



PCT Education Services  
Positive Progression for All

# Anti- Bullying Policy

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Approved by: Headteacher	Sally Alden	
Approved by: Governor	David Lloyd	

*'We believe that all of our young people have the right to be healthy, happy and safe; to make friends, be valued and respected -to enjoy high aspirations for their future.'*

## **Principles**

Bullying of any form, whether physical, mental, verbal, actual or implied, stands entirely opposed to the values and ethos of PCT Education Services. All members of the school, staff and students alike, have the right to work and learn in a safe and caring environment. Both staff and students also have a responsibility to create, maintain and uphold such an atmosphere to the best of their abilities.

As part of PCT Education Services, our provisions embed a positive reinforcement into the school's value and ethos. In relation to bullying, staff model appropriate behaviour and give positive reinforcement to students, allowing them to gain confidence and learn how to behave appropriately.

PCT Education Services will give energy to positive behaviour and praise smart choices of its students while giving no energy to negative behaviour. At all times the school will maintain clear boundaries regarding what is and what is not acceptable conduct. This is outlined within the whole school code of conduct and is visible to both staff and student, around and within the school.

This policy is written with regards to the DfE guidance 'Preventing and Tackling Bullying' and in line with the school's responsibility to respond to, and where possible prevent, bullying of all forms. No one form of bullying will be given greater significance than any other, as all forms of bullying can cause serious harm to the victim. Any instances of bullying made known to staff will be treated as a serious incident; this will be documented and investigated immediately.

This policy incorporates all rights of the school to extend its jurisdiction to protect its students from bullying, and where necessary to apply sanctions to students who are identified as perpetrators. This policy should be read with and applied alongside the school's policies on Behaviour Management, Safeguarding and Child Protection, Exclusion and Peer on Peer Abuse.

Embedded within the ethos and culture of PCT Education Services is the expectation and understanding that respect of others is paramount. Celebrating difference is embraced by all those that work across our schools and lessons and learning opportunities exploring culture, identity, difference, and rights and responsibilities are embedded within the curriculum. PCT Education Services has a strong focus on equal opportunities and diversity, which will be explored to ensure that people with a variety of cultural and personal differences are integrated and valued across both provisions.

PCT Education Services takes a proactive approach to bullying, with prevention being the preferred method of tackling all forms of negative behaviour. Where preventative methods fail to stop bullying occurring, intervention procedures will be followed.

In line with the Children Act 2004 and Keeping Children Safe in Education 2021, where there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm', the bullying will be treated as a safeguarding or child protection issue. In such instances the Local Authority will be notified and involved until the matter is satisfactorily resolved.

Where behaviour is felt to constitute harassment or threatening behaviour consistent with a criminal act, such as that defined by the Protection from Harassment Act 1997, the Malicious Communications Act 1998, the Communications Act 2003 and/or the Public Order Act 1986, the police will be notified immediately.

PCT Education Services fully recognises its responsibility under the Equality Act 2010. This legislation is embedded within PCT Education Services recruitment procedures, as well as those policies related to the fair treatment of staff and volunteers and in particular those that refer to equal opportunity practices.

### **Definition of Bullying**

'Bullying is a deliberate act carried out with the intent to cause harm, discomfort or embarrassment and is repeated on more than one occasion (with the exception of online bullying where a single act may constitute bullying behaviour). Bullying can be carried out by an individual or by groups.'

Bullying is any behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. With access to technology becoming increasingly prevalent in the lives of young people, online (e.g. through social media) and technology-based bullying (e.g. phone calls, texts or instant messenger) are acknowledged as serious forms of bullying for the purpose of this policy. Online bullying has the potential to cause significant harm as it can occur at any time and without direct physical contact with the victim. Refer to e-safety online policy.

