



PENAIR
SCHOOL



Anti-Bullying Procedure

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| Policy holder: | J Hocking – Assistant Headteacher |
| To be reviewed by policy holder: | Annually |
| Last reviewed by the Governing Board: | November 2022 |
| Next review by the Governing Board: | November 2023 |

Penair School – Anti-Bullying Policy

Principles and Values

Penair School takes bullying and its impact seriously. Students and parents/carers should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. Penair will seek ways to counter the effects of bullying that may occur within the school. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that does not meet these standards.

Vision:

Students at Penair feel safe, happy and comfortable in the school environment. Students know how to report incidents of bullying if they do occur. Bullying incidents are quickly investigated and dealt with.

Aim:

- All governors, teaching and non-teaching staff, students and parents/carers understand what bullying is.
- All governors and teaching and non-teaching staff know what the school's policy is on bullying and follow it when bullying is reported.
- All students and parents/carers should know what the school's policy is on bullying, and what they should do if bullying arises.

Bullying defined

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

www.gov.uk/bullying-at-school/bullying-a-definition

What is bullying?

“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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they

Types of bullying

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

Bullying can be:

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| Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | pushing, kicking, biting, hitting, punching or any use of violence |
| Racial | racial taunts, graffiti, gestures |
| Sexual | unwanted physical contact or sexually abusive comments |
| Homophobic/ biphobic/ transphobic | because of, or focussing on the issue of sexuality |
| Direct or indirect verbal | name-calling, sarcasm, spreading rumours, teasing |
| Cyberbullying | all areas of the internet. including but not limited to: email, social media, text |

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
- Perceived popularity
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

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. Students 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 students who may be vulnerable; those with challenging family circumstances, 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.

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. Students who are bullying need to learn different ways of behaving.

Prevention

The school's response to bullying does not start at the point at which a student has been bullied. Penair staff (primarily PDL's and SWO's) proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to students about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their students, depending on the particular issues they need to address.

The school aims to create an ethos of outstanding behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a

- works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school also works with other agencies and the wider community to tackle bullying that is happening outside school
- makes it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside school including cyberbullying
- creates an inclusive environment. The school aims to create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination and can celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Signs and Symptoms for Parents/Carers and Staff

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from the school
- begs to be driven to the school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude towards people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Intervention – Responding to concerns of suspected student bullying

Student-

If a student feels that they are being bullied, they are encouraged to follow one of several procedures. These procedures are:

- Submit the anti-bullying form (Appendix 1)
- Tell a friend who should then inform the relevant tutor and/or SWO or submit the anti-bullying form on the behalf of the friend (Appendix 1)

- Tell a prefect who should then inform the relevant tutor and/or SWO or submit the anti-bullying form on the behalf of the student (Appendix 1)
- Tell a parent or an adult at home whom you feel you can trust. They can then submit the anti-bullying form (Appendix 1)
- Tell a trusted member of staff who should then submit the anti-bullying form (directions in Appendix 2)
- Ring Childline and follow the advice given.

Parent-

- Submit the anti-bullying form on behalf of their child (directions in Appendix 1)
- Contact their child's form tutor who should then submit the anti-bullying form (directions in Appendix 2)
- Contact their child's pastoral manager HOY who will investigate the incident swiftly.

Staff-

- If a member of staff has concerns, either their own, or as reported to them, they should complete and submit the (STAFF) Bullying Report Form (Appendix 2.)

Outcome

Confirmed cases of bullying must be recorded following the established procedure. All related administration will be completed in a timely fashion, with copies being retained by the pastoral team.

General incidences of bullying should be recorded on the anti-bullying form. This would include incidents where staff have had to become involved and speak with students, and/or where parents/carers have raised concerns regarding bullying.

Incidents of prejudice against race, religion, sexual orientation, disability, or transgender, will be reported to Senior Leadership and the Local Authority.

The PDL will then decide on the most appropriate consequences depending on the severity of the incident.

This could include:

- Informing the parents of both victim and perpetrator about the incident.
- Arranging for Restorative Justice where appropriate.
- Using the established Behaviour Policy to award behaviour points/detention of Internal/External exclusion.
- In serious cases, both victim and perpetrator may be referred to the DSL for support/intervention or to the relevant outside agencies e.g. the Police, Behaviour Support, Counselling, Targeted Youth, etc.

Appendix 1

Students and parents can access the 'Report a Bullying Incident Form' as follows

- Go to the Penair School Website
- Click on the anti-bully tab
- Complete the Report a Bullying Incident Form
- Submit the form

Appendix 2

Staff can access the '(STAFF) Student Bullying Report Form' as follow:

- Ensure you are logged into your Penair School account
- Go to Microsoft Sharepoint Home
- Click on the 'Behaviour Team' icon
- Click on Anti-Bullying Form- Staff
- Complete and submit the form

School Contacts-

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Help Organisations

- Advisory Centre for Education (ACE) 020 8888 3377
- Children's Legal Centre 0207 7130 089
- KIDSCAPE Parents/Carers Helpline (Mon-Fri, 10-4) 020 7823 5430
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk