Outcomes First Group.

ACORN EDUCATION AND CARE

Anti-Bullying & Cyber Bullying Policy

Buzz Learning

This policy has been drafted in consultation with pupils and staff at Buzz Learning as well as incorporating the latest recommendations from the DfE Behaviour and Discipline in Schools 2016, DfE Preventing and Tackling Bullying 2017, DfE Supporting Children and Young People who are Bullied: Advice for Schools 2014, The Independent Schools Standards 2015 and the Equality Act 2010.

Compliance

This policy complies with all relevant regulations and other legislation as detailed below:

- Complies with Part 3, paragraph 10 3 (2)(a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies: DfE Guidance (July 2017): and the relevant aspects of Safe to Learn, embedding anti-bullying work in schools. Supporting children and young people who are bullied: advice for schools: DfE Guidance (March 2014).
- Cyberbullying: advice for headteachers and school staff: (November 2014)
- Advice for parents and carers on cyberbullying: (November 2014)
- Having regard for the guidance set out in the DfE (Don't Suffer in Silence booklet)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Statement of General Principles

- Everyone has the right to feel safe in school;
- We should be polite to each other at all times;
- Everyone has to take responsibility for their own actions;
- Everyone should be given respect;
- Parkside House School is committed to the principle that bullying constitutes unacceptable behaviour and that reports of bullying will be taken seriously.

Our Aims

- Awareness: promoting appropriate and good behaviour;
- Provide a secure environment in which pupils can report incidents confidently.
- Demonstrate to all that bullying is taken seriously.
- Enable staff to respond calmly and confidently to bullying incidents.
- Reassure pupils that the school will protect and support all parties whilst the issues are resolved.
- Provide long-term and positive programmes of personal development where it is required.

Introduction

The purpose of this policy is to maintain a learning environment where everyone is treated with dignity and respect and in which harassment and bullying are understood to be unacceptable. Individuals should also have the confidence to complain about harassment, bullying or victimisation should it arise, in the knowledge that their concerns will be dealt with appropriately and fairly.

Buzz Learning

- Welcomes diversity and believes that every individual has a right to be treated with dignity and respect and to work in an environment which encourages harmonious relationships.
- Is committed to preventing bullying.
- All allegations of bullying will be treated very seriously.
- Will ensure that any individual raising a concern under this policy is not victimised as a result.

In this policy, we are not concerned with those deeper personal, social, emotional or psychological issues that underlie and often precipitate bullying behaviour. What we are intent upon is a clear explanation of a set of attitudes and a related framework for intervention that will allow us to manage the problem of bullying in an efficient and effective manner. These guidelines are intended to help staff to develop a shared understanding of the problems involved in identifying, containing, reporting and intervening when we face children's bullying behaviour. We need a team approach and a common sense of purpose. We must have a generally understood framework for action and procedures that are clear and workable. Our hope is that the following policy will provide structures appropriate to these tasks. This is an extremely important area. We work with children who exhibit social, emotional and behavioural difficulties. They have often been hurt themselves. They often seek to retaliate against people and things. Containing these complex and persistent aggressions within the peer group is one of our primary professional tasks. Any failure to do so will release sub-cultural peer group reactions, which may have serious consequences for a number of our pupils. We need to be aware of these peer group dynamics. We have to monitor the peer group very carefully for signs of intimidation and bullying. We must then take considered and decisive action. We should always remember that bullying research carried out in recent years has clearly demonstrated that the vast majority of pupils attending Parkside House School, come to us usually with a history of bullying as either victims or perpetrators.

Our Obligations

In developing a whole school policy towards bullying we start with the knowledge that this behaviour, in all its forms, will occur from time to time in the school. This is true of every school. It is an on-going feature of working with children and a particular feature of our working with complex needs, who in the vast majority of cases, come to us with a history of either being bullied or bullying others. It will occur again. The frequency and intensity of this problem will depend largely upon the ethos of the school, the intervention strategies we employ and our capacity to contain and manage the interpersonal behaviour of our pupils.

This implies a vigilant and consistent approach by all staff who all carry a very heavy duty of care for every pupil placed with us. Many are particularly vulnerable given the nature of their previous experiences. Our policy on bullying is one important aspect of our professional obligation to create a caring and protective environment for our pupils.

What is Bullying?

There are many definitions of bullying. At Parkside House School, we see it as inappropriate behaviour from an individual pupil or group of pupils towards another pupil that is deliberate, may be repeated over time, and is hard for the individual to defend against. It is essentially an abuse of power. According to Tattum and Lane (1989) Bullying is; '

A wilful, conscious desire to hurt another or put him under stress'.

Bullying can be conducted by individuals or groups and can take the form of physical violence, verbal abuse, psychological stress or a combination of all of these forms. It is usually focused upon an individual having intention to cause harm and distress.