### **Examples of Bullying Behaviour**

Examples of bullying behaviour include but are not limited to:

- Physical aggression to an individual
- Peer on peer abuse
- Addressing another individual with offensive names
- Using misogynistic, homophobic, ableist (anti-disabled), transphobic (anti-transgender) or racist language
- Spreading rumours about an individual or their family
- Making fun of another individual's appearance
- Belittling an individual's abilities
- Damaging, stealing or hiding someone's property
- Sending or making offensive or hurtful texts, (online) messages or phone calls

- Using social media to mock or hurt another person
- Misusing mobile phones to continually take pictures of others
- Deliberately excluding someone from participating
- Continually getting in another's personal space to intimidate them

### **Staff Responsibilities**

All staff will undergo anti-bullying training. As a result of training, staff should be able to identify what constitutes bullying, what the law says about it, have knowledge of issues surrounding online bullying and how it can be perpetrated and understand the role they play in the prevention of bullying. Staff training will also include Peer on Peer abuse and what course of action is needed.

Staff should:

- Promote a culture of openness and awareness where the behaviour of perpetrators cannot go unnoticed.
- Reinforce appropriate behaviour across the curriculum, through set PSHE lessons and embedded across all subjects.
- Be positive role models to the students and demonstrate to students the kind of personal behaviour expected of them.
- Reinforce the school's code of conduct and use this to positively reinforce positive behaviour.
- Be aware of the signs of bullying (e.g., unexplained injuries, frequently feeling ill or sick or even faking illnesses to avoid school, changes in eating habits, avoidance of interaction, despondency and/or self-inflicted harm).
- Manage any instances of bullying when they are observed in line with the Behaviour Management Policy.
- Report concerns about bullying behaviour to the DSL/headteacher and mention concerns in the end-of-day meeting.
- Complete an incident form or cause for concern form and raise this with the Designated Safeguarding Lead (DSL).
- Follow up with parents/carers regarding any instances of bullying promptly and record this communication in the appropriate student log
- Complete an incident report on SchoolPod.
- Listen to students who have been bullied and take them seriously.

Parents/carers also have a role in supporting their children and the school. Parents/carers

are asked to:

- Be aware of any unusual behaviour that may be indicative that their child is being bullied:
  - “You know your child best so you will be aware if something seems wrong. The type of behaviour that might be an indication of bullying includes a reluctance to go to school; unexplained tummy upsets or headaches; showing signs of distress on a Sunday night or at the end of school holidays; becoming either quiet or withdrawn, or playing up; torn clothes and missing belongings; seeming upset after using their phone, tablet or computer and wanting to leave for school much earlier than necessary or returning home late. Bullying can have an impact on a child's mental health so if your child is showing signs of serious distress - such as depression, anxiety and self-harm always see a GP and work with the school to address any issues.”

Advice from the *Anti-bullying Alliance* (see <http://www.anti-bullyingalliance.org.uk/advice/parents-carers.aspx> for further information).

Parents Can:

- Make themselves open and available so that their child knows they can talk to them and ask for advice.
- Keep a record of any bullying that their child tells them about (this will be useful in discussions with the school).
- Support their child if they disclose that they have been a victim of bullying and reassure them that it is not their fault.
- Advise their child that they can report any instances of bullying to the Headteacher or class teacher or a member of support staff.
- The school also has Keyworkers that students can talk to in confidence.
- Advise their child not to respond violently to bullying but to report it instead.
- Role-model appropriate language and behaviour to their children.

In cases where a child is the one accused of bullying others; the school asks that the child's parents/carers support the school in their investigation into the incident(s) to ascertain the truth of the matter. In these cases, parents/carers have the right to ask for evidence or reports related to the incident *as it pertains to their child*.

Above all it is important not to equate a child wholly with their negative behaviour; instead, it is incumbent upon staff and parents/carers to remind the child that *'every day is new day'* with new opportunities for growth and positive choices. Learning targets are set so students

that struggle to form positive relationships have the opportunity to develop their social skills and demonstrate them in a safe and positive way.

### **Prevention Strategies**

PCT Education Services recognises that the majority of bullying stems from children's perceptions of differences between themselves and others. Young people across PCT Education Services will therefore be encouraged to discuss the presence of differences in those around them and in wider society, in order to gain greater understanding and acceptance.

