


Paulet High School	School Procedure Document		
Document Title	Anti-Bullying Procedure (Ensuring Positive Relationships)		
Document Status	Approved	Approved Date	May 2015 updated 09/18; 09/22
Document Owner	Deputy Headteacher	Review	Annually
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

## PAULET HIGH SCHOOL ANTI BULLYING PROCEDURE (Ensuring Positive Relationships)

The purpose of the anti-bullying procedure is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at Paulet High school.

### General Statement

The governing body values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously.

All staff, students and parents / carers should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that because of the verdicts in bullying cases it must take note of bullying perpetrated outside school which spills over into the school. The school will do what is reasonably practicable to eliminate any such bullying.

### Aims

The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multiagency support.


Bullying – A Charter for Action (2007)

### Definition of Bullying

Bullying is defined as “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Safe to Learn: **Embedding anti-bullying work in schools (2007)**

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

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According to 'Kidscape' bullying:

- involves aggression (deliberate) and unequal power relationship; and
- results in pain and distress and is **persistent**.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

### Child on child Abuse

All staff are aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals.

All staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of child on child harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate

### Responsibilities

Governing Body - The safeguarding nominated governor will liaise with the Chair and the Headteacher over all anti-bullying strategies.


The Governing Body will:

- discuss, review and endorse agreed strategies on the initiative of the 'nominated governor' (currently Mr S. Jackson) and will discuss the Headteacher's annual report on the working of this procedure.

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

The Headteacher will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;

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- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Group
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and students; and
- report annually to the governing body.

The Deputy Headteacher, who is responsible for the Wellbeing Hub, and all members of the senior leadership team who support specific Heads of Year, will ensure that there are positive strategies and procedures in place to help both the victim(s) and perpetrator(s).

### Strategies

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with members of the Wellbeing Team or appropriate member of staff of their choice
- being reassured
- being offered continuous support
- being given help to restore self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the student.

### The Wellbeing Team will:


- initiate the immediate action deemed necessary (see strategies above)
- record all allegations of bullying on the 'Ensuring Positive Relationships' (EPR) database
- liaise with appropriate staff and parents, including Head of Year and Form Tutor
- keep their Line Manager informed of incidents
- determine how best to involve parents in the solution of individual problems
- organise resources and publicise the anti-bullying awareness pledge/campaign each year.
- Help support in the whole school positive relationship weeks as per school calendar

### Heads of Year / Subject Leaders will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.

### Form Tutors will:

- liaise with the Wellbeing Team and where appropriate, Heads of Year over all incidents involving students in their year groups;
- be involved in any agreed strategy to achieve a solution

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#### All Staff will:

- know the procedure and procedures;
- be observant and to ask students what is happening to them;
- deal with incidents according to the procedure;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity; and
- take an active part in the Anti-Bullying Pledge programme.

#### Parents/Carers play a vital role by:

- stressing to their child the importance of social behaviour and that it is never appropriate to use physical violence or verbal abuse;
- reporting any misgivings they have concerning bullying;
- actively endorsing and supporting this procedure.

#### Anti-Bullying Education in the Curriculum

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE sessions, extended form time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance students' social and emotional skills.


- the Co-ordinator of PSHE is responsible for ensuring that subject leaders deliver the PSHE statements as part of their curriculum and through the extended from period; and
- Subject Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

#### Signs of Bullying

Students who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy. All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Behaviour Support Officers.

Form Tutors, Wellbeing Team and teachers will include an anti-bullying focus when appropriate in their work. Students will be encouraged to report incidents of bullying.

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## Dealing with Incidents

- if bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the Wellbeing Team;
- if a racial element to the bullying is suspected the Deputy Headteacher who is responsible for maintaining the racial incident log, must be informed immediately;
- the teacher will record the details of the incident and inform the Head of Year in the first instance and;
- the wellbeing Team will interview all the parties and make a record (EPR) of the action taken;
- the Wellbeing Team will seek advice from the Head of Year when initial interventions or sanctions have not been successful;
- staff teaching the bullied student and the form tutor will be informed;
- the wellbeing Team will determine in consultation with the Heads of Year the appropriate strategy and plan of action to combat the bullying;
- the form tutor and Wellbeing Team will oversee the implementation of the strategy;
- parents will be kept informed by the Behaviour Support Officers and
- any sanctions against the bullies will be determined by the school behaviour procedure

## Bullied Students


Staff who deal with students who have been bullied must always offer reassurance. Students who have been bullied will be given support determined by the Wellbeing Team / Head of Year / form tutor in consultation with the student.

## Bullies

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

Disciplinary penalties have three main purposes:

- to impress on the perpetrator that what he/she has done is unacceptable
- to deter him/her from repeating that behaviour
- to signal to other students that the behaviour is unacceptable and deter them from doing it.

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## Sanctions

Parents of students who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the Wellbeing Team in the first instance.

The Department for Children, Schools and Families advises schools that sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEND that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with SEND is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN, and the extent to which the child understands and is in control of what he/she is doing.

Sanctions for bullying are intended to hold students who bully to account for their behaviour, and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the student to put right the harm they have caused.


The consequences of bullying should reflect the seriousness of the incident. In deciding what steps to take the school will apply the Behaviour for Learning Procedure in an attempt to ensure that it addresses bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

## Involvement of Parents

The school believes that it is important to work with parents / carers to help them to understand the stance of the school as regards bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. Parents / carers should be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved.

Parents / carers of students who experience bullying will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school. Parents / carers of those causing bullying will also have a range of emotional needs, and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

The school appreciates that some parents / carers may need specific support to help deal with their child's behaviour. If this is the case then the school will either provide support itself or signpost the parents / carers to appropriate channels of help i.e. Parent Support Worker. This can be done by way of a voluntary parenting contract or through other less formal means.

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## Parental Advice

Useful advice can be found in the DfES non-statutory guidance **Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools (64/2000)**. The pack gives guidance and advice for students, parents and families, along with case studies and advice on materials.

Parents / carers can contact Parentline Plus on 0808 800 2222 for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents / carers staffed by trained volunteers, as well as materials, workshops and courses that give parents / carers tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the **Parentline Plus** website where the leaflet on helping parents worried about bullying, **Be Someone to Tell**, can be downloaded.

## Involvement of Students

Students will be involved in the positive strategies through both the school council and forms/tutor groups. Students will have an input into the anti-bullying programme, and will be consulted on how it could be developed. A major part of the programme will consist of educating students in how to cope with bullying.

## Criteria for Success

Paulet High School will:

- discuss, monitor and review our anti-bullying procedure on a regular basis.
- support its staff and students to identify and tackle bullying appropriately.
- ensure that its students are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensure that parents / carers who express concern about safety issues have them taken seriously.
- seek to learn from anti-bullying good practice elsewhere and utilise the support of the Local Authority and relevant statutory / voluntary organisations as appropriate.

## Reporting and Recording

All incidents must be reported and recorded using school procedures.

## Monitoring and Review

The school is aware that by using available data it can identify how the school environment and travel to and from school can be made safer can help to reduce incidents of bullying. The school has already taken the following steps:

- to improve staff-supervision patterns in the playground and in school buildings
- to finance the alterations to the physical design of the school building(s), including investigating 'blind spots' where bullying could have taken place

The school supports the DCSF's definition of "bullying" and its advice that records of all incidents, including type, should be recorded, as recommended in the publication, 'Safe to Learn' (2007).