Forms of Bullying

- Physical e.g. hitting, kicking, taking belongings.
- Verbal e.g. verbal taunts and name calling, making insulting and offensive remarks and suggestions. Indirect e.g. malicious gossip, exclusion from social groups, being made the subject of ridicule, for example through invention of untrue stories.

Specifically, bullies commonly take opportunities to distress and harm individuals through the following forms of bullying classifications, which includes bullying by race, gender, sexual orientation or disability (these categories are neither exhaustive nor definitive).

Racist Bullying: The person/child is targeted for being a member of group within society. Racist bullying can consist of verbal abuse e.g. name calling, racist comments, jokes, offensive mimicry and physical attacks.

Sexual Bullying: This form of bullying can affect males and females and can include abusive name calling, comments about appearance, homophobic taunts and inappropriate and uninvited touching.

Disability Bullying: People with a variety of disabilities can find themselves bullied because of the nature of their disability. Bullying within this category can present itself as mimicry, name calling and inappropriate joking. It is important that staff give clear messages that such behaviour will not be tolerated.

Bullying and learners with Autistic Spectrum Condition (ASC): As a school, we need to differentiate between learners' behaviours that result from, or are associated with, ASC and those that can be described as bullying. Such behaviours pertaining to individual learners will be detailed in their Positive Support Plan. In order to be classified as bullying the behaviour should have the following characteristics; directed, intentional, wilful and be aimed at causing hurt or putting the person /child under stress.

Cyber bullying: This can be defined as the use of Information and Communications Technology (ICT) - particularly mobile phones and the internet - deliberately to upset someone else. It can be an extension of face-to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying because of the invasion of home and personal space, the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity and the profile of the person doing the bullying and their target.

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. In September 2020, Ofsted published guidance for schools on teaching the protected characteristics in school, at PHS we believe it is important that all children have an understanding of the world they are growing up in, learn how to live alongside, and show respect for, a diverse range of people.

Emotional and Physical Symptoms Linked to Bullying

It is often hard to spot children who are experiencing bullying. By its nature, an insidious activity usually goes on out of sight of staff. The victim is often reluctant to come forward because they feel that 'telling' might only make matters worse for themselves and make the situation worse. The following symptoms might be an indication that a pupil is being bullied:

Emotional

• Lost confidence

• Loss of self-esteem

• Irritability

• Aggression

• Panic attacks

• Depression

• Suicidal thoughts

Physical

• Sleeplessness

• Nausea

• Shaking

• Heart racing

• Laziness

• Skin complaints

• Stomach aches

• Migraines and headaches

Our School Policy and Practice

The following guidelines provide a framework for containing and changing attitudes towards bullying. These have been compiled with reference to advice from the DfES anti-bullying guidance pack, Bullying: don't suffer in silence (2002) and DCSF Safe to Learn (2007), Equality Act 2010, **DfE Preventing and Tackling Bullying July 2017** and DfE Supporting Children and young people who are bullied: advice for schools March 2014.

They are aimed at creating an ethos that will not tolerate the oppression of one person by another. These guidelines aim to establish a whole-school policy and contain both long and short-term strategies that involve the school organisation and curriculum.

• All pupils, parents and staff must recognise that any form of bullying is completely unacceptable in our school. This message will be made explicit when a child and his family/carers first come for interview; it will be stated very clearly in the pupil's handbook and will be reiterated regularly in school assemblies and tutor meetings.

• No member of staff or pupil must ever ignore a pupil being bullied or in distress as a result of being bullied. No tales of bullying must ever be discounted. They must be recorded on the Bullying Log and thoroughly investigated. Seeing and doing nothing is professionally indefensible. It implies support for the aggressor and is the worst response an adult can offer. It offers no help to the victim and is an act of collusion with the bully.

• Every case of bullying must be followed up immediately (one study found 25% of teachers interviewed felt it was sometimes helpful to ignore bullying problems. This is not a view we subscribe to under any circumstances).

 1. The member of staff dealing with the incident must make an initial judgement as to its severity. More

serious cases must be referred to a member of the Senior Leadership Team.

2. Any adult witnessing must write an incident report (use school recording system) stating:

o When?

o Where?

 o What happened?

o Who was involved?

o How they dealt with it.

 o Action to be taken.

The Senior Leadership Team must be informed of this, once the incident has been deemed as bullying then the incident must also be recorded in the Bullying Log

 3. Victims need to be given support.

They will need reassurance that the matter will be dealt with discreetly and sensitively and that they will suffer no further occurrences of repercussions from disclosure. They are entitled to positive action: stopping the bullying immediately without implying that they are the cause of what has been done to them. It must be a priority to ensure that children who are victims of bullying are given structured support through education staff, therapy and parents/carers. This should be accomplished through the existing handover/daily home contact and referral systems already in place. As members of staff, we must ensure that this happens.

