



# **Peacehaven Community** **School**

## **Anti-Bullying Policy**

This policy has been read and adopted by the Governing Body on:

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

For and on behalf of the Governing Body

Signed: \_\_\_\_\_

Helen Cryer  
Headteacher

## Contents

Statement of Intent.....	3
Aims and objectives .....	3
Definition .....	3
PCS- A culture of shared responsibility.....	5
Procedures.....	6
Intervention .....	6
Prevention.....	7
Staff Responsibilities.....	9

## **Statement of Intent**

At PCS we are committed to providing a caring, friendly and safe environment for all of our students. Students have a right to learn and play without fear of violence, intimidation or harassment. Bullying of any kind is unacceptable at our school. If bullying does occur all students should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who witnesses bullying is expected to tell. This is in support of the national and local anti bullying initiatives: Every Child Matters (2004) Government Document which highlights the need for every child to: stay safe, be healthy and make a positive contribution, and the ESCC (2005-2008) Anti Bullying Strategy which aims to create “environments where young people feel safe, respected, and valued, where bullying behaviour cannot flourish” p6.

## **Aims and objectives**

This policy will outline our view about what bullying is and how it will be dealt with at PCS. It is an objective of this policy that all governors, staff, pupils and parents should:

- have an understanding of what bullying is
- know what the school policy is on bullying and what to do should it arise
- know that bullying is taken seriously and that it will not be tolerated.
- understand the importance of preventative measures and school ethos in the prevention of bullying.

## **Definition**

“Bullying is complex in nature and is not always easy to define” (ESCC Anti Bullying strategy 2005-2008 p14). However ESCC recognise that bullying is: “deliberate, hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself.” (ESCC Anti Bullying strategy 2005-2008 p14) At PCS, we recognise that Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. All incidents of violence are not necessarily bullying as they may not involve the element of victimisation.

Bullying can be:

- **Physical bullying:**

This is a physical attack on a person or their property and can include hair pulling, hitting, kicking, locking in a room, pinching, punching, scratching or any other form of physical attack. It can also include maliciously damaging another person’s property.

- **Non physical bullying:**

This is a verbal or non-verbal attack on a person and this can include taunts, threats, intimidation, extortion of money, racist remarks, sexually suggestive or abusive language, teasing and spreading false or malicious rumours. Non-verbal examples of this type of bullying include making rude gestures and mean faces; breaking up friendships purposely; ignoring or excluding people; and sending cruel messages.

Bullying can be any one of the above or any combination of them and other related behaviours.

We do not use the word “bullying” to describe disagreements between young people; these are a feature of human interaction. However we recognise that such disagreements can be distressing and students might need support and advice to resolve them satisfactorily.

- Bystander bullying

At PCS bystander bullying will also be taken seriously. This is defined by PCS students as letting bullying happen, or joining in with someone else hurting someone. Bystander bullying can also take the form of spreading rumours or joining in with other students who may be saying hurtful things. Both students and staff at PCS have expressed the view that everyone must be involved in preventing bullying.

### **Bullying by Text Messages on Mobile Phones and Cyber bullying**

“Students should be careful who they give their mobile phone numbers to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them”.(Source: Bullying Don't Suffer In Silence, DFES 2002)

Similarly students should not give their computer password to other people or allow them access to personal social network websites. The **Student Internet and Appropriate Use Policy** requires students to agree not to use obscene, harassing or abusive language and to report any cases of such usage to their teacher or the Head of ICT.

#### **PCS Response**

Any member of staff who is concerned about Students being Bullied by Text Message, email or on social network sites should consult with the Student Family Support Team who where appropriate will investigate the incident, and given each individual case will identify a course of action for the perpetrators, and a programme of support for the victim.

### **Homophobic Bullying**

“Homophobia is a dislike or fear of someone who is lesbian, gay, or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active discrimination.” (Source: Stand up for Us Challenging Homophobia in School (Healthy Schools 2004) P6)

At PCS we believe that responding to and challenging homophobia will help to address concerns raised by gender based bullying and stereotypical images of masculinity and femininity. It is clear that homophobic abuse and harassment is not acceptable behaviour and will not be tolerated.

