

PERRYFIELDS HIGH SCHOOL

"Together We Achieve Excellence"



Anti-Bullying Policy

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Perryfields High School

Anti-Bullying Policy

Aims of the Policy

- To develop a safe, secure environment in and around school where pupils are not fearful of being bullied and are able to enjoy, achieve and reach their full potential.
- To develop a culture where bullying will not be tolerated and any incident of bullying can be reported.
- To encourage pupils to support each other and be actively involved in making the school a bully-free zone.
- To work closely with pupils, parents, staff and outside agencies to minimise incidents of bullying.
- To involve the School Council in developing and implementing this policy.
- To provide pupils with the opportunity to make a positive contribution and achieve economic well-being by creating a safe and healthy environment.

School Statement on Bullying

Perryfields High School will not tolerate bullying of any kind and will deal with any reported incidents swiftly and effectively. Support and counselling will be offered to the victim and strategies to deal with the bully will be sought. Issues relating to bullying are regularly discussed in PSHE, appropriate lessons, assemblies as well as other forums.

Rights and Responsibilities

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for a young person's mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

It is the right of all pupils in the school to be free from humiliation, fear and abuse. It is therefore the responsibility of all adults and pupils in the school to ensure that the atmosphere for learning is caring and protective.

- All teaching and non-teaching staff, pupils and parents should be involved in implementing the Anti-Bullying Policy.
- The PDM/PSHE programme, assemblies and School Council will inform pupils and staff of the procedures that are in place to combat and deal with bullying.
- All vulnerable areas of the school should be visited on a regular basis by all staff.
- All staff should demonstrate understanding of pupil's feelings and be aware that sometimes throw-away comments may make a situation worse.
- All staff should act swiftly when incidents of bullying are reported.

- Pupils should be allowed the opportunity to discuss their worries and fears about any aspect of school life. This can be done through the strong support networks that are in place including the School Council, peer mentors, learning mentors and other staff.

Bullying

Definition - a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes peer on peer abuse.

Bullying is generally characterised by:

- Repetition*: Incidents are not one-offs; they are frequent and happen over a period.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group. Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

*Please note that in some circumstances an individual incident may be categorised as bullying by the Headteacher and in that situation the person responsible will be subject to this policy and its consequences. Such circumstances are at the discretion of the Headteacher and will be reviewed on a case by case basis.

Types of Bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

- Ignoring a person or group intentionally
- Hurtful remarks, including name calling, teasing, taunting, put-downs or any other forms of verbal abuse
- Spreading rumours or making threats through another person
- Physical abuse, either pushing, nudging, punching or threatening looks
- Theft/damage or threat of theft of property or money
- Group bullying through pressure, intimidation or ignoring
- Obscene gestures
- Abusive text messages, phone calls or internet use
- Forcing a pupil to do something against their will
- Racist/Sexist/Homophobic Bullying

Racist Bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

SEND Bullying: Bullying behaviour based on another person's special educational needs or disability.

Vulnerable students bullying: Bullying behaviour that targets, and/or is due to others being considered more vulnerable than most.

Where casual homophobic/sexist/racist language is used, staff will challenge it's use and make it clear that it is not acceptable.

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

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 staff member 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.

The school will endeavour to use assemblies, PDM and PSHE to highlight and make pupils aware of the issues and dangers involved with social media, chat rooms and E-safety. Where possible, training will also take place with parents.

The school will take bullying via social media very seriously and police will be involved in investigations.

When dealing with bullying, the action taken will follow Ofsted guidelines, 'swift, proportionate, discreet, influential and effective.' The victim must feel confident that the situation will be resolved effectively. Incidents will be recorded appropriately.

Symptoms of Bullying

Some pupils will openly raise their concerns about being bullied. However, others may be unwilling to talk about it for fear of not being understood and making the situation worse.

Parents or carers may notice signs such as:

- Bed wetting in a previously dry child
- Vague tummy aches and headaches
- School refusal/reluctance to go to school/truancy
- Be frightened of walking to and from school or change their usual route
- Arrive home with books or equipment missing
- Arrive home hungry because lunch money has been taken
- Asking for extra money or stealing
- Become withdrawn or lack in confidence
- Become distressed and anxious
- Returning home with torn clothes or damaged/missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or messages
- Becoming short tempered
- Change in behaviour and attitude at home

School staff may notice:

- A fall in the standard of work
- Poor punctuality/attendance or truancy
- Falling out with a previously good friend
- Unexplained bruises, cuts or scratches
- Pupil becoming aggressive and unreasonable
- Reluctance to go out at break or lunch
- Hanging around classes with the excuse of staying to help

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating. Pupils who display a significant number of these signs are engaged with, to determine the underlying issues, whether they are due to bullying or other issues.

Staff Principles

- Prevention is at the forefront of the school's Anti-Bullying Policy.
- Staff treat reports of bullying very seriously; never assume that it is 'just banter'.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately; this applies to all staff, not solely teaching staff.

- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- A follow up meeting between those involved to discuss how effectively they felt the incident has been dealt with to inform future practice and to inform the termly review.

Guidelines

Pupil Guidelines

If pupils are being bullied, or may know someone that is being bullied, they should be encouraged to tell someone. There is a range of staff that pupils can see:

- Subject teacher
- Personal Tutor
- Assistant Pastoral Achievement Leaders (APAL's)
- Pastoral Achievement Leaders (PAL's)
- Senior Staff (Assistant Headteachers & Head Teacher)
- Learning mentors
- Peer Mentors
- Admin staff/school nurse/lunchtime supervisors

Pupils can also tell friends, peer mentors or prefects if they are being bullied, who should pass the information on to a member of staff.



