



Anti-Bullying Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Full Governing Body
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THE AIMS OF THE POLICY

This policy has been written to ensure that Penkford School has measures in place to prevent all forms of bullying. Penkford's policy is written in conjunction with St Helens LA anti-bullying strategy which provides a whole authority approach to countering bullying.

It also conforms to Section 89 of the Education and Inspections Act 2006 which provides that all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

At Penkford we are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied. Bullying of any kind is anti-social behaviour and affects everyone.

The Anti-Bullying Policy is in place so that everybody within our community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all students, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

STAFF WITH KEY RESPONSIBILITY FOR ANTI BULLYING AND SAFE GUARDING

Designated Safeguarding Person & Anti-Bullying Lead: Mr. D Francis (Deputy Headteacher) or Mr J McKune Lead for safeguarding and engagement.

THE EQUALITY ACT 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE (BULLYING)

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, Penkford will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, Penkford may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Please note.

In the new Ofsted Framework, bullying is now under Personal Development and Welfare.

'Keeping Children safe in education (statutory guidance for schools and colleges) makes it clear that safeguarding includes bullying both on and offline. It also includes online safety.

The Equality Act 2010 requires a school to publish their equality aims

CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If Penkford feel that an offence may have been committed we will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

EXTREMISM/RADICALISATION

All staff and Governors are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of the potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to report any concerns to Mr J McKune the designated safeguarding lead (DSL).

SAFEGUARDING/HEALTH AND SAFETY

Penkford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At Penkford we provide a positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

SPIRITUAL, MORAL, SOCIAL & CULTURAL

Penkford work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives. It's very important therefore children and young persons are informed about ways to keep safe from other kinds of abuse or exploitation of any kind for example, online vulnerability. Research shows that for young people with special needs being exploited by so called friends online is one of the most common experiences. Bullying also renders children more vulnerable to other types of power or controlling behaviour. Vulnerable children and young people with are more likely to be bullied or coerced or pressured into sharing images or buying goods online or talking to people they do not know online.

VOCATIONAL TRAINING:

External providers will be provided with a copy of the policy. They will be expected to follow the policy and inform school of incidents of bullying to ensure safety of all pupils and appropriate sanctions put in place.

Most providers used at Penkford are St Helens local authority approved.

FOR MORE DETAILS/INFORMATION ON SAFEGUARDING REFER TO THE FOLLOWING DOCUMENTS:

Keeping Children safe in education (statutory guidance for schools and colleges)

Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children: July 2018).

Guidance for safer working practice for those working with children and young people in educational settings: September 2019.

Safeguarding & Child Protection Procedures (Penkford School) Important: Please refer to the list of safeguarding policies (on back page) includes specific Safeguarding/Child Protection issues towards children and young people.

DEFINITION OF BULLYING

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves. Bullying can take different forms:

- **Verbal bullying** (name-calling, sarcasm, taunting, teasing, spreading rumors, etc.)
- **Psychological / Emotional bullying** (excluding, tormenting, hiding things, making gestures, etc.)
- **Physical bullying** (pushing, kicking, hitting, spitting, or any other use of physical violence)
- **Cyber-bullying** (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc.)

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- **Bullying on the grounds of body image/size/obesity**

- **Faith-based bullying**
- **Racist bullying**
- **Homophobic bullying**
- **Bullying related to SEN or disability**
- **Sexist/Gender bullying**
- **Ageist bullying**

At Penkford, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated

SIGNS AND SYMPTOMS OF BULLYING

Things that are to be considered:

- Is frightened of walking to or from Penkford
- Doesn't want to go on provided transport/public bus
- Changes their usual routine or route to or from Penkford
- Is unwilling to come into school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Complains of illness particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

BULLYING OUTSIDE SCHOOL PREMISES

Teachers at Penkford have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. Senior staff will involve the police to determine if further action is needed to be taken against a pupil. Police will determine if the behaviour is criminal or poses a serious threat to a member of the public. In all cases of misbehaviour or bullying Penkford can only discipline the pupil on school premises or elsewhere when the student is under the lawful control of Penkford.

CYBER-BULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at

all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

HOW WE DEAL WITH BULLYING AT PENKFORD

We have a clear policy which is shared with parents, pupils and staff so that when incidents occur, they are dealt with clearly. We strive to create an environment that prevents bullying from being a serious problem in the first place. We have clear advice for pupils about what to do if they are being bullied or are worried about someone else.

Prevention

At Penkford we work with the pupils to create a positive culture of respect. We are committed to providing a supportive, caring, safe and inclusive environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied or discriminated against.

For our Anti-Bullying Policy to be effective, it must raise awareness in pupils, staff and parents of what constitutes bullying. Awareness of bullying is fully embedded within our curriculum and school life. We take part in national strategies such as Anti-Bullying Week in November each year. We regularly address anti-bullying in active tutorial time, weekly assemblies and enrichment. All pupils have discrete lessons on e-safety built into their ICT curriculum.

Anti-Bullying Policy

With the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

SMSC

We work to prevent pupils from bullying and developing extreme and radical views by embedding spiritual, moral, social and cultural principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development

Focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development

Means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development

Involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development

Enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

INTERVENTION

At Penkford we apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important that we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves or openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice based language is unacceptable. All pupils are advised to tell a trusted adult in school or at home so that the matter can be dealt with.

WORRIED ABOUT A CHILD/YOUNG PERSON

If you are worried about a child or a young person being at risk of harm please speak to Mr J McKune Designated Safeguarding Lead (DSL) or, in his absence the Deputy Headteacher Mr D Francis. **DO NOT IGNORE IT.**

PARENTS/CARERS CONCERNS

Parents/Carers having concerns relating to bullying. Penkford takes seriously bullying issues and will deal with any complaints as quickly as possible. If parents/carers are not satisfied they can request a copy of the complaints procedure. Please note that parents/carers are expected to support the school in its efforts to prevent and address bullying and use the procedures that are in place.

Further sources of information useful for staff and parents other departmental advice:

- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Counselling in schools

LEGISLATIVE LINKS

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010 Power to tackle poor behaviour outside school

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector. <http://www.anti-bullyingalliance.org.uk> Bullying and Mental Health , guidance for teachers and other professionals .

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

All incidents are logged and kept on file (**SIMS**) in order to report to the Governing Body and Local Authority when required.

Penkford School will promote behaviour to prevent and reduce bullying through:

- The taught curriculum
- Restorative (Justice) Resolution
- Co-operative group work
- Peer support
- Mediation by adults
- A well-designed and safe environment
- Whole School activities, e.g. assemblies, anti-bullying week activities, form time, etc.
- A range of activities to encourage play and positive social interaction at play and lunchtime as well as good supervision
- Analysis and response to data from SIMS (SLT Half-term KPI).
- Use of outside agencies to provide universal and targeted support (Counselling)

Regular consultation with young people which will help evaluate their contributions to pupil well-being

A GRADUATED RESPONSE FOR DEALING WITH INCIDENTS

Class teachers and Supporting Staff

- To deal with bullying behaviours in the first instance unless they are serious incidents.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative bullying behaviour e.g. supported relocation to work, loss of break time, after school detention.

Form Tutors

- To monitor all types of behaviour on a daily basis following the tracking system.
- To check that incidents of bullying are recorded in SIMS and have been dealt with.
- To support staff in arranging and facilitating loss of break times and detentions where necessary.
- To look for patterns of bullying behaviour which may suggest additional support or interventions are needed for a particular subject or time of day.
- To prompt a behaviour plan and gather information to write a behaviour profile.
- To arrange short term solutions such supported alternative timetable arrangements.
- To liaise with parents and carers to keep them informed of bullying behaviour issues and strategies.
- To liaise with class teachers and Key stage progress leads to improve behaviour.

Head of Key Stage

- To meet regularly with form tutors to monitor behaviour.
- To support the class teachers and form tutors in arranging and facilitating strategies to improve behaviour.
- To liaise with the Learning Mentors, and SLT to arrange and implement long term interventions.
- To arrange meetings with parents to discuss concerns about a student's behaviour and work with them collaboratively on ways to improve it.

Deputy Headteacher

- To meet regularly with Heads of Key Stage to monitor behaviour.
- To oversee and monitor reporting of incidents and any follow ups necessary
- To assist Heads of Key Stage with management of serious incidents or pupils persistently cause issues
- To provide information regarding issues of concern which may need input from external professionals
- To liaise with Headteacher and if necessary Governors regarding incidents where the outcome is likely to fixed term or permanent exclusion.

REPORTING AND RECORDING INCIDENTS OF BULLYING

Before recording incidents please refer to the flowchart of procedures for dealing with bullying incidents **(APPENDIX 4)**

Things that are to be considered:

- 1) Penkford can encourage pupils to **report bullying** in confidence using a variety of methods. However, if pupil safety is at risk then staff cannot keep the information confidential. Will need to ensure that all staff are familiar with safeguarding procedures and dealing with disclosures sensitively.
- 2) It is important to recognise that **parents are frequently the ones to report bullying** and that procedures need to be in place at Penkford to effectively deal with this. Front-line staff need to be well-trained about procedures for dealing with concerns, and parents need to be clear about what steps will be taken and also how to take things further if they feel it has not been properly addressed by Penkford.
 - Peer mentors
 - Designated member of staff
 - On-line reporting system, i.e SIMS
 - Adult counsellor or drop-in facilities
- 3) The DCSF recommends that school's should record all incidents of bullying, including by type, and report the statistics to their local authority, having a legal duty to have a race equality policy and to monitor its impact on pupils, staff and parents. School's/Academies also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. To record that strategies are effective in achieving these goals, it is recommended that we monitor and record incidents of bullying.

The collection of data can enable us to:

- Manage individual cases effectively
- Monitor and evaluate the effectiveness of strategies
- Target resources/ support where it is needed most
- Celebrate anti-bullying work within Penkford
- Demonstrate defensible decision-making in the event of a complaint
- Engage and inform multi-agency teams as necessary
- Date and type of incident
- Record action taken by Penkford and impact made
- Monitor impact of anti-bullying initiatives
- Understand where bullying is a factor in non-attendance
- Understand how exclusion data relates to bullying

MONITORING AND REVIEW

Penkford will review this policy annually and assess its implementation and effectiveness. All members of the Penkford community will be involved in the review and will be consulted about changes that may need to be made.

The annual review will look for the following success indicators:

- Willingness to report incidents of bullying
- Improved attendance
- Improved achievement
- Reduced frequency of bullying incidents
- Reduced duration of bullying
- Reduced fixed term and permanent exclusions related to incidents of bullying
- Well-being indicators from the Annual Reviews: Pupils report being safe at Penkford.

Workplace Bullying (staff)

Workplace bullying can take shape or form in many different ways. You may be questioning whether what you are going through is bullying and a lot of this depends on if you actually are feeling bullied or harassed by a particular individual or a group of people. Unfortunately, bullying can affect your health and wellbeing. If you do feel that you are under duress, or feeling bullied then please confide and speak to a member of the SLT. Who will hopefully be able to help and support you through this difficult period. You could get in touch with your trade union and ask them for advice and support. It is important to keep a diary of all incidents; this will help you enormously, especially if you decide to take this further.

Homophobic bullying children and adults

It is important this policy should embrace the adult and child. Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. It could be directed at young people of any sexual orientation and at children who have not yet reached puberty. Teachers, parents and other adults may also be bullied in this way.

Those affected by homophobic bullying:

- Children and adults who are perceived to be gay or lesbian
- Young people and adults who are lesbian or gay
- Children who have a gay or lesbian, parent or sibling
- Everyone who teaches or learns in an environment where such behaviour is tolerated.

Homophobic bullying can be a problem in a number of ways:

- Children who experience it have their education disrupted. They may be unable to concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may never fulfill their academic potential.
- It can be a particular problem for young people who are confused or unsure about their own developing sexuality. Some victims are driven to the edge of despair or beyond, with lasting consequences for their emotional health and development.
- Schools that ignore it, or deny its existence, are not helping young people to develop a concern for the welfare of minorities and tolerance of difference.

Responsibility of staff:

At Penkford School staff must explicitly condemn homophobic bullying and be able to discuss pupils' concerns about homosexuality in a balanced manner that is appropriate to the age of the young people concerned.

Staff have a duty of care to pupils, which includes safeguarding and doing everything possible to provide a safe learning environment.

RELATIONSHIP TO OTHER PENKFORD SCHOOL POLICIES

Behaviour Policy:

The behaviour policy should outline a range of strategies and sanctions available to staff in dealing with behaviour incidents and this should include direct reference to incidents of bullying.

Child Protection / Safeguarding Policy

In the event of a bullying disclosure, staff need to consider issues related to Child Protection and Safeguarding. All staff have a duty of care, and if the incident involves abusive or bullying behaviour by adults, the incident must be treated as a child protection issue.

The Child Protection Officer and Designated Person for Safeguarding is Mr D Francis

Designated Governor for Child Protection and Designated Person for Safeguarding is Mrs Maggie Neale (Chair)

Guidance and procedures should be outlined in the Child Protection / Safeguarding policy.

Confidentiality Policy

Children and young people have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

PSHE Policy

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed, monitored and evaluated in line with the PSHE policy.

E-Safety Policy

Safeguarding children and young people from abuse in any form on-line is paramount. The implications of new technology including the Internet-cyber bullying, mobile phones, e-mail, instant messaging, camera phones and web cams in the context of anti-bullying should be considered during policy development.

APPENDIX 1- BULLYING REPORT FORM



Penkford School Bullying Report Forms

Name of the person completing the form:

Date reported: Date occurred (if different):

1) Names and Details of those involved) – Please add information to supplementary sheets if more than 2 involved on either side:

	Person(s) alleged to have bullied		Person(s) alleged to have been bullied	
	1	2	1	2
Name(s)				
Age				
Gender				
Ethnicity (if known)				
Disability, (if known)				
(Class Group)				

2) Type/Nature of Alleged Bullying Behaviour:

(Please specify)

3) Events leading up to the incident:

(Please specify)

4) Please indicate the investigative procedures carried out:

Interviewed pupils involved	Interviewed witnesses	Discussed with parents of victim(s)	Discussed with parents of perpetrator(s)
Other (please state)			

5) Resolution of the incident:

(please specify)

6) Please indicate the investigative procedures carried out:

Interviewed pupils involved	Interviewed witnesses	Discussed with parents of victim(s)	Discussed with parents of perpetrator(s)
Other (please state)			

7) Please indicate action taken with respect to the perpetrator(s):

Support from staff		Support from other pupils		Counseling		Peer mediation		Restorative practice	
Verbal reprimand		Final Warning		Written Punishment		Detention		Exclusion	
Letter to parents		Police Involvement		Other agency		Other action			

8) Please indicate action taken to support victim(s):

Support from staff		Letters to parents	
Support from other pupils		External agency involvement	
Other (please specify)			

9) Please indicate at what stages, if any, this will be monitored/reviewed:

One week		One month		Six months		Other	
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Incident closed Date of closure:

Further comment, if required:

PART 3

Signature:

Print Name:

Designation:

Date:

This form can only be signed off by a member of SLT.

APPENDIX 2- BULLYING LETTER 1

BULLYING

Name of Pupil: Class Date

Dear Parent /Guardian,

As you know we take bullying seriously at Penkford School and we do not condone it. Our bullying policy makes this quite clear and the pupils are regularly reminded not to bully others.

Unfortunately I have to inform you that your son/daughter has bullied someone else (please find details below). The matter has been investigated and I am satisfied that bullying has taken place. The parents of the victim have also been contacted. Will you please support Penkford by discussing the matter with your son/daughter and reinforce the fact that it is wrong to bully others? If your child persists in bullying, he/she will be excluded and more formal procedures will take place.

Details

Sanctions:

Please do not hesitate to contact me if you wish to discuss the matter further.

Thank you for your attention to this matter.

Yours sincerely,

Mr D Francis
Headteacher

To be returned to Penkford. Date

Name of son/daughter

I received your letter regarding bullying and have supported Penkford by speaking to my son /daughter about the issues.

Signed Parent/Guardian

APPENDIX 3 – VICTIM OF BULLYING LETTER 2

A VICTIM OF BULLYING

Name of Pupil: Class Date

Dear Parent/Guardian,

As you know we take bullying seriously at Penkford School and we do not condone it. Our bullying policy makes this quite clear and the pupils are regularly reminded not to bully others. Unfortunately I have to inform you that your son/daughter has been bullied (please find details below). The matter has been investigated and I am satisfied that bullying has taken place. The parents of the bully have also been contacted and I have advised your son/daughter to tell someone if she/he is ever bullied again.

Details:

Sanctions:

Please do not hesitate to contact me if you wish to discuss the matter further.

Thank you for your attention to this matter.