At the beginning of the September term all students participate in a group lesson about bullying, giving new students the opportunity to understand the importance of our school values and respect, school rules and reporting concerns. This lesson is to be delivered in an interactive way to encourage pupils to take part in the process of addressing bullying. Students will all participate in a refresher anti-bullying lesson if a case of bullying is reported. Student work produced on this topic is displayed around the school and student input will assist in updating this policy when it is reviewed (see Appendix 1 for current student opinions on anti-bullying).

### **Anti-bullying support from the Enrichment Team**

All of our students have an EHC plan stating a number of barriers to learning, however the common denominator is that all of our students struggle with the social and emotional ability to build and maintain positive friendships. A student may consider themselves as a victim of bullying and voice their concerns and it is addressed, at another time the same child could be the bully or the situation is that two people have fallen out and are uncertain how to repair the relationship. Our school is often the first-time students have had the opportunity to make friends. Navigating new relationships is hard and can sometimes lead to bullying behaviour.

The Enrichment team can support students and families regarding bullying on a 1:1 basis as well as a group basis with students.

A home visit can be carried out (if appropriate) to speak with the family and the student regarding any incident of bullying. Time is taken during the visit to talk through the incident report and what may have led up to the incident of bullying. This is not to shame the student but to highlight what could have been done differently in that moment. We talk about the school five values and how we can think of these when we are working with others.

Parents are supported to think about appropriate consequences that need to be put in place. They are also supported to think about where this behaviour may be coming from and what might be able to be put in place in the future to reduce this type of behaviour.

A very strong working alliance must be in place with home and the student for this to be possible and helpful. The Enrichment team is responsible for family support and carries out regular contact with the home of all students with the aim of building this

strong working alliance.

'Tomorrow is a new day'. We believe in fresh starts and everyone having the opportunity to try again and move forward. We look to support the rupture and repair cycle with our students. As soon as possible we support the victim and our hope is that we can facilitate the bully and victim coming together, apologising and moving forward. 1:1 support is given to the victim to think about what they may have done leading up to the incident and possibly what they could have done differently.

Bullying has no place in our school and has no place in society, this is a message that is embedding in all that we do, it is also can be highlighted through PSHE lessons, and the curriculum is responsive to need. The Enrichment team can also facilitate a group conversation with the students in their class regarding bullying and thinking about the impact that it can have on others.

1:1 personal therapy can be used by all students to explore bullying behaviour or being bullied.

Staff are also supported through supervision to think about how they role model appropriate behaviour and how they can better support our students to engage openly and respectfully with each other.

### **Anti-bullying through the curriculum**

Throughout the school, respect of self and others will be encouraged through the curriculum, which puts social and emotional learning at the heart of the provision. All students have a clear message that they are valued and respected. Issues around race, disability, gender, sexuality, and religion will be explored openly with pupils as appropriate to their age and abilities. This allows students to reflect on these topics and gain an understanding of people in society who share differences in these given areas, alongside respecting others that have different values and beliefs as they do. Particular attention will be paid to disadvantaged groups in these categories, namely: women, the LGBTQ+ (lesbian, gay, bisexual, transgender, queer +) community, physically and mentally disabled people, people with special education needs and religious minorities with a view to promote the British values of democracy, law, individual freedom, respect and tolerance for those different to ourselves. Students will have the opportunity to participate on school trips to explore culture and difference in an interactive way.

All school staff meet together at the end of each day and this provides the chance to reflect on students' learning, behaviour and social interaction. Both positive and negative elements are discussed and recorded including any incidents of bullying or those which have the potential to be recognised as such. Staff discuss areas of concern along with the appropriate action required. This provides valuable information, helps staff to share best practice, and allows staff to flag any potential safeguarding issues and supports planning for the next day. This allows staff to be proactive, de-escalate and reinforce positive choices.

### **Intervention in Matters involving Students**

As soon as a staff member becomes aware of behaviour that they feel is consistent with

bullying, they will initiate an informal discussion of the matter with all involved and follow the behaviour policy where necessary. If the staff member is happy that the incident is isolated and can be resolved without further intervention, there will be no further action but the incident will be recorded and monitored.

Where the repeated action of a student is regarded as that of a bullying nature, the parents/carers of that student, and of the students affected if known, will be contacted immediately and the communication logged. A meeting will be held between either the Headteacher, other appropriate member of staff or a Director of PCT Education Services and the parents/carers of both parties and the student(s) involved. It is hoped that a resolution to the issue can be obtained at this point.

Where a victim of bullying is identified but it is unknown or undisclosed by that student, the school will contact the students' parents/carers and the communication will be logged. If it is decided necessary, the school will provide the student with support; whether such support is informal or professional will be judged according to the severity of the situation.

Where the student involved is known, support of an informal or professional nature will be provided by the school therapist or outside professional services. The student's one-to-one social and emotional targets will be reviewed, updated and recorded in their Individual Living and Learning Plan. An incident form will also be completed to help staff identify and address patterns of behaviour. This will be provided as part of, or instead of (where appropriate) measures to prevent further negative behaviour and to support the perpetrator in redressing any issues that led to the incident.

In matters that require safeguarding and child protection procedures, the Local Authority will be notified at the same time as parents/carers are informed. Only in circumstances where criminal behaviour has taken place will the police be called.

In all instances of intervention by staff regarding bullying, a full written record will be kept of any one-to-one sessions with students or meetings at which parents/carers are present, informal or otherwise, as well as actions resulting from discussions that took place.

The students involved individual risk assessment will be amended accordingly and reasonable adjustments will be made to a student's timetable to keep them safe or to make others feel safe. As PCT Education Services is considered by many of its students to be the first school they have attended that provides a safe place, where they have a sense of belonging and have trust and respect for others. We value that and want to work together to keep it this way. (Also see Behaviour Management Policy and Safeguarding Child Protection Policy).

### **Matters involving Staff**

When a student reports an allegation of bullying by a member of staff this has to be taken seriously. This needs to be documented and reported to the DSL/Headteacher, by the staff member that it was disclosed too. If you witness another member of staff abusing their

position of power or acting in a bullying manner it is your safeguarding responsibility to report this to your DSL or directly to Norfolk's Local Authority Designated Officer (LADO). For

more information refer to the whole school safeguarding policy (Please see Safeguarding Child Protection Policy).

## APPENDIX A

### Rules on Bullying (Written with Learners)

*'Bullying is when one person or a group of people repeatedly hurts, calls names, spreads rumours or doesn't let others join in. They could be saying bad things or posting photos of others online or saying negative things about being gay or having a special educational need. It could be because of the way they dress or look. This can result in someone feeling bad about themselves and could affect them in other areas of their life both now and in the future. Some people have felt so low after bullying that they have wanted to take their own lives.'*

We all notice differences and can sometimes make judgements on that difference. **THINK** before you act and ask yourself...

- Is this bullying?
- How would I feel if I were that person?

By trying to understand and accept difference we learn more about others and our friendship group grows. We become more likable and others will respect you and want to spend time in your company.

- At PCT Education Services we have displays showing that we understand difference and do not tolerate bullying.
- Anyone feeling bullied should tell a member of staff or someone they trust.
- If you think you see an act of bullying within school, it is your duty to share this with a member of staff.
- Students should support other students if they feel they are being bullied. You would

want the same if it were you.

- All staff should act on bullying as soon as they see it happen.
- All bullying will be recorded.
- The matter will be discussed with the individuals involved; if the staff member is happy that it will not happen again then it will not be taken further (but staff will keep an eye on the students involved).
- If the matter continues, parents/carers will be informed.
- The Local Authority and the police will be informed of any criminal behaviour.
- A meeting will take place with staff and parents/carers and the school's leadership team if necessary.
- All students that report they are being bullied or are identified as being bullied will be listened to and supported.

*'The act of bullying is very wrong, very serious and will not be tolerated at PCT Education Services.'*