#### **PCS Response**

Any member of staff who is are aware of any student who is in receipt or administering bullying which is homophobic should consult with the Student Family Support Team who will investigate the incident, and given each individual case, will identify a course of action for the perpetrators, and a programme of support for the victim.

The frequency and nature of incidents will be monitored in school. These will be recorded in SIMS. Staff are asked to record this in the behaviour section selecting the “homophobic incident” category and completing an account of the incident.

## **Racist Bullying**

“In racist bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families.” (Source: Bullying Don't Suffer in Silence DFES 2002). The 1999 MacPherson Report defines racist bullying as “any incident which is perceived by the victim or any other person”.

At PCS we work hard to challenge racism, through education and reinforcement our students are given a clear message that racist abuse and harassment is not acceptable behaviour and will not be tolerated.

### PCS Response

Any member of staff who is aware of any student who is in receipt of or administering racist bullying should consult with the Student Family Support Team who will investigate the incident, and given each individual case, will identify a course of action for the perpetrators, and a programme of support for the victim.

In accordance with the DFES document -Schools Race Equality Policies Dec 2004), all racist incidents are to be reported. The frequency and nature of incidents are to be monitored in school. These will be recorded in SIMS. Staff are asked to record this in the behaviour section selecting the “racist incident” category and completing an account of the incident.

## **Bullying in relation to disability**

At PCS we work hard to challenge harassment related to disability, through education and reinforcement our students are given a clear message that such harassment is not acceptable behaviour and will not be tolerated.

### PCS Response

Any member of staff who is aware of any student who is in receipt of or administering bullying which is related to disability should consult with the Student Family Support Team who will investigate the incident, and given each individual case, will identify a course of action for the perpetrators, and a programme of support for the victim.

## **PCS- A culture of shared responsibility**

Students at PCS are encouraged to participate in a determined **shared responsibility** approach to anti-bullying. The greatest protection for any bully lies in their belief that other students will not “tell” an adult. Students who bully do not have the right to be protected by their peers. The culture of PCS is that it is the **responsibility** of peers to **share** information with respect to bullying. We all have a responsibility to share information that will support and protect each other.

## Procedures

1. **Classroom** teachers made aware of bullying within their classroom will make a decision as to whether:
  - a) The incident is a one-off that can be successfully dealt with then and there in the classroom (e.g. taking of pencil case/ remark made).
  - b) The incident is possibly a reflection of a **wider bullying issue** which requires further investigation
2. **Outside the classroom**/around the school. Staff made aware of bullying will need to make a decision whether:
  - a) The incident is a one-off that can be successfully dealt with then and there.
  - b) The incident is possibly a reflection of a **wider bullying issue** that requires further investigation.
3. Where (b) has been identified (in 1 or 2) staff will refer the incident/issue to the Student and Family Support Team (SFST). The incident will then be investigated by SFST who will liaise with those involved and agree action in consultation with BESST and SLT.
4. SFST will investigate the incident concerned and explore possible resolutions. This may involve contact with the parents and mentor of the student identified as the bully. Parents and mentor of the student who reported they had experienced being bullied will also be contacted. Depending on the seriousness of the incident, Senior Staff may be asked to investigate the issues further and decide upon a future course of action. In many cases a whole school response will be implemented.

PCS staff will use a range of responses to intervene in bullying incidents. Any response will also take account of any antecedents to the incident, as well as the prior histories of those involved

### Intervention

SFST will interview the student concerned and the alleged bully, and where appropriate, witnesses. SFST, in consultation with the Behaviour and Emotional Support Team and the Strategic Leadership Team will

- 1) Give each case careful consideration and agree subsequent action. Action could be one or more of the following:
  - a) to refer back to the mentor as the SFST is satisfied this is a one-off/ friendship issue that the mentor will be able to monitor and support the mentee through
  - b) Parent/ carer involvement and a whole school consequence put in place (where the SFST has identified the case as one which is of a serious concern) for the bully. This may involve:

Isolation in school  
Restorative justice  
Extended days

Fixed term exclusion

For persistent and recurrent serious bullying over a long period of time permanent exclusion will be used.

- c) provision of additional support from the team in terms of education and support for the victim and/ or the bully
- d) provision of additional support from external agencies in terms of education and support for the victim and/ or the bully

2) Ensure that the bullied student is satisfied that the situation has been resolved and no further action is needed.

3) Ensure that the bully has satisfied staff that they have considered their behaviour, are clearly aware of the consequences of that behaviour, and the need to change that behaviour

4) Record all information on SIMS – behaviour log under bullying. Record in name of bully and bullied student

Students will be encouraged to report any further incidents and where such incidents do occur, further and more serious consequences will be put in place.

#### **For victims of bullying:**

- Mentor, BESST, SFST, peer mediators and the Local Authority Anti bullying co-ordinator – will also offer support, either on an individual or a group basis to victims of bullying and will work to promote resilience and protective behaviour.
- Circle of Friends – establishing a network of friends in a child's class can prove an invaluable support for victims of bullying. This can be arranged through BESST staff.
- Moving Learning Group – this can be used as a last resort measure but should not be instituted without some additional support and where the bullied student moves should be at his or her request.

#### **Prevention**

At PCS a variety of positive support mechanisms are in place to prevent bullying. All students have access to these elements of the pastoral curriculum, although it may be appropriate for some students to access a number of these systems.

- **Mentors:** All students at PCS have a mentor. The mentor is a trusted adult who can help resolve any concerns a student may have about their experience at PCS. The mentor will establish a relationship with the parents of their mentees and will act as facilitator for any additional support that may be required by students.

- **Peer Support:** Buddies, Student Leaders and peer mediators are peer support services established by students at PCS. Students can access Buddies and Student Leaders without adult intervention and can be helped by other students trained in issues of peer support. Peer support has been shown in a number of research studies (Cowie et al.) to be one of the most effective counter measures to bullying in schools.
- **PSCHE/Citizenship/Curriculum:** Issues of difference, diversity, friendship, SEAL curriculum etc. will be fully covered by the school's PSCHE curriculum. In particular work will be done with all students about bullying and how to intervene constructively to support each other. This element of the PSCHE curriculum is designed to empower young people to stand up to bullies and to learn a variety of strategies to enable them to support others. The programme highlights where victims of bullying can seek help and support. The faculty participates actively with the work of the Anti-Bullying Team at ESCC
- **CTM/MTM** – Through Community Team, Mentor Team Meetings, and School Council we aim to raise the profile of anti bullying policy to a wider audience, reinforcing school ethos towards bullying.
- **School ethos:** All students at PCS are aware of the value of independent thinking and reflection. The individual responsibility of each student to reflect on their own behaviour is always encouraged, as well as the collective responsibility of students to protect each other.

### **Staff Responsibilities:**

- a) Adopt non-bullying approaches to students e.g. do not use "ranting", "face-to-face bawling" or belittling styles of humour, such as sarcasm.
- b) If a student reports an act of bullying to a member of staff, then he/ she must acknowledge this trust by listening, offering the victim sanctuary and carrying out an initial investigation.

In approaching the "bully" it is advisable to adopt a non-judgmental stance unless you have concrete evidence that the action was deliberate. For instance an approach such as: "Did you realise that as you turned the corner, you hit Fred in the face with your bag?" Unthinking or inconsiderate behaviour can still be punished, but a resolution to the matter in which no malice is borne is more likely if we adopt a sensitive approach.

It is essential that the "victim" is not left feeling bad or vulnerable because of the actions that you have taken.

The member of staff who carries out the investigation needs to gather information from the victim and any witnesses to the incident. This needs to be done by each student in private.

The member of staff should inform the victim's parents that a bullying incident has taken place and is being investigated; contact can best be made by telephone. It is important to

inform parents that a bullying incident has been reported, and to reassure them that an investigation is underway and you will inform them of the outcomes as soon as possible. The parent must be left in no doubt that the school is acting on the report.

At this stage the member of staff may have resolved the matter but they must still provide information to the student mentor and BESST colleagues.

If the member of staff feels that the problem needs to be passed to BESST for further investigation / action, this should be done by alerting staff directly and supplying the following information and providing all the witness reports etc:

- 1) What is the nature of the bullying?
- 2) Who is involved?
- 3) How often has it happened?
- 4) Where has it taken place?
- 5) Names of witnesses.
- 6) A brief account of the incident having spoken to the victim and the bully(s) (without these it is very difficult to know how to proceed).