Peacehaven Community School

Anti-bullying Policy

<u>**Friendship and Anti-Bullying Policy**</u>

<u>**Statement of Intent**</u>

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 (2003) Government Document which highlights the need for every child to: stay safe, be healthy and make a positive contribution, and the ESCC Anti Bullying Strategy - Working together to prevent bullying which aims to create *"environments where young people feel safe, respected, and valued where bullying behaviour cannot flourish". P6*

<u>**Our Aims**</u>

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
- to ensure 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 to develop a sense of self-discipline and to take responsibility for their actions
- to provide an environment where every child can feel able to contribute to future economic well-being.

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011.
- The Equality Act 2010.
- The Children Act 1989.
- Protection from Harassment Act 1997.
- The Malicious Communications Act 1988.
- Public Order Act 1986.

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) Essentially, it is when someone deliberately sets out to hurt another person on more than one occasion. All children have upsets and disputes; these are not classed as bullying and are dealt with through the school's positive behaviour policy. The 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. Bullying can take many forms:

Emotional – being unfriendly, excluding, tormenting

Physical – pushing, kicking, hitting, punching or any use of violence

Racist – racial taunts, graffiti, gestures, or religious discrimination of any kind

Sexual – unwanted physical contact, sexual harassment, sexism, or sexually abusive comments

Homophobic – because of, or focusing on the issue of sexuality

Verbal – name calling, sarcasm, spreading rumours, teasing

Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities and social media messaging/posting

Disability/SEN – because of or focusing on a disability or special educational need.
Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance

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, transphobic or biphobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities.

Types of cyber-bullying:

- **Flaming:** online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged
- **Denigration:** putting mean online messages through email, instant messaging, chat

rooms, or websites set up to make fun of someone
- **Exclusion:** intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities
- **Outing:** sharing secrets about someone online including private information, pictures, and videos.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents/carers or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice). Bullying should also be seen in acts of sexism and continual condescending, inappropriate and unwanted comments or attention due to a child or adult gender.

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated. Bullying can happen to anyone.
This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Prejudicial bullying (against people/students with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith o Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Roles and responsibilities
The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Peacehaven Community School has developed this Anti-Bullying Policy; a copy of which is available from the school office and on the school website for parents, staff and students to access when and as they wish.

Schools have the legal power to make sure students behave and do not bully outside of

school premises, for example on public transport or in nearby public communal areas. If seen as appropriate, the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying and all incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal written complaint to the Headteacher. If still not satisfied, the complaint may be escalated to the Chair of Governors. The complaint will be dealt with in accordance with the Swale complaints policy, which can be accessed from the school's website.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of this policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong. The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The leadership team will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow this policy.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use assemblies, themed weeks and personal development time within the curriculum to help students understand the feelings of bullied children and to

practise the restraint required to avoid lapsing into bullying behaviour. Ring-fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'person(s) bullying'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. If an allegation of bullying has been made against a student or a member of staff has observed bullying behaviour, they need to report the incident to the behaviour lead. The incident will then be investigated and all the relevant information collected, to inform an appropriate sanction if any. All cases are individual and various strategies will be employed by the senior leadership team to address the issue, taking children's needs into account. Teachers and support staff will do all they can to support a child who is being bullied.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's tutor immediately. If they are not satisfied with the action taken they should contact the Pastoral Team. If they remain dissatisfied, they should raise their concern with the Headteacher. If the matter remains unresolved, a formal written complaint should be made to the Headteacher. The school's complaints policy should be followed thereafter. (This can be found on the school's website.

Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of students

Students are encouraged to tell somebody they trust if they are being bullied and if the bullying continues they must share this information again. The children are taught a number of strategies to help them with this. Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or other children, are being bullied.

