



Anti-bullying Policy

Perins School

March 2018

1 Policy statement

- 1.1 **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.
- 1.2 **Publication:** This policy is provided to all parents and pupils in the student diary, and to all staff in the handbook. In addition, the policy is published on the school's website. This policy can be made available in large print or other accessible format if required.
- 1.3 **Government guidance:** This policy has been drawn up with assistance from guidance issued by the Department for Education (**DfE**) *Preventing and tackling bullying* (DfE-00062-2014) and will be reviewed against any new government guidance issued from time to time.
- 1.4 **Equality:** This policy takes account of the school's public sector equality duty as set out in section 149 of the Equality Act 2011.
- 1.5 **Policy aims:** Through the operation of this policy we aim:
- to maintain and drive a positive and supportive culture among all pupils and staff throughout the school; and
 - to deter Bullying behaviour, detect it when it occurs, and deal with it by counselling and / or disciplinary sanctions and, if necessary, by permanent exclusion.
- 1.6 Bullying behaviour is always unacceptable and will not be tolerated at the school because:
- it is harmful to the person who is bullied, and to those who engage in Bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
 - it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation; and
 - it is contrary to all our aims and values, our internal culture and the reputation of the school.
- 1.7 This policy will also apply to Bullying behaviour outside of the school of which the Academy becomes aware.

2 Bullying behaviour

- 2.1 **Meaning:** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be:
- **Physical:** Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
 - **Verbal:** Name-calling, taunting, teasing, insulting or demanding money, using derogatory or offensive language
 - **Exclusionary behaviour:** Intimidating, isolating or excluding a person from a group

- **General unkindness:** Spreading rumours or writing unkind notes, phone texts or e-mails; or
- **Cyberbullying:** Using the internet, mobile telephones, social networking sites (such as Facebook, Instagram or Snapchat) etc. deliberately to upset someone else (see section 2.2 below).

2.1.1 Bullying can be based on any of following things

- Race (racist bullying)
- Religion or religious belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender Identity (transphobic bullying)
- Special Education Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

- 2.2 **Cyberbullying:** The school has another policy which deals with "cyberbullying". Cyberbullying is the use of information and communications technology (**ICT**), particularly mobile phones and the internet, deliberately to upset someone else. Further details of this can be found in the E-safety Policy
- 2.3 **Derogatory Language:** Derogatory or offensive language is not acceptable and will not be tolerated. 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 SIMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.
- 2.3 **Prejudice-based incidents:** 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 a 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. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.
- 2.4 **Intention:** Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions will be dealt with according to the 'levels of consequence'.
- 2.5 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of his / her age, physical appearance, nationality, colour, gender, gender identity, sexual orientation, religion, culture or disability, or because he / she is new in the school, appears to be uncertain or has no friends. He / she may also become a target because of an irrational decision by a bully.

2.6 **Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the school. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.

3 Anti-bullying culture

3.1 **Ethos:** Our expectation of all members of the school community is that:

- everyone will uphold the school Code of Conduct which is printed in the Student Diary and the Staff Handbook
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it
- a complaint of bullying will always be taken seriously; and
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

3.2 **Equal opportunities:** In school and in every year group:

- Discriminatory/derogatory language and behaviour are treated as unacceptable
- positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the school; and
- positive attitudes are fostered towards all students regardless of gender/gender identity through the curriculum and tutor time.

3.3 **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.

3.4 **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 Anti-bullying systems

4.1 **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 and in the Cafeteria itself
- whilst on duty in and around the site

4.2 **Meetings:** Bullying is regularly discussed in meetings between:

- members of the Senior Leadership Team
- senior leadership and senior prefects
- The Student Services team (including Heads of House)
- Guidance Managers and post of responsibility holders
- tutors and pupils in their tutor group; and
- School staff, year teams

4.3 The result of these meetings is to feed back information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent bullying incidents.

4.4 **Education:** Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- 4.4.1 Through the PDL/SHAPE curriculum
- 4.4.2 Posters that promote equality and anti-bullying placed around the School and on TV display screens
- 4.4.3 Year group assemblies help to raise students' awareness of bullying and derogatory language
- 4.4.4 Assemblies coincide with events such as Anti-bullying week, Black History Month and LGBT History Month.
- 4.4.5 Difference and diversity are celebrated across the school through diverse displays, books and images.

4.5 **Staff training:** Appropriate training in all aspects of care is arranged to ensure that Guidance Managers and other staff have the necessary professional skills, especially:

- awareness of the risk and indications of child abuse and Bullying, and how to deal with cases
- counselling skills (including bereavement).

4.5.1 The Student Services Team and those staff timetabled to be 'on duty' ensure that:

- there is an adequate presence of staff
 - staff are actively involved with pupils in all areas of the year group when they are on duty
 - measures are taken to avoid boredom and lack of purpose among pupils
 - there is space available for pupils' quiet withdrawal
 - good behaviour and discipline are maintained.
- 4.6 **Pupils' responsibilities:** We emphasise with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, in particular:
- all senior pupils have the opportunity to apply for a post of responsibility but senior pupils who do not wish to have extended responsibilities are not coerced
 - the responsibilities of senior pupils are appropriately limited
 - members of staff expect post of responsibility holders to offer supervisory support, in line with their role; and
 - All Mentors and Buddies are given appropriate training, prior to starting their role

4.6.1. Parents and Carers' responsibilities: Parents and carers should:

- look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour
- tell their child not to retaliate and support and encourage them to report bullying
- report an incident of bullying to the school by contacting the form tutor or head of house.

4.7 **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 SIMS.
- Guidance Managers and Heads of House keep statement records up-to-date.
- The Assistant Head Pastoral monitors all 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.
- There will be a full review of the policy every two years, see paragraph 6 below.

4.8 **Culture:** When we drive and implement this policy we encourage every pupil to understand that:

- every complaint of bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- there is a solution to nearly every problem of Bullying
- a pupil who complains will receive support and advice and in many cases the problem

can be dealt with on a no names basis; and

- the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary.

5 Procedures

5.1 **Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

5.2 Reporting Bullying complaints

5.2.1 **Pupils:** 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.

- Report to a teacher - such as their form tutor or head of house or any of the guidance /student services team.
- Report to a POR or student mentor – who can support the victim and encourage them to report the bullying, and, if possible accompany them to a trusted adult.
- Call Childline to speak to someone in confidence on 0800 1111

5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's Form tutor, Head of House or Guidance Manager without delay.

5.2.3 **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 Assistant Head Pastoral or the Head teacher. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above in section 5.2. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

5.3 **Initial complaint:** A person in authority who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Head of House and Guidance Manager of the victim and the alleged bully as soon as possible.

5.3.1 The Head of House/Guidance Manager must:

- record the complaint in SIMs; and
- meet with other Guidance Team members to agree on a strategy, and on who will take the lead.

5.4 **Assessment:** The victim's Guidance Manager or Head of House will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation.

The assessment will consider:

- the nature of the incident(s) - physical? verbal? exclusionary? etc
- is it a "one-off" incident involving an individual or a group?
- is it part of a pattern of behaviour by an individual or a group?
- has physical injury been caused? Who should be informed (Head; Deputy Head; Ast Head Pupil Support; Tutor; Parents)
- what is the likely outcome if the complaint proves to be correct?

5.4.1 At this stage, the possible outcomes for an incident which is not too serious include:

- there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- the complaint is justified in whole or in part, and further action will be needed (see range of action, below).

5.5 **Serious incident:** If a Head of House or Guidance Manager believes that serious bullying behaviour:

- has occurred involving a pupil; or
- has recurred after warnings have been given to the "bully" he / she must inform the Head, Deputy Head, Assistant Head Pastoral or the Designated Safeguarding Lead (DSL). A member of SLT will then:
 - interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He / she may decide to ask the Guidance Manager to be present; and
 - send a summary of his / her findings to the leadership team and the relevant Head of House and Guidance Manager

decide on the action to be taken in accordance with the range of action set out below.

5.5.1 A member of the leadership team will notify the parents of the victim and bully giving them details of the case and the action being taken.

5.6 **Range of action:** When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate
- 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 victim 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 victim to another class after consultation with the pupil his / her parents and the relevant staff
- involving Social 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
- noting the outcome in the relevant SIMs log.

5.7 **Monitoring:** The position should be monitored for as long as necessary thereafter. 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 between Guidance Managers, the outcome being recorded in SIMs.

5.8 **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.

6 Review

6.1 This policy will be reviewed every two years by the Assistant Head Pastoral to assess its effectiveness, and will be updated as necessary. In undertaking the review the Assistant Head Pastoral will take into account the results of the monitoring as set out at section 4.7 above, as well as any changes in legislation and / or statutory guidance and other relevant information gathered (such as through the annual Pupil Surveys).

Authorised by	Resolution of the Board of Trustees
Date	12/3/2018

Effective date of the policy	
Circulation	Governors (Published on Governors Moodle) All staff Parents / pupils (Published on school website) Hard copies to be made available on request
Status	Complies with requirements of paragraph 10 of the schedule to the Education (Independent School Standards) (England) Regulations 2010/1997 and DfE Guidance <i>Preventing and Tackling Bullying</i> DfE-00062-2011 issued July 2011

These Terms of Reference were approved by the Board of Trustees on 12th March 2018. They will be reviewed annually.