Prudhoe Community High School

Name of Policy	**Anti Bullying Policy**
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Approved by:	S McArdle - Chair's Action
Last review date	15/11/2022
Next review date	Autumn 2025

Anti-Bullying Policy
Updated October 2022

The purpose of this policy is to recognise the importance of ensuring that PCHS is a' bullying free' environment, the impact that bullying can have on young people, and to outline the approaches that the school may use when dealing with cases of bullying.

Rationale
Prudhoe Community High School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation. The school seeks to protect these basic human rights by ensuring:

- We are proactive in setting up a range of preventative measures
- We actively listen to our students and where appropriate their parents/carers
- We act appropriately on their behalf.

Definition of bullying (DfE - Bullying at school)
There is no legal definition of bullying. It is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Bullying can take many forms and can include:

- Physical assault
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (email, social networks and instant messenger)

Please note that often the behaviour described in point 4 above often takes place outside of school. Where this is the case PCHS will always advise parents/ carers to report the matter to the police as offences may have been committed and should be investigated appropriately. PCHS is not responsible for the investigation of matters that stem from the inappropriate use of social media platforms, but will support students that are affected by this and deal with any behaviour that occurs in school in line with school policies and procedures such as this policy and the school behaviour policy. Where PCHS are concerned that an offence may have taken place we may discuss this with the police or other agencies directly.

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or maternity, gender reassignment or some form of disability. Bullying is always significant to the person being bullied and it is their perception that is the important consideration.

1. Racist Bullying
The Macpherson (1999) report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person".

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:
- Verbal abuse – name calling, racist jokes, offensive mockery/mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school or organisation's premises
- Racist incitement of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

2. Sexual Bullying
Sexual bullying is characterised by the following:
- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

Sexual Orientation
Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.
For further information and guidance consult the DFE publication 'Keeping children safe in education'
Or visit Stonewall | Acceptance without exception

3. Disabilities
Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

All of these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our school community to view

bullying as anti-social behaviour which is unacceptable and which will not be tolerated.

Our school has a 'you said, we did' culture where staff will act appropriately when they are aware of any behaviour that falls below expectation as set out in the behaviour policy. If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Alleged victims must know that their concerns will be taken seriously and recognise that investigations take time. We must also make it as easy as possible to report bullying. Students must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart within this document.

In order for this to be effective, everyone on the site has a responsibility to ensure that we are familiar with the school expectations regarding behaviour and apply these consistently.

Although bullying can occur on journeys to and from school, some incidents take place in school. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal. Both boys and girls bully and can bully as individuals or as members of a group.

Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health. A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through, for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through, for example, low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged. Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may exhibit the following:
- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide
- Unwillingness to attend or participate in activities

- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and/or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help. Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

Procedure for dealing with complaints of bullying

Dealing with Bullying on School Premises

All staff are made aware of the policy and it is available on the PCHS school website to ensure staff are aware of the procedures and strategies used. There is effective monitoring, recording and analysing of the frequency and nature of bullying via the use of CPOMS/Bromcom to record all incidents.

School surveys are undertaken to identify key issues in this area and action plans are implemented to address the issues when necessary. Feedback on action taken is provided to stakeholders e.g. in assemblies, school council meetings. Clearly staff and students need to be aware of how to deal with the incidents of bullying that occur. All students are issued with information and advice about bullying e.g. in their planners, in assemblies and within PSHE lessons. Staff are aware incidents of bullying in classrooms e.g. verbal abuse (including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported to the Head of Achievement & Learning (HAL) and the pastoral team as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and well being of those being bullied – pastoral staff will assume responsibility for this following a referral.

- We will ensure that students are aware of the anti bullying policy and enlist their support and raise their awareness in lessons and around the schools. Our view is that it is essential that Student Voice activities inform our work.
- Students are encouraged to be vigilant in terms of behaviours towards themselves and others. Where they are concerned about behaviour, we ask students to approach any member of staff to raise their concerns or to use the pastoralsupport@pchs.org.uk mailbox and a member of staff will respond and deal with any concerns raised. We will reassure them they will always be listened to and kept safe. We aim to ensure our school communities work together towards shared goals on this issue.
- We will ensure that staff are alert to the possibility of bullying taking place, e.g. via year team meeting discussions, whole staff briefings, and making sure CPD

opportunities are available to all staff.
- We will ensure that students are not left unsupervised in corridors or classrooms.
- We will ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents/carers and between pastoral and curriculum staff.
- We will ensure that duty staff are on time, and that a positive presence is maintained. If staff know they are going to be away ensure they arrange to swap duties with someone else.
- We will ensure that the teachers model non-bullying behaviour: methods of teaching and control do not endorse bullying tactics.
- We will ensure that there is an emphasis on positive expectations of student behaviour.
- Staff will be on time for lessons and are well prepared.
- If students or parents/carers report bullying, they will be listened to, taken seriously. Appropriate investigations will take place and strategies put in place. Following investigations the outcome is made known to those involved and the situation monitored closely following the incident, e.g. this may include daily meetings if appropriate.
- We will ensure that staff moving around the school regularly check communal areas and move students away from areas that are out of bounds.
- We will make use of the Personal and Cultural Studies (PCS) Programme covering all aspects of keeping safe including recognising and reporting any bullying behaviour they experience or witness.

In addition the school will:
- Regularly review and reinforce the school approach to anti bullying at year team meetings, training days etc.
- Offer appropriate advice and referrals to other services to lesbian, gay and bisexual students.
- Explore students' understanding of the use of homophobic language, sexism, issues of difference/diversity through the curriculum (including, Assemblies and PCS sessions).
- Ensure the environment is well supervised.
- Ensure students are listened to and that there are opportunities for them to express their views and opinions – within the curriculum and e.g. in the Student Council and Year Group representatives.
- Explore multi agency working to support the implementation of the policy.
- Explore and celebrate differences and diversity through a wide range of events in/out of the curriculum.

The Investigation Process
When a member of staff is made aware that a student is being bullied they must report it IMMEDIATELY to the student's HAL and Pastoral Support Worker. The relevant Subject Leader must be informed if incidents happen within the classroom. Pastoral staff will provide a place of safety for students who have reported an incident of bullying or if a member of staff has reported they have been bullied.

- The incident will then be investigated. The appropriate form will be completed by any staff and students involved – the bully, the victim, and witnesses – staff and students.
- Teaching and support staff will be informed to ensure support and close monitoring.
- Parents/Carers will be contacted in all cases and will be invited in where appropriate.

- The incident will be recorded, data will be collated and analysed and appropriate actions put in place.
- In order to deal with incidents fairly, we will gather as much evidence as possible in order to establish events surrounding the incident(s).
- At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it will be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.
- Appropriate support will be provided for the victim, the bully and witnesses if appropriate. The HAL or Student Welfare Manager will discuss the most appropriate strategy to be used for the particular case.
- Following the incident both the victim and the perpetrator will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident – daily in the first instance. This will include daily drop-ins to the pastoral office/ to speak to the HAL or pastoral staff to report any concerns with immediate follow up by the year team if any concerns are reported. Monitoring will be recorded on the appropriate form so the issue is tracked over time.
- A multi agency approach may be adopted if appropriate to the individual case e.g. with involvement of Primary mental health worker, School Health Advisor, EWO, LIST team e.g. inclusion support worker.

Sanctions

Sanctions will be appropriate to the individual case in line with the school's' behaviour policies and may include:
- Restriction of opportunities to socialise at break/lunchtime i.e. supervised breaks/lunchtimes
- Detentions at lunchtime or after school
- Placing on report
- Removal from parts of a timetabled curriculum for a fixed period of time
- Group changes
- Seclusion
- In serious cases students may be suspended for a fixed term following the incident.
- In very serious cases students may be permanently excluded.
- Where the victim is a parent/carer they will be referred to the school complaints procedure.
- Where the victim is a member of staff the incident should be reported to a line manager or member of the leadership team.
- Where the alleged perpetrator is a Governor the incident should be reported to the Headteacher.
- Where the victim is a Governor the incident should be reported to the Chair of Governors.

Engaging with parents and carers
- We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware

of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will ensure that:
- Key information (including policies and named points of contact) about bullying is available to parents/carers
- All parents/carers know who to contact if they are worried about bullying. Ensure all parents/carers know about our complaints procedure and how to use it effectively. ensure all parents/carers know where to access independent advice about bullying. work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Parents work with the school to role model positive behaviour for pupils, both on and offline.

Where there is a repetition of bullying, a victim's parents may feel very anxious. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any issues or behaviours they aren't comfortable with. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

Dealing with bullying outside of the school premises
We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/on school transport deemed to have a serious impact on the school community may be dealt with using this policy.

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. It may also involve the use of technology, so called cyber-bullying. We actively encourage all our students to tell and to share their concerns and we reassure them they will be listened to. A multi-agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the school premises, it may be appropriate to:
- Talk to the transport company about bullying on buses;
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises;
- Plan safe routes to school with the pupils/students;
- Talk to students about how to avoid or handle bullying outside school premises;
- Talk to the local police about specific problem groups and problem areas/issues

Preventative work

To ensure the anti bullying policy is successfully implemented we will:
- Consult young people and adults in the development of the strategy.
- Review and reflect on the policy and its effectiveness regularly.
- Specify in the policy the types of behaviours considered to be bullying and therefore unacceptable so all adults/pupils/students are fully aware and make explicit reference to bullying by race, gender, sexual orientation or disability.
- Keep students and adults informed of the development with the strategy through a variety of means – especially via the PCHS school website.
- Raise awareness of the effects of bullying on the victim through assemblies, PSHE and pastoral work.
- Provide support to those being bullied and to those alleged to be bullies.
- Provide staff training on bullying.
- Ensure that there is adequate supervision in identified high risk areas.
- Identify hot spots in the physical environment and make the necessary changes e.g. to duty staff deployment.
- Use a wide range of intervention methods within the strategy.
- Raise awareness about E-Safety with staff, students and parents/carers e.g. assemblies, parent evenings, newsletters, SchoolComms.
- Ensure that procedures for identifying and reporting bullying are clearly publicised.
- Specific Strategies to Support Students
- Self-esteem and Conflict Resolution groups/support for individuals e.g. by mentors or external agencies such as LIST team.
- Student discussions/mediation so that the perpetrator can identify with/empathise with the victim.
- Incidents identified to be followed up immediately.
- Offer close monitoring following an initial incident e.g. daily drop into a pastoral office to sign in to indicate they are safe or to indicate another incident.
- Use of other organisations to provide specific support (and to inform our work).
- Teaching students specific techniques to deal with incidents if they arise, to enable victims to be more assertive/less affected.

Consultation process

We aim to consult with all stakeholders to ensure they can say what they think and feel. These include

- Students
- School staff – teaching and support staff
- Governors

The Student Leadership Team provides feedback on our policy and is involved in its review so the information is accessible and easy to understand for all students.

The policy is placed on the PCHS school website and parent/carer comments are always acknowledged and replied to.

Teaching and Monitoring Behaviour
Ways we promote a safe environment in school:

- **Assemblies:** Weekly assemblies delivered by a range of staff and external speakers. These assemblies cover issues such as; safeguarding, acts of kindness, pastoral support, mental health, bullying, social media, sexual harassment, ESafety. All students as part of their induction to the school receive an assembly from the Headteacher on expectations and standards within school.

- **Personal Cultural Studies (PCS):** Students receive two sessions a week which cover a range of topics on the following areas; Relationships and Sex Education, Learning Behaviours and Characteristics, Healthy body/mind, SMSC, Citizenship and British Values, Finance and Economics. Below are the sessions which link directly to the ways we educate students about appropriate interactions and bullying.

Year 9	Year 10	Year 11
Positive learning behaviours - Respect: for others	Healthy mind - esafety: Cyberbullying and trolling	Wellbeing - Self esteem
Positive learning behaviours - Respect: for yourself	RSE - Unhealthy relationships: Sexual harassment in schools	Wellbeing - Staying safe when you're out
Values - Tolerance and equality: Religion		RSE - Unhealthy relationships: Coercive control including stalking
Values - Tolerance and equality: Class		RSE - Unhealthy Relationships: Banter vs harassment
Values - Tolerance and equality: Wealth		
Values - Tolerance and equality: Ageism		
Values - Tolerance and equality: Disability		
Values - Tolerance and equality: Homophobia		
Values - Tolerance and equality: Gender identity		
Values - Tolerance and equality: Transgender		
Values - Tolerance and equality: Sexism against women		
Values - Tolerance and		

equality: Sexism against men		
Values - Tolerance and equality: Racism		
Values - Tolerance and equality: Colourism		
RSE - Healthy relationships: Supportive friendships		
RSE - Healthy relationships: Bullying and peer pressure		

- **Learning behaviours**: Within school we promote the learning behaviours of Interaction, Curiosity, Reflection, and Respect. Students have one tutorial a week on these behaviours and they are celebrated and promoted within curriculum time. Respect is modelled by all staff and students are expectations are taught in tutorial and curriculum lessons.

- **Tutorial programme:** Within weekly tutorial sessions Heads of Achievement and Learning signpost to students ways to communicate concerns students might be having.

- **Student mailbox:** A student mailbox has been established at pastoralsupport@pchs.org.uk . This is monitored by pastoral staff and provides students with a way of communicating concerns if they feel unable to speak to a member of staff.

- **Student voice and you said, we did culture:** Student voice is carried out regularly throughout the year by a range of stakeholders in school. These take the form of small group interviews which discuss safety within curriculum lessons and the wider school community. Following these conversations we adopt a you said, we do culture which has led to changing duty positions at social time, assemblies discussing issues such as mental health and sexual harrassement (It's not just banter assembly), bullying and how to report/get support and the introduction of the mailbox. Any student who identifies concerns regarding safety on the student survey are followed up by a member of the senior leadership and/or pastoral team.

- **Parent/carer voice:** Ofsted parent/carer survey is used each year with parents/carers which includes questions on safety of children in school. Any comments regarding safety are followed up by a phone call by a member of the Senior Leadership team. Last academic year we had 3 parents/carers express a concern.

- **Student Code of Conduct:** At the start of each year students sign the Student Code of Conduct which is revisited throughout the school year. Within the student Code of Conduct students agree to; Demonstrate school's learning behaviours, Show respect to members of staff and each other, In class, make it possible for all students to learn and Move calmly around the school

- **Social time:** Split break and lunch enable students to be closely monitored by duty staff.

- **CCTV:** We have increased CCTV around the school to provide a more comprehensive coverage of the building. This is often used as part of an investigation.

Monitoring of this policy

What?	How?	When?
Regular analysis of bullying incidents and the actions taken termly/annually	By pastoral link governor	During link governor's visits
Views of students	Student survey Student Council discussions	Annually Termly
Views of parents/ carers	Parent survey	Annually