



## ANTI-BULLYING POLICY

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Anti-Bullying Governor	Sandy Poulton
Date of last review	October 2023
Date of next review	October 2025
Version Control	V1

Persnore High School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy which includes further detail on peer on peer abuse, cyberbullying and sexual harassment and the Peer on Peer policy. Students have contributed to this policy which will be reviewed biennially.

### **FROM THE OFSTED INSPECTION 2022**

*Pupils are happy at the school; they say that they feel safe. They told inspectors that if bullying happens, it is quickly dealt with by adults.*

### **FROM THE OFSTED INSPECTION 2017**

*The school has effective ways of preventing bullying through its anti-bullying programme. On the rare occasions that bullying takes place, records show that it is dealt with swiftly. In discussions with inspectors, pupils confirmed that they trust staff to intervene if bullying occurs.*

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## **1. Aim**

The aim of this policy is to ensure that a safe and caring climate is maintained for all students within school. This policy seeks to offer guidelines for all staff of Persnore High School so that incidents of bullying are dealt with in a positive, sympathetic and consistent fashion.

**BULLYING IS NOT NORMAL BEHAVIOUR AT THIS SCHOOL – ANY FORM OF BULLYING BY ANYONE AT ANY TIME IS UNACCEPTABLE. WE EXPECT TO FOSTER A CLIMATE WHERE KINDNESS IS THE NORM AND WHERE YOUNG PEOPLE KNOW THAT IS OUR COLLECTIVE DUTY TO REPORT.**

## **Points of principle**

- This policy is available to everyone connected with the school – students, staff, parents and governors.
- The adults in school are role models for students. The way we treat young people affects the way they treat each other. Aggression of any kind or undermining comments have a definite influence in promoting bullying.
- Bullies should be dealt with promptly, firmly but fairly – aggression will serve only to condone and reinforce the behaviour of young people generally characterised by a strong wish to dominate others.
- All adults should be sympathetic to the anxiety and insecurity of the bullied. Victims are often cautious, sensitive and quiet, with a smaller group of friends, a group which is often considered less influential with the peer group. To tell a student being bullied to 'get on with it' or 'stop complaining' ignores very real feelings of anxiety, fear and of being undermined.

- All staff are asked to be alert to possible signs of distress in students, such as a sudden deterioration in the quality of work, disinterest in lessons, increasing isolation or a desire to hang around teachers. Similarly, parents may notice that a child becomes unwilling to attend school, stops eating, has money or possessions go 'missing', and comes home regularly with clothes or books damaged.
- In this context, all staff should be aware of the needs of our most vulnerable students and students with special educational needs.

## 2. Definition

Bullying has been defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying; DfE March 2014). It is the wilful, conscious desire to hurt, threaten or frighten and may involve physical, verbal or written communication. Bullying can come in a variety of forms but includes:

- Name-calling, taunting and mocking;
- Making offensive comments;
- Making threats;
- Pressuring to hand over money or possessions;
- Hitting, kicking and pushing;
- Damaging or taking possessions;
- Spreading hurtful or untruthful rumours;
- Excluding or isolating;
- Producing offensive graffiti;
- Gossiping;
- Using text, e-mail or web space to say or write hurtful things (cyberbullying).
- Dead naming
- Suggestive comments/ actions

Some of the most common types of bullying include that related to:

- Race, religion or culture;
- Special educational needs or disabilities;
- Appearance or health conditions;
- Sexual orientation;
- Home circumstances
- Gender.

These might be actual differences between students, or perceived differences.

