
ANTI-BULLYING POLICY



PILGRIM
PATHWAYS
SCHOOL

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| Approved by: | Management Committee | Date approved: | 1 st March 2018 |
| Date reviewed: | March 2018 | Next review due by: | March 2021 |
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Statement of Intent

The Pilgrim Pru is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our Pupil Referral Unit and in wider society. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Section 1 – What is bullying?

1. Our Shared Beliefs about Bullying

Bullying damages children’s and young people’s physical and mental health, including their self- confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children’s and young people’s chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this Policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

2. A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect CYP’s experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire CYPS definitions of bullying:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’ (DfE, 2011).

‘Bullying is the persistent, deliberate attempt to hurt or humiliate someone’. (Cams. CYPS, 2007).

At our school we define bullying as:

‘Emotionally or physically harmful behaviour which is:

- Repetitive, willful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenseless.

‘The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power’ (Anti-Bullying Alliance).

For the children at our school the definition of someone who bullies is someone who:

‘Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher’.

‘Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in’.

3. Bullying Forms and Types

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don’t want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups

Electronic /‘cyberbullying’ – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

The Pru recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include:

- Bullying related to race, religion or culture

- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

4. Recognising Signs and Symptoms

The school recognises the fact that some CYP are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. CYP who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

5. Recognising Reasons why CYP may Bully

The Pru recognises the fact that CYP may bully for a variety of reasons. Recognising why CYP bully supports the school in identifying CYP who are at risk of engaging with this type of behaviour. This enables the Pru to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some CYP may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way

- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Section 2 – Implementing the Anti-Bullying Policy in our School

1. Introduction

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At The Pilgrim Pru.

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices;
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

2. Policy Aims

This Policy aims to communicate the Pru's approach to involving the whole community in developing and promoting an anti-bullying ethos and culture. The Policy provides clear guidance on how the Pru intends:

- To model, encourage and promote positive social relationships
- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- To apply reasonable and proportionate disciplinary sanctions to CYP causing the bullying
- To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To safeguard and offer support and comfort to CYP who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self esteem.
- To address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable CYP and those critical moments and transitions when CYP may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff are trained and supported to enable them to model positive relationships

- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

3. Responding to incidents of bullying

1. CYP are encouraged to report incidents of bullying to staff
2. Encourage any pupil bystanders to report any incidents of bullying that they have witnessed.
3. The incident will be recorded by staff on a bullying incident form.
4. The nursing team will be informed of any bullying incidents.
5. In all cases parents/carers of both parties will be informed and will be asked to come to a meeting to discuss the problem.
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
7. The victim of bullying will be provided with support if required, by key teacher or key nurse.
8. The bully will be supported to understand the seriousness of their behaviour and helped to change their behaviour.

4. A Restorative Approach

Where appropriate and in most cases of bullying the Pru will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

5. Outcomes

1. The bully may be asked to genuinely apologise. Other consequences may take place depending on the nature and severity of the incident.
2. The victim will receive appropriate support.
3. If possible, the pupils will be reconciled.
4. After the incident has been investigated, recorded and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. The Head teacher will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. She will feedback to the staff any action points arising to implement for future provision.

The school will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP

- Removing/excluding CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others.

Cyber Bullying

1. Rationale

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send e-mails, create their own websites, post intimate personal news in blogs, send text messages and images via cell phones, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

2. Definition

Cyber bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor.

- www.stopcyberbullying.org

The Pilgrim Pru is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

3. Procedures

Staff at the Pru have the responsibility to ensure that:

- all forms of cyber bullying are prohibited
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the pupils
- pupils are aware of the consequences of cyber bullying
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- all cases of cyber bullying are reported to the Teacher in Charge and responded to promptly
- there is supervision of technology that is effective for monitoring and deterring cyber bullying

Pupils at Pilgrim Pru have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the PRU curriculum program
- do not breach the privacy of students, staff and members of the PRU community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff
- advise other pupils being victimised by cyber bullying to talk to an adult
- offer to speak

Incidents of cyber bullying will be treated in the same way as other forms of bullying.

4. Prevention

The Pru believes that the whole community should work together to reduce bullying as part of our efforts to promote a positive and inclusive ethos and create a safe, healthy and stimulating environment. Alongside the Pru's responsive strategies for dealing with incidents of bullying, the Pru adopts a whole school approach to implementing proactive and preventative interventions to reduce bullying. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme.

April 2015