Strategies for preventing bullying behaviour

Whole-school approach
- Issues surrounding friendships and bullying behaviour are taught through the Personal, Social & Health Education Curriculum and Personal Development Intervention 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, Personal Development

Intervention and Student Council all give managed opportunities to discuss bullying and raise children's awareness of what bullying looks like and how they can respond.
- Personal Development Intervention Time provides opportunities for more detailed discussions and 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.
- All staff will monitor behaviour and intervene when it becomes inappropriate, to prevent bullying from developing. Staff on break and lunch duty will inform the Pastoral Lead team of any incidents.

Some suggested approaches to dealing with situations
- No blame approach
- Peer mediation
- Behaviour Contract
- Restorative mediation
- Peer advocacy
- Involvement of the Police
- Referrals to external agencies where appropriate

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 to minimise 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 Pastoral Leaders or Pastoral Support Managers
- their Mentor
- their teacher / LA or any member of support staff
- a parent / other adults who then may contact the school
- their School Council Representative
- Peer Mediators.

When bullying is known to have happened or ongoing

Any member of staff who is aware of any student who is being bullied or is bullying should consult the Pastoral Leadership Team, who will investigate the incident.

The Pastoral Leadership team will discuss the incident with the person being bullied. It is important that this person is listened to and believed.

The incident will then be discussed with the person described as bullying. Information will be gathered from witnesses to explain what they saw.

The Pastoral Leadership team will liaise with SLT, Safeguarding team and/or the Headteacher to identify a course of action and explore possible resolutions. Any response will also take into account any previous events.

Possible sanctions include, but are not limited to:

- meetings with parents/carers
- official warnings to cease offending or withdrawal of certain school privileges
- 'Restorative' meeting, mediated with a member of staff
- Education on the impacts of the incident
- internal suspension
- extended school day
- involvement of the Police
- involvement of Local Authority (TASS)
- fixed-term suspension
- permanent exclusion.

Records will be kept on students' files.

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

For the person(s) being bullied

Mentor, TASS, Pastoral Leads and Local Authority (TASS) may be involved, either on an individual or a group basis to the person(s) being bullied and will work to promote resilience and protective behaviour.

Identification of friendships – establishing a network of friends in a child's class can prove invaluable support for the person(s) being bullied. This can be arranged through the Safeguarding team.

Moving learning groups – this can be used as a last resort but should not be implemented without some additional support. If the person being bullied moves it should be at their request.

How to report bullying

1. A bullying incident form can be downloaded from this policy on the school website or collected from the school office.
2. All the relevant information must be completed on the form, which can then be submitted to the Pastoral Team/school office.
3. The Headteacher has overall day-to-day responsibility for dealing with reported incidents and will investigate or delegate to a member of the senior leadership team for investigation.
4. Alternatively, any member of staff can be approached to report incidents of bullying,

and they in turn will report to a senior leader.

If bullying is not confirmed:

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The Pastoral Team will meet with the child on a regular basis to ensure that no further intervention is required.

Should further allegations arise or the parent/child is dissatisfied with the outcome, the school may involve an external person from another Swale school to inform an objective second opinion.

<u>Monitoring, Evaluation and Review</u>

This policy will be reviewed every year. This is so that it remains up to date, useful and relevant. We will also regularly review this policy in accordance with new Government and local guidance, national policy changes and the views of the whole-school community.

1. Governors, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A student survey will review the effectiveness of the policy throughout the year and the information gathered will be given to the senior leadership team for their consideration.
3. A student questionnaire will be given to the children every year. The data will be considered in the annual policy review and reported to governors.
4. A record of all such incidents will be kept on the assigned logs and on the children's files.
5. The numbers of incidents will be reported to governors upon request.
6. Bullying data will be analysed to reflect and redesign further strategies to improve procedures.
7. The Headteacher will monitor bullying incidents in relation to the school's child protection records to determine if any incidents of bullying may indicate a wider safeguarding issue.

6. Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
KCSiE:
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
SEND Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventingandtackling-bullying
Stop Hate: www.stophateuk.org
Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

Stonewall: www.stonewall.org.uk
Sexual harassment and sexual bullying Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.p df
Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobody-campaign-posters
www.gov.uk/government/publications/preventing-and-tackling-bullying

School policies linked:
- **Safeguarding policy**
- **Behaviour policy**

Appendix 1: bullying incident reporting form
(parent/carer or student making the allegation to complete)

Please complete the form and hand it to the Pastoral Team, school office or a member of the Senior Leadership Team.

Name:	
Date of Incident:	
Incident form completed by:	

- **Where did it happen?**

- **Who was involved?**

- **What happened?**

- **Do you think anyone else saw or heard it?**

- **Has anything like this happened before?**

- **If it has were the same people involved?**

- **What do you want to happen now?**

● **Is there someone in school that you feel comfortable to talk to and to be supported by?**

Appendix 2: bullying investigation reporting form

Name alleged person being bullied:	
Date of incident:	
Mentor:	
Report written by:	

Is the alleged person being bullied identified as vulnerable?

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

Name of alleged person bullying:	
Date of incident:	
Mentor:	

Is the alleged person bullying identified as vulnerable?

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

- **Who was involved?**

- **Where did it happen?**

- **What happened?**

- **Do you think anyone else saw or heard it?**

- **Has anything like this happened before?**

- **If it has were the same people involved?**

- **What would you like to happen now?**

- **Is there someone in school that you feel comfortable to talk to and to be supported by? Investigation checklist**

Checked for other known incidents involving the same students	
Individual discussion with those involved	
Group discussion with those involved	
Notified class teacher	
Notified parent(s)/carer(s) or relevant contact person	
Medical treatment	
Police involvement	

Report to governors	
Support from specific staff	
Referral to other agencies:	
Sanction:	

Investigation outcomes:

☐ **Incident was bullying (all three amber warning confirmed)**

☐ **Hurt has been deliberately/knowingly caused (physically or emotionally)**

☐ **It is a repeated incident or experiences - e.g. multiple incidents, cyberbullying or the involvement of a group**

☐ **Involves an imbalance of power: target feels s/he cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc.)**

☐ **Incident was not bullying on this occasion because it was:**
 - the first hurtful incident between these children
 - a falling out between friends after a quarrel, disagreement or misunderstanding conflict that got out of hand (should not happen again)
 - a single act of telling a joke about someone
 - expression of unpleasant thoughts or feelings regarding others
 - not liking someone
 - accidentally bumping into someone
 - making other children play things a certain way
 - isolated acts of harassment, aggressive behaviour, intimidation or meanness activities that all parties have consented to and enjoyed (check for subtle coercion)

If the incident was judged to be bullying:

Types of bullying behaviour (tick relevant boxes)

Physical		Cyberbullying	
E.g hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property		Sending nasty phone calls, text messages or emails/chat rooms	
Verbal Name calling, put downs, threats, easing, ridiculing, belittling, excessive criticism or sarcasm		**Indirect** Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship	

		or affection	

Other (specify):

Circle cyberbullying type (if applicable):

Flaming On-line fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.	**Denigration** Putting mean online messages through email, instant messaging, chat rooms or websites set up to make fun of someone.	**Exclusion** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.	**Outing** Sharing secrets about someone including private information, pictures and videos.
Trickery Tricking someone into revealing personal information then sharing it with others.	**Impersonation** Pretending to be someone else when sending or posting mean or false messages online.	**Harassment** Repeatedly sending malicious messages to someone online.	**Cyber Stalking** Continuously harassing and denigration including threats of physical harm.

Where the behaviour is regarded as identity-based bullying, please indicate the relevant category:

Homophobic, transphobic, biphobic	**Disability/SEN related**	**Racist**	**Faith**	**Derogatory language used**	**Other**

Bullying Allegation Review

Date:	
Name of reporter:	
Name of children involved:	
People present:	

- **Has the situation been resolved?**

- **Do they feel they were fairly treated?**

- **Are they feeling safe and satisfied with the action taken?**

- **If so, how has it helped?**

- **What is the attitude/view of the person(s) involved in**