 4. Adults dealing with an incident must not be physically or verbally aggressive towards the aggressor. We must never bully the bully. It gives creditability, if we react in this way, to the very behaviour we seek to eliminate. We do, however, act very firmly and purposefully in our interventions with children who are producing anti-social hostile behaviour towards others.

5. The member of staff must make the unacceptable nature of the behaviour and its consequences clear to the bullying child. The range of sanctions available for minor incidents are outlined in the school behaviour policy. Something must be done, even if it is only discussing the incident with the child and keyworker at the end of the school day. The pupil must see that any form of bullying is taken seriously.

More severe incidents will be dealt with by senior staff. The parents, the Local Authority, and the social worker (if applicable), will be informed in writing by the Headteacher.

6. A fixed term suspension will be considered when there are repeated incidences of bullying. The Headteacher will make this decision, but it will only be used under very special circumstances (See Guidelines on Exclusion).

 7. The school will not hesitate to suspend pupils whom they believe jeopardize the safety of other children or continually threaten their right to safety. Again, this will be used very infrequently and only after very careful consideration by staff and full consultation with parents and referring agencies.

8. When a formal complaint of bullying is received either from a pupil or a parent and subsequently dealt with through the school's anti bullying procedures that is not the end of the matter. At the conclusion of the process the member of staff who has dealt with the complaint will ensure that the parent is happy with the way the school's systems for dealing with bullying have worked and been effective. In the case of a child making a complaint of bullying, the Year Tutor will carry out individual work with that pupil to ensure that the pupil's complaints have been effectively dealt with and the child concerned has suffered no significant long-term harm (see also Parkside House School Complaints Policy).

Positive steps to prevent bullying:

- Always be aware of the school's physical environment. It is difficult to specify where bullying is likely to occur in buildings and grounds such as ours, but by visiting 'quiet' locations frequently and by knowing where all the children you are responsible for are playing/occupied (and with whom), difficulties are less likely to occur. Staff should familiarize themselves with the area risk assessments that deal with location-based bullying and ensure that the control measures detailed for each area of the school estate are followed.
- Good supervision is a key requirement for controlling bullying behaviour and ensuring the safety and security of pupils. All colleagues will follow school policies with regard to supervision both during activities and especially during unstructured 'free time'

All staff must be vigilant for the early signs of distress in pupils. For example:

- Isolation
- A desire to remain with adults all the time
- Erratic attendance

Although these behaviours may be symptomatic of other problems, they may indicate that bullying is taking place

Likewise, everybody must be observant for any other indications that a child is being targeted. For example:

- Personal equipment, belongings or clothes being 'lent' or going missing
- Money received from home going quickly
- Clothes being damaged
- Bruising/injuries

Children must not 'buy off' the bully with sweets or other 'presents' and they must never give in to demands for money. They are strongly recommended to talk to a member of staff, a pupil they trust or any member of the Safeguarding Team.

Children are not encouraged to hit back. We are a 'talking' school and never advocate aggression as a means of solving problems. It may well also be contrary to the child's nature. We seek to resolve conflict creatively and constructively.

Non-violent behaviour must be recognised and celebrated. The means of rewarding it are detailed in the school's positive behaviour policy.

The victims of bullies need their self-esteem raised through activities designed to improve their social skills. They need support from all the involved adults, both at school and at home, to counter feelings of inferiority and guilt. Suggestions for suitable activities and strategies are the responsibility of all staff and will be reflected in individual support work, individual education plans and tutorial work.

Any sexist, homophobic, transphobic, and racist comments must be challenged. Once again, a failure to act implies concurrence. We have a very determined equal opportunities policy and the ethos we are trying to maintain is well documented.

The DfE document, 'Bullying: Don't Suffer in Silence' outlines key strategies for counteracting bullying. A copy of this document can be obtained from The Headteacher or can be accessed on the internet. The document includes the use of group work, circle time, circle of friends, befriending, mediation by adults, mediation by peers, active listening and counselling-based practice.

Bullying as a subject will be addressed in the following ways:

- Through assemblies and tutorials bullying can be addressed directly. The school curriculum addresses the issue of bullying in various ways, including being an integral part of our School Values.
- We take a proactive approach with cyber bullying (see e-safety policy) ensuring pupils do not have unsupervised access to the internet – and no access at all to social networking sites - while in school. Meanwhile, through ICT lessons, they are taught how to use the internet safely and alerted to some of the issues around cyber bullying.
- Issues around bullying can be highlighted and taught through a variety of planned opportunities in the school year, incorporating them into the PSHE, Citizenship and RE curriculum.
- Issues that need addressing include:
- Identifying what bullying is and the existence of the anti-bullying policy.
- Identifying the rights of a victim and what to do if bullying takes place.
- Teaching about forming and maintaining relationships.
- Why people become bullies.
- How bullying affects others.
- How to prevent bullying
- Anti-Bullying Information leaflet made available to Parents, Carers and Pupils.

