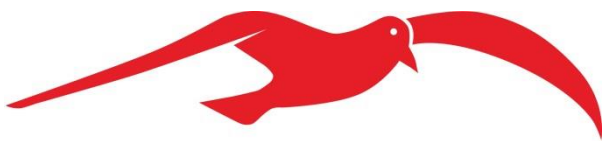


Anti-Bullying Policy

September 2025

The Anti-Bullying Ambassadors contributed to and approved this policy.



THE JO RICHARDSON
— SUCCESS FOR ALL —
C O M M U N I T Y S C H O O L
— ACHIEVE —

Date of previous review	September 2023
Review frequency	Every two years
Date of next review	September 2027

Rationale

At Jo Richardson Community School we believe that all students and staff have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable here; it is wrong and will not be tolerated.

At JRCS, we actively promote the personal qualities that we feel our students should be equipped with during their time at the school:

- A** SPIRE TO BE OUR BEST
- C** OMMIT TO OUR LEARNING
- H** OLD HIGH STANDARDS IN EVERYTHING WE DO
- I** REFLECT ON AND TAKE RESPONSIBILITY FOR MY LEARNING AND BEHAVIOUR
- E** NGAGE WITH ALL OPPORTUNITIES
- V** ALUE, CARE FOR AND RESPECT EACH OTHER
- E** STABLISH RESILIENCE AND BE RESOURCEFUL

The “V” in the ACHIEVE agenda focuses upon how we value, care for and respect each other. Our Anti-Bullying Policy underpins our commitment to ensuring that all JRCS students feel safe and supported at school.

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that in order to achieve this, children have the right to be educated in an environment where they feel valued, respected and safe.

Bullying deprives students of this right and denies access to the full curriculum. We believe that students who suffer regular, ongoing bullying cannot achieve their full academic or social potential and can have long lasting impacts including mental health issues. It causes anxiety and stress and has no place in our school.

Definition of bullying

Repetitive intentional hurting of one person or a 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.

The DfE defines bullying as “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying needs to be openly discussed and monitored. It will flourish when:

- It is explicitly or implicitly ignored.
- Students are under the impression that it is something which they have to deal with themselves.
- Students feel that the consequences of telling would be more significant than the current bullying. Bullying thrives on a secretive culture
- Victims are seen as ‘bringing it upon themselves’.

Aims of the policy

- To ensure students understand what bullying is.
- To ensure students feel safe enough to report incidents of bullying concerning themselves or others.
- To ensure that we support the victims of bullying, using school interventions or guidance to outside agencies.

- To ensure that we support and guide the perpetrators of bullying, so that they understand the implications of their actions.
- To ensure that parents feel safe and are encouraged to discuss their concerns with all staff.
- To ensure that staff feel supported in dealing with incidents of bullying.
- To ensure that all adults feel safe in discussing bullying from other adults within the school community, and action is taken to deal with this.

Bullying of any kind is unacceptable. At our school the safety, welfare, and wellbeing of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (eg, hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures or mocking religious beliefs or customs
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality or transgender issues
- Sexist gender stereotyping, comments related to this
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging, sexting (images and comments) and calls. This also includes the misuse of associated technology, ie, camera and video facilities, as well as any social media networks such as Facebook, SnapChat, TikTok and Twitter.

This is often over a period of time and/or involving a number of perpetrators. JRCS recognises that SEND students are at greater risk of bullying than non-SEND students and will deal with all reported incidents promptly.

Bullying 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, special educational need or disability

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Bromcom / CPOMS. Follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. 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.

JRCS is committed to tackling peer-on-peer abuse in all its forms, including bullying motivated by one of the protected characteristics as outlined in the Equality Act 2010. These characteristics are: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-

based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Cyber bullying – what the law says

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

This policy should be viewed in conjunction with the Child Protection and Safeguarding Policy, Behaviour Management Policy, Searching, Screening and Confiscation Policy and Policy on the Use of Reasonable Force and Other Restrictive Interventions.

Reporting – roles and responsibilities

Staff

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians), have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying.

If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. When a report is made, staff will exercise caution to ensure that the names of the reporting students are not shared, either directly or indirectly. This would help in creating a culture to feeling safe to report concerns.

The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents and Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the School Office.

Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. In JRCS we champion students to be upstanders.

Actions by school

When an incident of bullying is reported to school, we will investigate it thoroughly and quickly. We commit to:

- Supporting children who have been bullied as the priority
- Establish the facts quickly, clearly and record them, supported by our CCTV recording system

- If an incident is only visually witnessed, staff will aim to seek statements from neutral bystanders to objectively record the facts of the event
- Listening to and acting upon any concerns raised by students as best as possible, even if this is historic as we understand that disclosures are not always easy to make
- Sanction students using school systems if necessary
- Agree what will happen once the matter is dealt with and ask all parties to sign a contract. We call this an 'intervention'. This intervention will also be recorded in the planners of all students involved, along with an expiry date if appropriate and the conditions agreed
- Exclude students who break the contract, so long as there has been no subsequent retaliation
- Record the intervention on Bromcom
- Record the intervention on each student's SSP file
- Parents/carers will always be informed

The school will also:

- Ensure staff are observant and ask students what is happening to them
- Staff are present and are active on duty points for visibility and to provide immediate reporting opportunities if needed
- Involve the police where necessary (in consultation with parents/carers)
- Spend a session on the first day of Year 7 discussing the different types of bullying and how it is dealt with at JRCS. Introduce the school's anti-bullying logo 'See Something - Say Something!'
- Help students develop positive strategies and assertion
- Be equally concerned about bullying occurring to and from school
- Utilise trained members of staff and students to implement restorative justice
- Put anti-bullying guidance in the student planner
- Ensure anti-bullying issues are part of the PDE and tutor time programme
- Provide training for students to become peer mentors and mediators
- Encourage students to speak out with regard to bullying issues in the school (See Something - Say Something!)
- Take seriously a student complaint about bullying and act as quickly as possible to stop a recurrence of the bullying
- Ensure parents/carers are kept informed
- Run events to highlight school procedures during Anti-Bullying Week

Bullying outside of school – including cyber bullying

At JRCS we recognise that computers and modern technology enhance the way that we live and interact with each other. Unfortunately, the access that modern technology provides often means that a student can be contacted and cyber bullied anywhere over a 24-hour period. This is really unfair and can have far reaching consequences.

We recognise that cyber bullying is on the rise and can cause great distress. As a school we are committed to help and support any student who is the victim of cyber bullying.

We believe that the content of a website, including a Facebook or any other social network profile page, is the responsibility of the person who has established and runs it. We also believe that we have a responsibility to inform parents/carers if their son or daughter has established a website or Facebook page that contains potentially abusive, offensive material or comments. The same principle is applied to text messages and SnapChat messages.

JRCS has a strict policy relating to its involvement in events that occur outside of school. If these events have a direct impact upon the progress or wellbeing of a JRCS student, then the school will take the appropriate action which may include:

- Exclusion/suspension
- Informing parents/carers of the problem
- Requesting that the website is closed down or edited if cyber bullying is reported
- In more extreme cases, inform the police including passing on screenshots of websites and copies of abusive messages. This is especially the case if any inappropriate images are shared.
- Use the school's anti-bullying procedures to deal with the website's owner or the person who posted the inappropriate content

Please see our Online Safety Policy for more details. This includes details about our filtering and monitoring systems

If students report an incident or assault that occurs on the way to or from school, staff should:

- Record the incident
- Ensure that parents/carers are informed of the incident
- Request that parents/carers come to school to collect the student if necessary
- Inform the HoY/SLT who will make a decision about informing the police

The school will take action where students have been involved in incidents outside school whilst wearing their school uniform. The school will also take action where students have been involved in incidents outside of school which have a significant impact on students' progress or wellbeing in school.

Incidents outside of school – what the law says

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.

Balanced and Neutral Investigation Procedures:

When a bullying concern is raised, the school is committed to carrying out a neutral, thorough, and balanced investigation that considers the rights and wellbeing of all students involved. To ensure fairness:

1. Opportunity for all parties to give their account

- All students involved in a reported incident will be invited to provide a written or verbal statement.
- Each student may explain their perspective, share context, and raise any relevant concerns.
- Students are encouraged to do so in order to provide staff with as much information as possible to inform outcomes.

2. Use of witnesses

- Where appropriate, both the reporting student and the accused may identify witnesses who can support a fuller understanding of the situation.
- Staff observations, where available, will be prioritised to support impartiality and accuracy.

3. Temporary supervision measures (non-punitive)

- In some cases, a student may be temporarily removed from lessons and supported in The Standards Room or another supervised environment.
- This measure is not punitive, and is used to:
 - prevent misinformation spreading
 - safeguard the wellbeing of all involved
 - minimise further incidents while the investigation is ongoing
 - return the student to work provided by lessons in a calmer environment

4. Support for all parties

To ensure emotional safety and fairness:

- All/both students should have access to pastoral support (eg, Pastoral Assistant, Head of Year, Safeguarding Team).
- If a student is investigated for bullying, they should be reassured that:
 - they are being listened to
 - no conclusions have been drawn prior to the investigation
 - they will be treated respectfully throughout
- The student making the report should be supported to feel safe, heard, and protected.

5. Clear communication

- Students and parents/carers will be kept informed of:
 - the investigation process
 - any temporary measures being used

- timelines where appropriate
- No party will be informed of others' statements directly; instead, the school will provide a neutral summary of relevant findings.

6. Confidentiality and sensitivity

- The details of the investigation will be shared only with staff who need this information to support the process or safeguarding.
- Students will be reminded that they must not discuss the incident with peers during the investigation to avoid escalation or conflict.

7. Consideration of intent, context, and impact

- The school recognises that conflict does not always equal bullying.
- Investigations will consider:
 - whether behaviour was deliberate or repeated
 - any SEN or social communication needs
 - contextual safeguarding factors
 - the emotional impact on both/all students involved

8. Review and follow-up

- After an outcome is reached, appropriate support plans may be arranged for all involved.
- Decisions around the incident are reviewed and moderated by members of the pastoral team to ensure the fairest outcome is achieved.
- Where bullying did occur, restorative work may be offered with the consent of both parties.
- Where reports were unsubstantiated, steps will be taken to ensure relationships can be safely rebuilt and that no student experiences stigma as a result of the process.
- Reports that are agreed to be an incident of bullying / prejudice-related incidents are reported and logged to the Local Authority.

Advice for students, staff and parents/carers to combat bullying

The information below is to help staff; students and parents/carers deal with bullying and includes useful phone numbers to seek advice and guidance.

Signs of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry or reports purchasing food for others (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

What students should do

What do you do if someone is being bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the situation without mentioning your name. Parents/carers can call and speak to teachers at school on your behalf.
- Speak to a peer mediator.
- Tell your parents/carers.
- Come to The Standards Room. Staff are there to help you. All day, every day.

How a student should react to bullying

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are, it is good to be individual.
- Try not to show that you are upset. Stay calm and look as confident as you can.
- Stay with a group of friends/people. There is safety in numbers.
- Be firm and clear – look them in the eye and tell them to stop. Walk confidently away. Go straight to a teacher or member of staff.
- Generally, it is best to tell an adult you trust straightaway. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- Tell your parents/carers or somebody that you can trust.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Use the school peer mediators and mentors or speak to one of the student voice volunteers
- Come to The Standards Room. Staff are there to help you. All day, every day.

If you experience bullying by mobile phone, text message or email

- Tell a parent, friend or teacher.
- When necessary, encourage your parents/carers to report incidents to the police.
- Be careful who you accept on social media and who you give your phone number to.
- Make a note of exactly when a threatening message was sent and save it to your phone. Do not delete the message as it can be used as evidence against the bully. Screenshots are very useful.
- Come to The Standards Room. Staff are there to help you. All day, every day.

If you find it difficult to talk to anyone at school or at home, ring ChildLine: freephone 0800 1111 – the phone call is free. Alternatively, you can go on their website www.childline.org.uk where you can either chat one to one with an online counsellor or send them an email. ChildLine provides a private and confidential service.

What staff will do

Staff strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. Ensure the victim knows the situation will be dealt with. The emphasis is always on a caring, listening approach as bullies are often victims too – that may be why they bully.

Reports will always be taken seriously. They will never be ignored. We can only help if you tell us.

If bullying is suspected, we will:

- Talk to the suspected victim and perpetrator and any witnesses.
- Ensure the victim is supported and knows where to get help.
- Identify the bully and talk about what has happened to discover why they became involved.
- If the bully owns up, then procedures outlined in the Behaviour Management Policy will be followed. This will include sanctions and an intervention being put in place.

- Incidents of bullying will be recorded by the Head of Year on the online behaviour system.
- All cases will be fully investigated and sanctions will be applied at the end of the process. There are a range of responses available including exclusion/suspension from school.
- Continue monitoring the situation to ensure no repetition. Record follow-up findings.
- Attempts will be made to help the bully or bullies change their behaviour. Where necessary, other professionals will be asked to work with the class group or individual children.

Engaging with parents and carers

- We believe it is important for our school to work with parents/carers to help them understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light. We will ensure parents/carers are made aware of how to work with us to combat bullying and how to seek help if a problem is not resolved. Most concerns about bullying will be resolved through discussion between home and school. It is the parents/carers' responsibility to report any incidents of bullying to the school or the pastoral support team to support their child.
- Where a student is involved in bullying others outside of school, parents/carers will be asked to work with the school in addressing their child's behaviour. For example, restricting and monitoring their use of the internet or mobile phone. This causes many issues within school.
- Some families may require specific support to help manage their child's behaviour and, should we be unable to provide this support in school, we will refer the family to appropriate, external support agencies.
- The school will ensure that key information about bullying is available to all parents/carers and they know who to contact should they be concerned about bullying. We will ensure parents/carers know where to access independent advice about bullying and will work with them and the local community to address issues beyond the school gates.
- It is important that parents/carers work with the school to role model positive behaviour including online activity. This includes things like checking their child's phone and being vigilant. Do they stay up late on their phones? Who are they chatting to? Are they getting enough sleep? Who are their friends?

Every student and member of staff in the school has a responsibility to eradicate bullying in school.

Parents/carers have a responsibility to supervise and monitor their child's actions outside of school.

What the law says – a summary

Some forms of bullying are illegal and they should be reported to the police. These include;

- Violence or assault
- Theft
- Repeated harassment or intimidation (behaviour or communications)
- Hate crimes
- Sexual violence

Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986: *If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.*

The Education and Inspections Act 2006: *Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.*

The Equality Act 2010: *A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies 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. Maintained schools and academies are required to comply with the PSED.

In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In England and Wales, Part 6 of the Act applies to maintained schools and academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

[Discrimination: your rights - GOV.UK: https://www.gov.uk/discrimination-your-rights](https://www.gov.uk/discrimination-your-rights)

This policy is in line with guidance from the DfE: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Please refer to our Safeguarding and Behaviour Management Policies for more information about our approach towards Peer-on-Peer abuse. There is a detailed focus on harmful sexualised behaviour.

Alternative sources of support

Supporting Organisations and Guidance:

ChildLine	0800 1111
Advisory Centre for Education (ACE)	0300 0115 142
Kidscape	020 7730 3300
Family Lives	0808 800 2222
Youth Access	020 8772 9900
Galop.org.uk (domestic violence in Gay, Lesbian, Bisexual and Trans gender relationships)	0800 999 5428

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.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

Cyber bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: <https://www.theredcard.org/>

DfE guidance

- [Preventing and tackling bullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [Bullying at school: Reporting bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-mental-health-outcomes-strategy-for-people-of-all-ages-a-call-to-action>

childline

ONLINE,
ON THE PHONE,
ANYTIME

childline.org.uk

0800 1111

Generative artificial intelligence (AI) - statement

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help students learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to bully students in line with our Anti-Bullying and Behaviour Management Policies.

Anti-Bullying Ambassadors

JRCS values the impact that positive student role models have within school. We have appointed Anti-Bullying Ambassadors in Years 8-10 who have received external training through the Diana Award. The Anti-Bullying Ambassador Programme equips students with the tools needed to tackle bullying behaviour head on and create a safer, kinder school community. This programme is youth-led, with our Ambassadors leading their anti-bullying campaign.

The Ambassadors' role includes:

- Identifying bullying behaviour and when a peer may be experiencing bullying behaviour;
- Promoting how to be an upstander and how to intervene safely;
- Contribute towards creating a positive culture around 'See Something - Say Something!';
- Leading campaigns to tackle bullying around events such as Anti-Bullying Week in November.