Perins School

Antibullying policy

May 2023

Status	Approved
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Contents

1. Policy statement

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences". (DfE "Preventing and Tackling Bullying", July 2017)

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 their 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. (DfE Preventing and tackling bullying 2017)

1.1. Government guidance

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. Therefore, this policy must be read in conjunction with our rewards and behaviour policy as this explains measures put in place to promote and encourage positive relationships and behaviours at Perins.

1.2 Scope

This policy applies to all pupils and staff at the school irrespective of their age and whether or not a pupil is in the care of the school when / if Bullying behaviour occurs.

While this policy focuses mainly on the Bullying of pupils by other pupils, it is recognised that other forms of Bullying may occur and this is addressed in Section 5.2.3.

2. Aims

Perins is an inclusive school and every attempt will be made to establish a positive ethos which supports students in receiving an appropriate quality education. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The School recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Throughout this policy we aim; to maintain and drive a positive and supportive culture among pupils and staff throughout the school and; to deter bullying behaviour, detect it when it occurs and deal with it with appropriate support and sanctions.

Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

This aim of this policy is to ensure that all governors, teaching and non-teaching staff, pupils and parents:

- have an understanding of what constitutes bullying and their specific responsibilities
- are aware of our School charter; Be safe, Be respectful, Be ready to learn.
- know that bullying will not be tolerated at Perins
- deter bullying behaviour
- involve all members of the school community in countering bullying;
- ensure that there are strategies to minimise the risk of peer on peer abuse and procedures;
- enable parents to feel confident that bullying will be firmly dealt with by the school;

- inform all members of the school community that bullying behaviour will not be tolerated.

- promote discussion on the topic within Life studies and relevant subject areas and ensure parents are aware of our stance.

- detect bullying behaviour when it occurs

- know that as school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported

- encourage promotion and development of Anti-Bullying Campaigns, support the role of ambassadors as appropriate

- encourage an atmosphere in which students feel comfortable to confide in staff with a promise of investigation

- to prevent or stop any continuation of harmful behaviour

- to safeguard the student who has experienced bullying and to implement support where necessary

- to apply consistent and robust sanctions where deemed necessary and appropriate in order to deter harmful behaviour and repeat bullying

Bullying behaviour is always unacceptable and will not be tolerated at Perins.

This policy should be used alongside the school's Safeguarding Children Policy as peer-on-peer abuse must be considered as a potential source of significant harm.

3.   What is bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. 'Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else'.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying is not a one-off fight or argument. This is known as relational conflict and is dealt with using mediation and restoration.

There are different types of bullying:
- **Psychological** (being excluded from groups and rumours etc.)
- **Cyber** (abusive text messages, internet messages etc.)
- **Verbal** (threats, name calling, racism, homophobia etc.)
- **Physical** (punching, kicking, scratching, pushing, throwing objects at someone etc.)
- **Exclusionary behaviour** (Intimidating, isolating or excluding a person from a group)

Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Bullying can be centre on; race, religion, culture, belief or faith, gender, class, sexual orientations, gender identity, special educational needs, disability appearance or health conditions, related to home or other personal situation including young carers, academic ability and more.

Criminal law

Some forms of bullying may break the law and may be reported to the police by the school:

- **Violence or assault;**
- **Theft;**
- **Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse;**
- **Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender**
- **Misuse of electronic communication could also be a criminal offence (for example, sending of text messages with the intent to cause distress, sharing of inappropriate images, etc.).**

'Banter'

Sometime students do not realise that the teasing, banter or games they are playing can be hurtful to another person. These kind of behaviours are equally unacceptable but may not be malicious. They can often be corrected quickly with advice and education. If they continue and the perpetrator does not respond appropriately to advice or sanctions, then these repeat instances may be sanctions using the levels of consequence outlined in the Perins Reward and behaviour policy.

Bullying outside of school premises

School staff have the power to discipline pupils for misbehaving outside of school premises. We reserve the right to investigate and act on or report such behaviours when deemed appropriate by the school.

4. Prevention

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. (Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At Perins, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- Including the issue of bullying in the curriculum and classwork e.g. Drama, English.
- Addressing bullying through the PSHE programme and aligning it with the standards of the PSHE Association in our Life studies lessons.
- Fostering positive attitudes towards all.
- Openly discuss differences between people that could motivate bullying.
- Using the tutor time and assembly programmes to reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- All staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure staff are able to monitor where there may be 'dead spaces' where bullying could take place.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community and protected characteristics.
- The Students' Charter outlines the core responsibilities of students at Perins School including the responsibility to be respectful towards others.

- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- Training staff to promote an antibullying culture, be vigilant when in school and in particular when on duty, and to recognise and report where they suspect bullying.
- Holding regular pastoral staff meetings to discuss and feedback information regarding friendship patterns, incidents and highlight concerns or patterns of behaviour or conflict in student groups.
- Posters that promote equality and antibullying awareness and awareness of derogatory language.
- Year groups assemblies to help raise students' awareness of bullying and derogatory language and how to report incidents
- Assemblies that coincide with events such as Antibullying week and Black History month, LGBTQ+ History month
- Celebrate differences and diversity across the school.
- Provide regular staff training on safeguarding students, antibullying policy and strategies to identify and resolve problems and where to seek support.
- Regularly evaluate and adapt our approach to take account of changes, in technology, for example by updating 'acceptable use' polices for IT.

Perins recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

4.1 Staff:

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

• celebrating achievement
• anticipating problems and providing support
• disciplining fairly, consistently and reasonably, taking into account any special
educational needs or disabilities of the pupil and the needs of vulnerable pupils
• making opportunities to listen to pupils and
• acting as advocates of pupils.

4.2 Pupils:

Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the school. They are encouraged:

• to celebrate the effort and achievements of others
• to hold and promote positive attitudes
• to feel able to share problems with staff
• to turn to someone they trust, if they have a problem
• not to feel guilty about airing complaints.

4.3 Vigilance:

Members of staff are vigilant and challenge bullying, derogatory language and stereotypes at all times but particularly:
• before lessons
• in the queue for the Cafeteria/ main hall and in the Cafeteria/ main hall itself
• whilst on duty in and around the site

5. Tackling Bullying

Perins has clear strategies for responding to bullying incidents. These may include outcomes from the school sanction system as detailed within the school behaviour policy. The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.

The school will support the target upon finding out about bullying but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

6. Record keeping and monitoring

• The Student Services team and staff maintain records of the welfare and development of individual pupils.
• In addition, every complaint or report of Bullying must be entered into CPOMS.
• Guidance Managers and Heads of year are responsible for keeping statement records up-to-date.
• The Deputy Head Pastoral monitors all Safeguarding incident logs at the end of each term in order to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the school's approach.

7. Procedures

7.1 Reporting Bullying

Students: If a student is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school to in the following ways:

- Speaking to their Tutor or a Teacher
- Speaking to their Head of Year
- Speaking to ANY member of guidance/ student support services staff
- Completing a BAT (Bringing Attention To) referral (Posters around school)
- Speaking to the Designated (or Deputy) Safeguarding Lead
- Year 7 can speak to their year 11 'buddy' or POR who can support them and encourage them to report the bullying and, if appropriate, accompany them to a trusted adult.
- Importantly, students are reminded that they can speak to **any** member of staff in school they trust
- Speaking to your parent and asking them to pass on the information to the school.

7.2 Parents/Carers

Parents who are concerned; can report bullying of their child or someone else's in the following ways:
- Contacting their child's Form Tutor by email, telephone, meeting

Importantly, parents/carers are reminded that they can speak to **any** member of staff in school regarding this. Staff will pass all information on to the Pastoral Team via CPOMs.

Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.
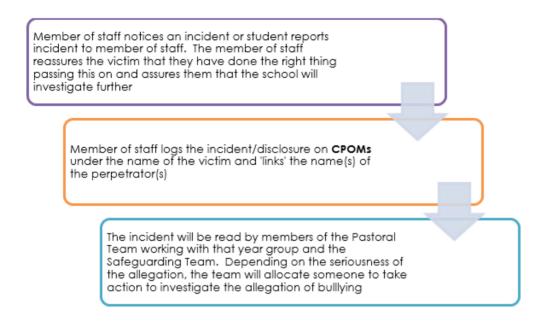
If the student or parents feel the school is unable to deal with the issue they should contact Childline to speak to someone in confidence on 0800 1111 or the Police

Staff: This policy focuses mainly on the Bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of Bullying. Staff members who are concerned about being bullied or harassed should refer to the Deputy Head Pastoral or the Head teacher.

8. Investigation

Following a suspicion or reporting of Initial complaint/ allegation of bullying behaviours; A person in authority who learns of alleged bullying behaviour must:

• firstly, respond quickly and sensitively to the student by offering advice, support and reassurance to the alleged victim, then
• Report the allegation via CPOMS to the Head of Year and Guidance Manager of the target and the alleged bully as soon as possible.

Member of staff notices an incident or student reports incident to member of staff. The member of staff reassures the victim that they have done the right thing passing this on and assures them that the school will investigate further

Member of staff logs the incident/disclosure on **CPOMs** under the name of the victim and 'links' the name(s) of the perpetrator(s)

The incident will be read by members of the Pastoral Team working with that year group and the Safeguarding Team. Depending on the seriousness of the allegation, the team will allocate someone to take action to investigate the allegation of bulllying

The receiving a bullying allegation or referral the Head of Year/Guidance Manager (Pastoral team) must:

- • Read/ Record the record details of the allegation/ complaint and any actions in CPOMS.
- • Meet/ discuss with other pastoral team members and agree on a strategy, and on who will take the lead to investigate the allegation of bullying (record every action taken on CPOMs entry).

