



Anti-Bullying Policy

Approved by:	Support and Inclusion Portfolio	Date: 28 November 2019
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Last reviewed on:	January 2023
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Next review due by:	January 2024
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Purpose and aim of the policy and procedures

Principles and Aims

Pittville School does not accept bullying in any form. In all aspects of school life the safety and well-being of all our students is paramount. All reports of bullying are taken seriously and the governors and staff are committed to ensuring that the following procedures are adhered to. The school promotes positive behaviour which is outlined in the school's Behaviour Policy.

It is the responsibility of everyone at Pittville School to help reduce and prevent bullying as well as promoting mutual respect. If anyone, including staff, students and parents is aware of bullying taking place they have a clear responsibility to report it. What we don't know about we cannot deal with.

Definition of bullying

DFE latest guidance states that:

'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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.'

This can easily be defined as S.T.O.P – Several Times and On Purpose. Any bullying that takes place between students is always unacceptable. The bullying of staff by students or parents/carers is also unacceptable.

1. Types of bullying

Racist, religious and cultural bullying

Racial taunts, graffiti or gestures. The Race Relations Act 1976 states that schools and governing bodies have a duty to ensure that students do not face any form of racial discrimination including attacks and harassment. The school's Equal Opportunities Policy details further information.

Sexual bullying

Unwanted physical contact or abusive comments.

Homophobic bullying

Any hostile or offensive action against homosexuals or bisexuals or those perceived to be homosexual or bisexual.

Abuse of the vulnerable

For example, students with physical disabilities, those on the autistic spectrum or with special educational needs. This may also include children who are carers or who have suffered a death in the family.

Emotional bullying

This may include verbal bullying, ridicule and exclusion.

Cyber bullying

Texting, cruel photos from mobile phones, emails and web-based attacks.

Physical abuse

Such as hitting, tripping, fighting and throwing objects or the damage of belongings.

Teasing/Low level bullying

Teasing and low level bullying are often seen as part of normal childhood interaction but they can have a harmful affect upon the victim and constitute a form of bullying which needs to be addressed. Staff will use their professional judgement to differentiate between bullying and teasing/low level bullying. This sort of behaviour is more likely to be found in disputes within friendship groups and is usually best dealt with through a 'no-blame' approach and a Restorative Justice session rather than formal sanctions. Where appropriate, staff may choose to record the incident on SIMS under Low level bullying.

Most incidents of bullying have three things in common:

- i. The behaviour is deliberately or intentionally hurtful to another
- ii. The behaviour is repeated, usually over a period of time.
- iii. There is an imbalance of power

2. Procedures to be followed by the school when bullying is suspected

- I. If any student or parent/carer feels that they or their child is or has been bullied they should report this to a member of staff (preferably the student's form tutor or member of the student support team).
- II. When a bullying incident is reported, those accused of bullying and witnesses of the incident will be invited to describe verbally to a member of staff what has taken place and this will be recorded on a specific form (where deemed appropriate). The student who has bullied will also have the chance to give their account and to write this down (where appropriate). The staff involved will make a professional judgement on whether the behaviour described constitutes bullying or can be dealt with as teasing/low level bullying.
- III. All bullying incidents will be recorded by the member of staff the incident was reported to on Sims for future reference. All statements will be collated by the Student Support Team concerned with the victim and all documentation to do with specific incidents will be held by the Assistant Head Teacher with responsibility for Pastoral care.

- IV. If a student either admits to bullying or it can be established that they have taken part in this behaviour then one or more of the following methods and sanctions can be used.
 - The incident will be reported to their parents and action will be agreed
 - A restorative justice approach may be used to ensure that issues are resolved
 - Social time at break and lunchtimes may be removed
 - School detention may be put in place after school
 - The student may be placed in isolation
 - A fixed-term exclusion may be put into place
 - A permanent exclusion will be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions have been used
- V. Once the bullying incident has been resolved, a monitoring program may be put in place by the pastoral team if appropriate and the perpetrator may be issued with an Individual Behaviour Plan (IBP)
- VI. Students at risk of exclusion as a result of continual bullying will have a Pastoral Support Plan (PSP) created, which will target internal and external support aimed at improving and stopping unacceptable behaviour

3. Support for the victim

- I. We will aim to intervene in any bullying situation as soon as we become aware that bullying is taking place.
- II. We will offer the victim an immediate opportunity to talk about the experience with a member of staff, usually their tutor or a member of the student support team in the first instance
- III. Where necessary we will offer continued support through the pastoral system. This could include intervention and support from Heads of House and Assistant Head Teacher or from outside agencies.

4. Communication

Communication is vital in dealing with bullying. To this end it is essential that all stakeholders accept responsibility for sharing information on bullying. Information on bullying incidents will be shared with the parents of both the victim and the perpetrator unless it is deemed by senior staff that doing so will be detrimental. As a school we will constantly listen to the views of all stakeholders with regard to bullying. Students have a responsibility to ensure that victims of bullying are not isolated and, where appropriate, to intervene when someone is being bullied. Students should inform a member of staff if they suspect bullying is taking place. We will use the Pittville Parliament and student surveys to engage with the views of our students. Our anti-bullying ambassadors will work with the school's anti-bullying lead to lead on student views but we will endeavour to engage all students with our antibullying work at Pittville School.

Racial, homophobic and sexual incidents are recorded in a central log along with proven bullying incidents. These are maintained by the pastoral managers and overseen by the anti-bullying lead and the Assistant Headteacher with responsibility for pastoral care.

5. Monitoring, Evaluation and Review

Monitoring of this policy document will be conducted annually by SLT and governors to ensure compliance with new initiatives. Monitoring of practice against this policy will be done by HOHs, and SLT via line management meetings and case studies. As part of the SEF, there will be an annual review of bullying across the school conducted by the AHT Pastoral which will include analysis of data on bullying incidents and the perception of bullying based on the views of different stakeholders.

6. Prevention

The school promotes the prevention of bullying through its PSHCE curriculum. Antibullying is highlighted and addressed in assemblies throughout the year, prepared by the anti-bullying lead. The school has a 'friendly faces' programme, which is designed to aid with the transition process from primary schools into Pittville School. The school also has a team of 'Anti-bullying ambassadors'. These students will work with the anti-bullying lead to develop strategies to prevent bullying. The school seeks to respond to student and parental feedback received through surveys and will tailor its prevention accordingly.

Staff training will be led where and when appropriate, by the anti-bullying lead and the Assistant Headteacher with responsibility for pastoral care.

Linked Policies

Behaviour Policy

Equal Opportunities Policy

Exclusion Policy

Accessibility Plan

Complaints Policy