Bullying is child on child abuse as outlined in Keeping Children Safe in Education. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Pershore High School recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously. The different forms peer on peer abuse can take are;

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- bullying (including cyber bullying)
- gender-based violence/sexual assaults and sexting.
- initiation/hazing type violence and rituals.
- grooming

### **Cyberbullying**

Cyberbullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as

text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

### 3. Anti-bullying Ethos

Pershore High School will develop and implement strategies that are proactive in preventing Bullying:

- **Ethos:** We aim to create an ethos of good behaviour and kindness towards one another. Members of the school community are expected to treat each other with respect. All staff and students, especially should reinforce this behaviour and set a positive example to others. Everyone should be aware of the impact bullying can have on people involved.
- **Kindness is our priority:** our core principle is '*We help each other to work hard and be kind*'
- **Modelling Respectful behaviour:** Ensure staff and students treat each other with respect. Staff and students trust that when told about incidents they will be dealt with
- **Raising Awareness:** Raising awareness of the causes and effects of bullying through the curriculum, tutor tie and assemblies. Taking part in national initiatives such as Anti-bullying week. Destigmatising telling staff about bullying
- **Student Voice:** Provide students with structured opportunities to give us feedback on the effectiveness of our anti-bullying strategies, and the extent to which they feel safe in school.

### 4. The proposed course of action for any occasions of bullying

We shall also consider the motivations behind bullying behaviour and if necessary support the student who is the bully who may be at risk themselves.

#### Our priorities are to:

- Make sure that the victim is safe;
- Work to stop the bullying happening again;
- Support the victim;
- Take action to ensure that the person doing the bullying learns not to harm others.

#### Support for victims of bullying may include:

- Counselling and building confidence;
- Informing parents / carers so that they can give support;
- Where appropriate, establishing a "buddy" system to support the victim;
- Where appropriate, involving external agencies;
- Monitoring the situation to make sure there is no more bullying

#### Reporting Bullying Incidents

Bullying should be reported to a member of staff who will ensure that the correct person is made aware of the incident and is able to deal with it. Students can report bullying through the 'Bullying Help' email and the 'report bullying' function on Epraise which is promoted through assemblies and tutor times. Incidents of bullying will be treated seriously and addressed.

#### Immediate actions should include:

- Report to Head of House or Leadership Team.
- The relevant member of staff will then interview the bullied student(s) and the Bully(ies) individually.
- Should the bullying continue the bullied student should be asked to record their version of the events in writing on the school's Student Incident forms.
- The bully should also be asked to record their version of events in writing on the school's Student Incident forms.
- The member of staff dealing with the events should make a brief written record, usually on CPOMS, of their discussion with both parties and any action taken.
- All written records should include date, time place and a summary of events.

### **Sanctions and interventions may include:**

- A sincere apology
- A verbal warning
- Restorative meeting
- Meeting with parents/ carers
- Detentions
- A period in Ready to Learn
- Meeting with PCSO
- Fixed term suspensions
- Referral for support for victim or perpetrator
- Withdrawal of privileges due to lack of respect for others in the school community.

Every endeavour should be made to feed back to the victim regarding the sanction or intervention imposed. They should have the opportunity to 'check in' so staff can monitor the situation for any further incident.

### **Logging bullying incidents:**

Issues of bullying should be logged on the school CPOMS system, with homophobic, transphobic and racist bullying having a separate code. This is to:

- Emphasise how seriously bullying is viewed.
- To provide evidence if there are further incidents of bullying.
- To enable analysis of any patterns of behaviour and as such is available to the Pastoral and Leadership team.

## **5. Exclusion procedures**

It may be necessary in extreme cases to involve the Police, but the decision will be at the discretion of the Headteacher or a Deputy Headteacher and with the agreement of a victim and their parents.

Involvement of the Educational Psychologist or other relevant professionals to work with both the bullied and bully may also be necessary at some stage. Mentoring sessions may focus on helping victims to be more assertive and to help bullies to control their aggression.

## **6. Monitoring the impact of this policy**

The impact of this policy will be measured through:

- Regular surveys of students on the extent to which they feel safe, and how well the school responds to incidents of bullying
- Surveys of parents and carers on the effectiveness with which the school creates a safe environment for students and responds to incidents of bullying,
- In addition, we will monitor other indicators on an ongoing basis, such as:
- Incidents of bullying and harassment ▪
- Attendance, attainment and progress of individuals

### **External contacts where information, help and guidance may be sought:**

[www.childnet.com](http://www.childnet.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

Advisory Centre for Education (ACE) - 020 7354 8321

Children's Legal Centre - 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) - 0845 1 205 204

Parentline Plus - 0808 800 2222

Youth Access - 020 8772 9900