYING ALLIANCE
UNITED AGAINST BULLYING

This certifies that:

Ringwood School

is a United Against Bullying Bronze School and has demonstrated its commitment to stopping bullying and improving the wellbeing of its pupils.

Signed:

Date: 23rd August 2023

NATIONAL CHILDREN'S BUREAU
Part of the family

Funded by
Department for Education

BRONZE SCHOOL 2023