



# **Parrs Wood High School Anti-Bullying Policy February 2021**



## Approval History

Approved By:	Date of Approval	Version Approved	Comments
LGB	January 2017	1	
LGB	February 2019	2	
LGB	February 2021	3	

## Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
Feb 2019	Jan 17	1		y	Mr McElwee
Feb 2021	Feb 19		In red	Y	Mr McElwee

### Anti-Bullying Policy context:

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

We believe this policy relates to the following legislation:

- Children Act 1989 (last updated 2014)
- School Standards and Framework Act 1998

- Education Act 2002 (last updated 2011)
- Education and Inspections Act 2006
- Equality Act 2010

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Cyberbullying advice for Headteachers and School staff (DFE 2017)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for head teachers, staff and governing bodies (July DFE 2017)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among students.

We have a duty of care to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and that we promote the welfare of all children in our care.

'There are many definitions of bullying, but most consider it to be:

- **deliberately hurtful (including aggression);**
  - **repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and**
  - **difficult for victims to defend themselves against.**
- (Respecting Others: Anti-Bullying Overview (Welsh Government 2011))

We believe by creating a safe, secure and caring school environment we will encourage all students to report any incident of bullying to a member of the school personnel.

**We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.**

We believe it is our moral and legal duty to protect all students from bullying and forms of discrimination especially students from: minority groups, vulnerable students and transgender students. We have a responsibility to protect children from all forms of bullying whether that it is linked to their sexuality, gender, race, culture, religion, body image, learning need or another characteristics (this is by no means an exhaustive list).

We will challenge and deal with all forms of transphobic bullying and educate all students about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all students.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil if the allegation (links to Child Protection and safeguarding policy):

- is made against an older student and refers to their behaviour towards a younger pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that another student may have been affected by this student
- indicates that young people outside the school may be affected by this student
- indicates unreasonable pressure to participate in risk taking behaviours

### Examples of forms of abuse

#### Physical Abuse

violence, particularly pre-planned forcing others to use/sell drugs or alcohol

#### Emotional Abuse

blackmail or extortion  
threats and intimidation

#### Sexual Abuse

indecent exposure, indecent touching or serious sexual assaults  
forcing others to watch pornography or take part in sexting

#### Sexual Exploitation

encouraging other children to attend inappropriate parties  
Photographing or videoing other children performing indecent acts

The victim and or the perpetrator of bullying may need an individual risk management plan to ensure that all students are kept safe.

When an allegation is made by a student against another student, members of staff will consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) will be informed.

A factual record will be made of the allegation. The DSL will make a record of the concern, the discussion and any outcome and keep a copy.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

We wish to work closely with the School Student Leadership Team and student body to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims and Objectives**

- To protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all students.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive student behaviour;
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

#### **Role of the Headteacher**

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behavior, the respect for others and to prevent all forms of bullying among students.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the students;

- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal, social and health education curriculum and helps to deal with anti-bullying;
- ensure that all incidents of bullying are investigated and reported;
- ensure that all students understand that bullying is wrong;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with students, parents, school personnel and governors on the grounds of protected characteristics;
- consult with students and parents to identify the extent and nature of bullying in the school;
- ensure that parents are informed of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- keep records of all incidents of bullying;
- use records of incidents effectively to track students through school;
- keep records in a central log in order to build up a picture of concerns of individual students and in identifying patterns of behaviour;
- discuss with the school student leadership team when appropriate:
  - A definition for bullying.
  - To ensure that all students are aware of this policy?
  - How can bullying be effectively dealt with?
  - How good are school personnel in dealing with incidents of bullying?
  - How good are school personnel in identifying the symptoms of bullying amongst students?
- support any student who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any student who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support students who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carer's and the local community to help reduce local tensions;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
  - the number of recorded incidents in an academic year;
  - the types of bullying that occur in an academic year;
  - how swiftly incidents of bullying are dealt with

- report annually the number of incidents of bullying and the outcomes to the Governing Body;

### **Role of the Behaviour Lead (a member of SLT):**

- **review the policy and data when appropriate**
- **delegate key duties such as curriculum planning to the PSHE coordinators and team**

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at breaktime and lunchtime to reduce the risk of bullying such as:
  - breaktime/lunchtime buddies
  - peer mentors
  - safe places for vulnerable students including G12
- ensure the PSHE team have planned age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- ensure that students know how to report bullying
- build students' resilience to bullying;
- ensure the PSHE team develop philosophy sessions to provide children with opportunities to discuss equality and diversity including the use of Fairness, Respect, Equality and Dignity (FRED).
- ensure good arrangements are in place for students transferring from the primary to the secondary phase;
- work closely with external agencies to support students who experience bullying;
- collaboratively work with other schools to identify common issues related to the protected characteristics;
- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;

### **Role of School Staff**

School personnel will:

- comply with this policy;
- be aware of all other linked policies;

- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all students know what to do if they are bullied;
- encourage students to report any incidents of bullying to any member of the school personnel;
- support any student who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as circle time and buddy systems when appropriate;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- Include anti bullying schemes of work within the school's personal development curriculum

### **Role of Students**

Students must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school student leadership team;
- follow the following instructions if they are bullied:
  - get away from the situation as quickly as you can
  - report what happened to you to one of the school staff by telling them:
    - what has happened to you
    - how you feel
    - if you have been bullied before
    - who bullied you
    - where the incident happened
    - when it happened
  - make sure that your report is dealt with and who you told
  - tell your parents or another family member
  - ask for support (counseling) if you are really upset
- treat others, their work and equipment with respect;



- not talk, shout or communicate through social media / text using language which is threatening, abusive or offensive;
- support the School Agreement / FRED principles and guidance necessary to ensure the smooth running of the school;
- liaise with the school Student Leadership Team in particular the FRED team;
- take part in questionnaires and surveys.

### **Role of the Student Leadership Team**

The School Student Leadership Team will be involved in:

- agreeing a definition for bullying with school personnel and the Headteacher;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all students;
- reviewing the effectiveness of this policy;
- Taking action to raise awareness for annual campaign run by the Anti-Bullying Alliance.

### **Role of Parents**

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- report to the school if they are made aware that other children in the school are being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school agreement and guidance necessary to ensure smooth running of the school.

### **Training for School Staff**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - What is bullying?
  - How to identify, prevent and manage bullying.
  - Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
  - Recognising bullying.
  - Anti-bullying strategies.
  - How to deal with a bullying incident.
  - Counselling the bullied and the bullies.
  - Anti-bullying week.
  - Tackling Homophobia.

- Building students resilience to bullying.
- Working and co-operating with parents and carers

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### **Records**

- Records will be kept using the school's behavior recording system SIMS in a uniform and systematic way.
- All reported incidents of bullying are investigated, dealt with and recorded.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes.
- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track students through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual students and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

### **Counselling and Support**

- Support for the victims of bullying may include the use of Peer mentors to provide peer support; access to support staff in G12; referrals to external agencies such as 42<sup>nd</sup> Street counselling; signposting to services such as Chat Health & Kooth.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong – working with key staff such as Pupil support Managers and this may lead to referrals to other services
- We signpost at the entrance to the school and on our website external agencies that can support our students and families

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as parent newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

**Monitoring the Effectiveness of this Policy**

The practical application of this policy will be reviewed in line with policy evaluation cycle or when the need arises by the Behaviour Lead, the Headteacher and the local governing body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

Behaviour Policy	Safeguarding and Child Protection
Acceptable Internet Use Agreement	