8.1 Assessment:
A member of the pastoral team will then normally see the Target and form an initial view of the allegation.
This initial assessment will consider:

- · The nature of the incident(s) – is it physical? verbal? exclusionary? etc
- · Determine whether it is a "one-off" incident involving an individual or a group? This may mean the incident is not classed as bullying but will still be dealt with using the sanctions as outlined in behaviour policy.
- · Determine if the behaviour is part of a pattern of behaviour by an individual or a group?
- · Determine whether physical injury been caused and ensure that medical support was obtained at the appropriate time (arranging this if required)
- · Determine who should be informed (Head; Deputy Head; Tutor; Parents)
- · Consider what is the likely outcome if the complaint proves to be correct?
- ·

At this stage, the possible outcomes for an incident/ allegation which can be dealt with efficiently within school include:

- • there has been a misunderstanding or relational conflict which can be explained sympathetically to the alleged target and advice given to the alleged bully

or

- • the complaint/ incident or allegation is justified in whole or in part, and further action/ intervention will be required (see range of action, below).

8.2 Serious incident:

If a Head of Year, Pastoral team, Senior Leader or Guidance Manager believes;

that serious bullying behaviour has occurred involving a pupil;

Or

bullying behaviour has recurred after warnings have been given to the "bully" they must inform the Deputy Headteacher, the Head Teacher and the Designated Safeguarding Lead (DSL).

A member of the pastoral team directed by HT/DHT or DSL will then lead a detailed investigation which may include further interviews with the alleged target, bully and any witnesses separately, in order to establish the facts of the incident.

Prior to decisions made on appropriate sanctions and support required, the investigation lead will send a summary of findings to the leadership team, copied to the relevant Head of Year and Guidance Manager to decide on the action to be taken in accordance with the range of actions set out below. They will also indicate whether external agencies should be involved or if an assault has taken place.

An appropriate member of the team will then notify the parents of the target and of the bully give them details of the case, indicate support available and, as appropriate, the action being taken.

9. Range of action

Pupils who have been bullied will be supported by one or more of the following:

- Immediate advice and support for the Target and, where appropriate, establishing a course of action to help the Target, including support from external services where appropriate; this may include counselling or a referral to outside agencies as appropriate
- being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build up resilience as appropriate
- Reassurance and provision of ongoing support
- A supervised meeting between the bully and the target to discuss their differences and the ways in which they may be able to avoid future conflict
- Moving either the bully or target to another class after consultation with the pupil his / her parents and the relevant staff
- Notifying the parents of one or both pupils about the case and the action which has been taken
- Working with the wider community and local/ national organisations to provide further specialist advice and guidance
- Recording the outcome in the relevant CPOMS log.

Pupils who have bullied will be helped by one or more of the following:

- Discussion what happened and giving advice and support to the bully in trying to change his / her behaviour. This may include;
  - Clear instructions and a warning or final warning
  - Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the school's child protection procedures will be followed (see Child Protection Policy and Safeguarding Policy)
  - A supervised meeting between the bully and the target to discuss their differences and the ways in which they may be able to avoid future conflict
  - A disciplinary sanction against the bully, in accordance with the school's behaviour policy and in accordance with the levels of consequence
  - Action to break up a "power base"
  - Moving either the bully or target to another class after consultation with the pupil his / her parents and the relevant staff
  - Involving Childrens Services or the police

- Notifying the parents of one or both pupils about the case and the action which has been taken
- Such other action as may appear to the Head to be appropriate
- Recording the outcome in the relevant CPOMS log.

10. Monitoring

The position should be monitored for as long as necessary thereafter. Further action may include:

- Sharing information with some or all colleagues and with pupils in the class so that they may be alert to the need to monitor certain pupils closely.
- Ongoing counselling and support
- Vigilance
- Mentioning the incident at meetings of staff
- Reviewing vulnerable individuals and areas of the school
- Liaison within the pastoral team including Guidance managers, the outcome being recorded in CPOMs.

Formal complaint: If the victim or his / her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure.

11. Legislation and statutory requirements

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

- Behaviour and discipline in schools(2022)

- Preventing and tackling bullying (DfE 2017)

- The Equality Act 2010

- Supporting pupils with medical conditions at school

- No health without mental health; implementation Framework July 2012

- SEND Code of practice

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

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

- Keeping children safe in education (KCSIE).

This policy complies with our funding agreement and Articles of Association.

This policy is available to all stakeholders via the school website.

Links
Specialist organisations

The following organisations provide support for schools and parents dealing with specific
bullying issues including the social, mental or emotional affects caused by bullying.

Useful links and supporting organisations
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
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
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
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools
SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and
disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25
Cyberbullying
Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying
Race, religion and nationality
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
Tell Mama:www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational
LGBT
Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
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
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-
information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual