Peacehaven Community School

Anti-Bullying Policy

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<th>School Business Manager</th>
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<td>Responsibility for Review</td>
<td>Headteacher</td>
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Friendship and Anti-Bullying Policy

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 and 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 that 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

Our Aims
At Peacehaven Community School we take all forms of conflict, friendship problems and bullying behaviour seriously.

Our aims are:

• To provide a safe and secure environment for all children in our care.
• To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
• Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
• To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Definition of Bullying Behaviour
We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as – “The repetitive, intentional hurting of one person by another (s) where the relationship involves an imbalance of power.” (Anti – bullying Alliance 2011) Bullying can take many forms:

• Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
• Verbal bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).
• **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).
• **Cyber** bullying sending nasty phone calls, text messages or emails / chat rooms. Linked to schools Acceptable Use Policy (ICT).

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled ‘prejudice based bullying,’ and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy)

**Strategies for preventing bullying behaviour**

**Whole school approach**

• Issues surrounding friendships and bullying behaviour are taught through the Personal, Social & Health Education Curriculum, Citizenship Curriculum and tutor time. Children are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
• Whole School Assemblies delivered in year groups, Tutoring and Student Council to discuss bullying and raise children’s awareness of what bullying looks like and how they can respond.
• Tutor Time / Circle Time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
• Student Councils will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
• Peer Mediators aim to enable students to resolve friendship problems and low level bullying without adult intervention.
• Peer Support: Buddies and Student Leaders.
• All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on break and lunch duty will inform the Head of Year (HOY) team of any incidents.

**Strategies for responding to bullying behaviour**

Where bullying does occur this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

• Speaking to their Head of Year or Assistant Head of Year
• Speaking to their Mentor
• Speaking to their teacher / LA or any member of support staff.

This policy will refer to ‘the person bullying’ and ‘the person being bullied’ rather than
‘bully’ and ‘victim’, both of which can be defined as negative labelling

Speaking to a parent / other adult who then may contact the school.

- Speaking to their School Council Representative.
- Speaking to Peer Mediators, Buddies and Student Leaders.

**When bullying is known to have happened or be ongoing**

Any member of staff who is aware of any student who is in receipt of or administering bullying should consult the Head of Year Team who will investigate the incident.

The Head of Year team will discuss the incident with the child being bullied. It is important that they are listened to and believed.

The incident will then be discussed with the child engaging in bullying. Information will be gathered from witnesses to explain what they saw.

The Head of Year team will liaise with SLT /BESST/ Head Teacher to identify a course of action and explore possible resolutions. Any response will also take into account any antecedents to the incident, as well as the prior histories of those involved.

Sanctions will be used where needed.

- Minor fixed-term exclusion
- Major fixed-term exclusion
- Official warnings to cease offending or withdrawal of certain school privileges
- Extended School Day/ Isolated Day
- Involvement of the Neighbourhood Schools officer (the Police)
- Involvement of the Anti-Bullying Team
- Internal Exclusion
- Restorative Justice
- Permanent exclusion
- Meetings with parents / carers
- Records will be kept on students’ files.

Where a child or a group of children deny any involvement in bullying behaviour the children concerned will be observed and monitored. The child being bullied may be asked to record and report any incidents which cause them concern.

**For Victims of Bullying**

Mentor, BESST, HOY, Peer Mediators and Local Authority Anti-bullying coordinators 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 if the bullied student moves it should be at his or her request.
**Monitoring and Evaluation**
This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

**Complaints**
The IEB has established a formal complaints procedure and this may be used by a parent / carer if necessary.