



Penpol School

ANTI-BULLYING POLICY

1 **Statement of Intent**

Penpol School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

As a school, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere

We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will always be responded to. Bullying of any kind is unacceptable and will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Penpol School.

Approved on 22nd November 2016 by:

Anti-Bullying Co-ordinator & Senior Leader	Aidan Doyle
Anti-Bullying Governor	Mandy Chapman

To be reviewed 22nd November 2017

1 Legal Framework

- This policy has due regard to legislation, including, but not limited to the following:
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989
 - Protection from Harassment Act 1997
 - Malicious Communications Act 1988
 - Public Order Act 1986
 - Communications Act 2003
 - Human Rights Act 1998
 - Crime and Disorder Act 1998
- This policy will be implemented in conjunction with the school's:
 - Behavioural Policy
 - Cyber Bullying Policy
 - E-safety Policy
 - Transgender Policy

2 Definition

- 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.
- Bullying is generally characterised by:
 - Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
 - 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.

3 Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

Bullying will not be tolerated under any circumstances. Every incident will be investigated and dealt with thoroughly and appropriately.

4 What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group that intentionally hurts another individual or group either physically or emotionally.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	<ul style="list-style-type: none">• being unfriendly• mocking and damaging personal belongings• excluding• tormenting (e.g. hiding books, threatening gestures)
Physical	<ul style="list-style-type: none">• pushing• spitting• stealing personal belongings• kicking• biting• hitting / punching or any use of violence
Racial	<ul style="list-style-type: none">• racial taunts• graffiti, gestures• religious intolerance
Sexual	<ul style="list-style-type: none">• unwanted physical contact• sexual gestures• sexually abusive comments
Homophobic	<ul style="list-style-type: none">• because of• accusing on the issue of sexuality
Direct or indirect Verbal	<ul style="list-style-type: none">• name-calling• sarcasm• spreading rumours• teasing• threats
Cyber bullying	<ul style="list-style-type: none">• abusive email and internet chat• Twitter, Facebook and other social media misuse• Mobile threats by text messaging and calls• Misuse of associated technology, i.e. camera and video facilities, I- pad, games consoles

5 Types of Bullying

- Many different 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:
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyber)

- 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.

6 Bullying is not:

- Minor disagreements between friends, although these may need some strategies to help the children if one or more is upset by them.
- Hot-headed situations when a child lashes out in anger or frustration
- Bossiness

7 Statutory implications

- Under the Equality Act 2010, the school understands that it has a responsibility 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; and foster good relations between people who share a protected characteristic and people who do not share it.
- Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- The National Association of Head Teachers has guidelines that Headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.
- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
 - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or 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.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
 - Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

8 Prevention

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- Ensure that pupils are aware of the Child Protection Officer and their role – Mrs Sally Jane.
- All reported or witnessed instances of bullying in the school are challenged by a member of staff and are treated seriously and thoroughly through to a satisfactory outcome.
- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through the curriculum and various lessons.
- Changing and organising seating arrangements in class helps to prevent instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school community are made aware of the school's Anti-Bullying Policy.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.
- All reported incidents are to be treated seriously and with total anonymity.
- Raise awareness of parents, teachers, non-teachers and governors about bullying and how we deal with it together.

9 Signs of bullying

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money

- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

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, in order to determine the underlying issues, whether they are due to bullying or other issues.

10 Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

11 Staff Principles

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

- Prevention is at the forefront of the school's Anti-Bullying Policy.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff take action 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.

12 **Bullying can take place:**

- In the classroom
- Playground
- Toilets
- On the journey to and from school
- On residential trips
- Cyberspace.
- In group activities
- Between families
- In the local community.

13 **Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

14 **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place - e.g a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others - e.g police, counsellor, Mere Outreach Support – Sycamore Centre.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See Recording Bullying section and Appendix 2) and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

15 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

16 Roles and responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The headteacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The headteacher keeps a Bullying Record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.
- The headteacher analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- The headteacher arranges appropriate training for staff members.
- Each head of year corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- Form teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form tutor of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- Parents/carers are advised to inform their child's class teacher if they are concerned that their child may be bullied or be involved in bullying.
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

17 Procedures

- Minor incidents are reported to the pupil's form tutor, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the head of year in writing of the incident and outcome.
- When investigating a bullying incident, the following procedures are adopted:
 - The victim, alleged bully and witnesses are all interviewed separately
 - Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
 - If a pupil is injured, members of staff take the pupil immediately to the school

nurse for a medical opinion on the extent of their injuries

- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture. Accurate recording is made of all details and witnesses accounts.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils. Confidentiality is very important and will be respected at all times.
- Every case is dealt with carefully and sensitively.

Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

18 Sanctions

- If the Headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- Where bullying occurs (on continues) out of school, the school will inform the parents and if necessary the police.
- The Headteacher informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, the Headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents/carers are informed of bullying incidents and what action is being taken.
- The headteacher informally monitors the pupils involved over the next half-term.

19 Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Behaviour Log. This would include

incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded following the ROC procedure, as with any case of Child Protection.

The Headteacher should advise which level of ROC should be used.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Govs)

20 What should a child do if they feel they are being bullied?

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

21 Advice to Parents

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher, Racism Co-ordinator (Mr Doyle), or Anti-Bullying Co-ordinator (Mrs Chapman).
- In cases of serious bullying, the incident will be recorded by staff.
- The Headteacher will be notified on all bullying incidents.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Penpol School Bullying Report Form

This form will be sent to the Headteacher upon completion:

Personal details

Name of person reporting incident:	
Name of pupil(s) being bullied:	
Sex:	
Year group:	
Class:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details

What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?

Impact of the bullying

What emotional impact has the bullying had on the pupil?
Was anyone physically hurt?
Did anyone need medical attention?
Has anyone else been informed of the bullying?
If so, when were they informed?

If not, why has the incident not been reported?

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Help and support

What type of help and support are available to the victim?

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Do you have any concerns about reporting the bullying?

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What more do you think could be done to help prevent instances like this in future?

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