Within PSHE lessons, pupils cover a range of topics including bullying types and the impact of bullying on all people involved, as well as healthy and unhealthy relationships. This includes recognising the features of exploitative friendships and also tackling attitudes and stereotypical thoughts which can lead to prejudice-based bullying. Pupils are taught these topics in an open and honest environment, where they can be free to discuss issues and concerns without fear of being judged or ridiculed. PSHE lessons are planned and designed to help raise awareness of the meaning and impact of bullying, and how to respond if they find themselves in difficult situations. Reflection time is also incorporated, to give pupils the opportunity to think about their actions and behaviours and how they can be addressed for the future.

Bullying outside school premises

Teachers have the power to address issues with pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. This behaviour may also be deemed as being non-criminal poor and unwanted behaviour. Where bullying/non-criminal unwanted behaviour outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only sanction the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring

Monitoring, after any incident of bullying, should be a systematic set of routines to establish that the problem has been conquered and that possibility of reoccurrence is minimised. To ensure this the following actions should be followed;

1. Identify a key member of staff to oversee monitoring of progress
2. Revisit the incident after a period of 2 weeks to ensure there has not been a reoccurrence.
3. Follow up again within half term of the original incident.
4. Ensure that both the victim and the perpetrator of the bullying are aware that monitoring and review will be conducted, thus reducing reoccurrence.
5. Ensure that documentation relating to individual incidents of bullying are kept in confidential pupil/student files until a time that is appropriate to the individual case. For example, if the bullying is an isolated case, with no reoccurrence for the same or other victim, it is acceptable to remove from the learner's file prior to transition to any receiving service. However, should persistence or further

incidents occur it would be appropriate to disclose the instances to any organisation assessing the learner for a future placement, allowing full and fair judgements to be made.

Regular training should be undertaken with existing staff to reinforce expectations and process and outline new documentation and/or strategies. New staff should receive training related to the bullying policy as part of their induction to the school.

The monitoring of bullying (using the Bullying Log) should have regard to information about incidents of bullying and how they were resolved, both immediately and over the longer term. Monitoring procedures can be used for two purposes:

- To enable schools to follow up and record progress.
- Individual incidents which, on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. Monitoring can be helpful in identifying such patterns.
- To establish whether our anti-bullying practices are really being effective.

Records of incidents can show whether bullying is becoming less frequent or changing in nature. The results can provide insights into ways in which practice needs changing or adapting.

The monitoring of incidents will be carried out by the Pastoral Team to highlight any patterns and information passed to the Senior Leadership Team.

Evaluation

The policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying.
- Fewer pupils report being bullied or that they are bullying.
- More pupils say that they would not join in bullying someone else.
- More pupils would tell a member of staff if they were being bullied.

Conclusion

In conclusion the following points are worth re-iterating:

- Bullying does not stop of its own accord. It must be stopped by all staff acting with a common purpose, through a commonly understood set of procedures. There is no prefect system for eradicating this problem. It is ever-present and needs to be dealt with firmly and constructively as part of the therapeutic ethos of the school.
- Small children who are bullied tend to become larger children who seek to bully others. We need to break this pattern. We need healthy traditions which can only emerge from children feeling safe within our environment. How children treat others depends very much on how they themselves are treated. We must at all times protect them from the bully.
- A successful anti-bullying policy has the spin-off effects of a reduction in general anti-social behaviour in the school. This enhances the personal and social environment of the school. It gives the personal safety and protection to each child which is his right and which we must constantly be vigilant to maintain.
- All actions taken in response to any incident involving bullying must be clearly recorded with appropriate follow up and feedback to all parties involved.

Further advice and information for all staff and pupils can be found at

www.bullying.co.uk.

www.standuptobullying.co.uk

www.childline.org.uk

www.anti-bullyingalliance.org.uk

Staff Protection (see Bullying & Harassment, Equal Opportunities and Whistleblowing Policy)

Adults are entitled to the same consideration and protection as the pupils in the school. This includes adult to adult behaviour and pupil to adult behaviour.

The Senior Leadership Team is responsible for preventing and dealing with bullying and harassing behaviour. It is in the school's interests to make it clear to everyone that such behaviour will not be tolerated – the costs to the school may include poor employee relations, low morale, in efficiency and potentially the loss of staff.

Harassment

A definition of harassment as applied to age, sexual orientation, religion or belief and race and ethnic and national origin is:

Unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Incidents should be reported in the first instance to the immediate line manager. Line managers are free to involve senior staff in investigations of incidents, but the individual member of staff has resource to the full range of outside agency support. It is expected that such a step would only be taken after discussions with the Headteacher.