If a pupil feels that they are unable to speak to someone about an issue then they can report the concern via the 'Speak Out' button on the school's website. The concern will be dealt with promptly.

Staff Guidelines

- All staff share a responsibility to create a safe, enjoyable and trusting atmosphere where pupils can achieve and feel confident to talk to any teacher or other trusted adult to share any concerns that they may have.
- Staff should investigate any concerns in the first instance. The issue can then be escalated to the appropriate Pastoral Head or Senior Leader if there is a need for further investigation or intervention.
- Use the tutor group and student council meetings as positive support against bullying, reminding pupils what to do as often as possible
- Pupils should receive guidance through PDM/PSHEE, assemblies and School Council about the different forms of bullying and what to do if they are a victim of bullying
- Pupils need to be taken seriously when disclosing incidents of bullying and should be seen as soon as possible to discuss it

- If bullying is suspected, the victim should be spoken to and offered support and advice
- Reinforce the school's policy on bullying wherever possible
- Use the school's policy on bullying wherever possible
- Use the school's referral system to inform other staff about incidents

Bullying will be reported through Class Charts. This will be recorded by any member of staff who deals with the issue. Bullying incidents are reported to the Governing Body.

Governor Guidelines

There may be situations where parent governors are made aware of bullying incidents. The following procedures should be followed:-

- Governors should encourage parents to speak to the appropriate APAL/PAL to resolve the situation in the first instance
- Make a telephone call to the appropriate APAL/PAL to inform them of their contact with parents
- If the bullying has not been resolved, the governors should contact the Head Teacher or Designated Safeguarding Lead, who should report back the issue has been resolved

Parent Guidelines

Parents know their children better than anyone else. Any changes in behaviour or attitude towards school which is not in the child's usual manner, may be a warning sign that bullying is taking place.

If parents are concerned that their children are being bullied, they should contact the relevant APAL/PAL immediately. Often incidents can be dealt with before they get out of hand, so that they are brought to a swift conclusion.

Where possible parents should monitor their child's use of social networking sites; Facebook, Instagram, snapchat, what's app, etc. Parents should check on a regular basis the content of what is being said and take appropriate actions. This should include informing the school.

Procedures

The definition of bullying at the start of the policy makes it clear that bullying is a repeated act, therefore, 'one-off' incidents such as fights are not deemed as 'bullying'. However, these incidents will be recorded on Class Charts. The situation will be closely monitored in case they become more serious. Serious incidents will be dealt with by Pastoral Team or member of SLT.

Where a member of staff is concerned that bullying is taking place, they should investigate it and if it cannot be resolved then it needs to be escalated to the Pastoral Team or member of SLT. Any information should be recorded on Class Charts. The following strategies may be used during any investigation and preventative work. The strategies employed will depend on the seriousness, frequency and type of bullying. It will also depend on whether the bully has been involved in other bullying.

- Pupil interview
- Parental involvement
- Letter home
- Warning to the bully, information placed on file
- Stay away contract
- Social Media contract
- Report
- Letter of apology
- Involvement of Learning Mentors
- Restorative Justice meeting – for mediation between victim & bully
- Use of the Inclusion Centre
- Internal Exclusion
- Fixed term or permanent exclusion from school
- Police involvement

In all cases the incident details should be recorded on Class Charts by the investigating person. If the investigation is part of an SLT callout, the appropriate proforma should be completed.

Support for the Victim

The Pastoral System is structured in such a way as to offer considerable help and support to the victims of bullying. The wealth of experience of Pastoral Staff will be used to help and support such victims, so that they feel safe and secure in school. The key to this is the partnership between parents, pupils and school. Examples of support that may be used;

- The PAL/APAL/FT informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.
- The Senior Leader for Behaviour and Safeguarding formally checks whether the bullying has stopped the week after the bullying, and regularly during the same half term.
- If the pupil visits the school nurse, the school nurse informally checks whether the bullying has stopped.

- If necessary, group dynamics are broken up by members of staff by assigning places in classes. The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is supported to broaden their friendship groups by joining lunchtime or after-school club or activity.

Support for the Bully

It is often forgotten that the bully does it for a reason. They may themselves once have been the victim of bullying, or may have grown up in that environment. With this in mind, bullies may also need help and support so that they modify their ways and become responsible for their own actions and others' rights. The following help for bullies may be as follows:

- Counselling
- Involvement of outside agencies
- Parental support and involvement
- Circle time
- Alternative provision

Follow up support

The progress of both the bully and the victim are monitored by their PAL/APAL. The young people may access 1.2.1 sessions to discuss how they are progressing. If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident. Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their FT/PAL/APAL or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways;

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour Appropriate assistance from parents/carers

Bullying outside of school

- We will always advise that incidents of bullying, in any form, that occur outside of school during evenings, weekends and holidays are reported to the police.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises if they are in school uniform. This can relate to any bullying

incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or surrounding areas.

- The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.
- The Senior Leader for Behaviour and Safeguarding is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Other sources of support and advice

<https://www.bullying.co.uk>

<https://www.anti-bullyingalliance.org.uk>

<https://www.childline.org.uk>

<https://www.kidscape.org.uk>

<http://nationalbullyinghelpline.co.uk>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/online-bullying/>

<https://kooth.com>

<https://www.familylives.org.uk>

<https://www.ditchthelabel.org>

<http://www.bullybusters.org.uk>