Yours sincerely,

Ms J Johnson
Headteacher

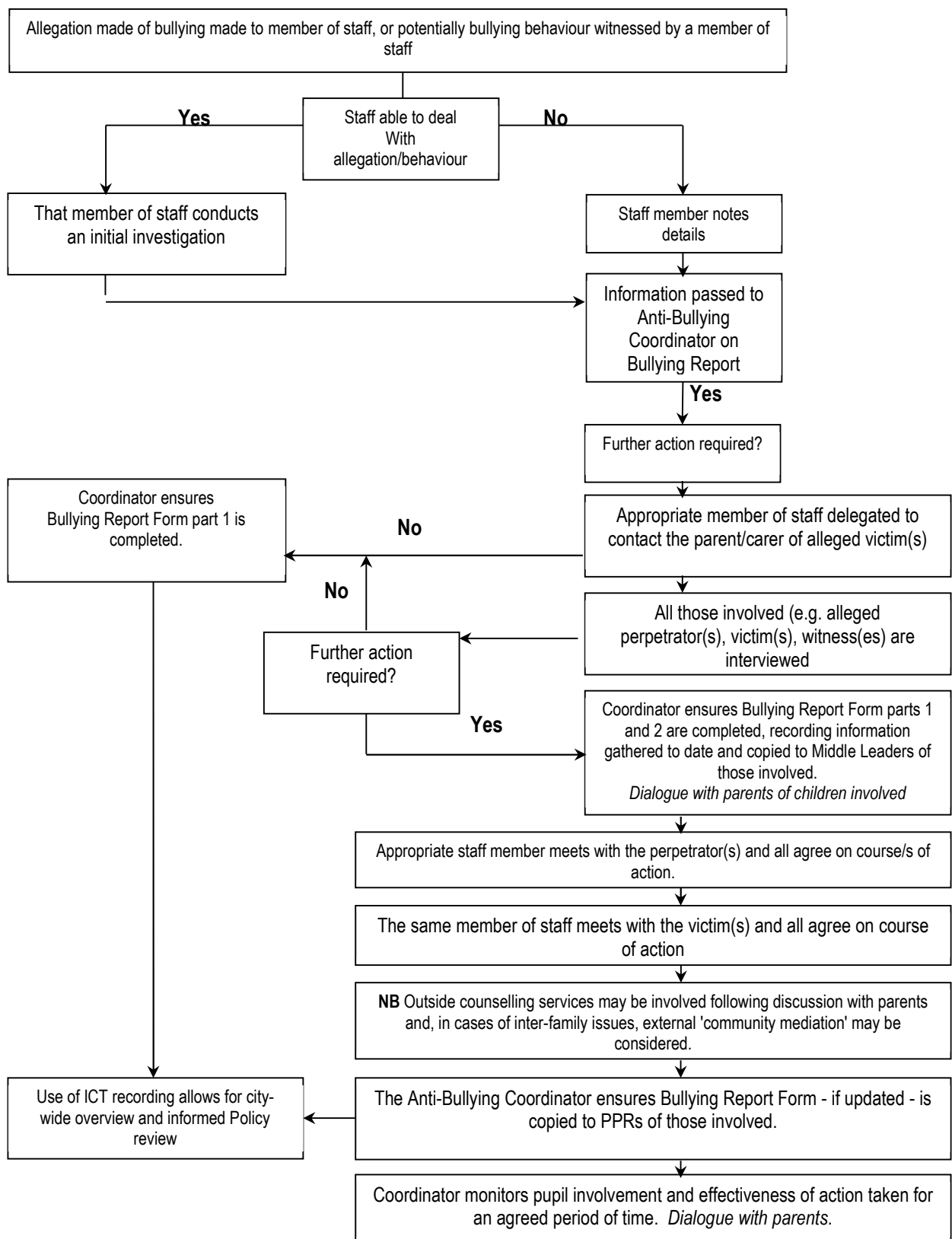
.....
To be returned to Penkford. Date:

Name of son/daughter

I received your letter, which informed me that my son/daughter has been bullied.

Signed Parent/Guardian.

APPENDIX 4 - FLOWCHART OF PROCEDURES FOR DEALING WITH BULLYING



APPENDIX 5 - Bullying/Harassment. What might it look like?

Bullying and harassment can sometimes be perceived as 'minor incidents' but may be constant so having a significant, cumulative effect.

It may consist of: -

- Verbal harassment – name calling, insults, taunts, offensive language, constant criticism;
- Written harassment – insults, taunts, letters, text messages, e mails;
- Graffiti on walls, books, desks, bags, obscene gestures;
- Vandalism of property;
- Repeated unfounded complaints, distorting and misrepresenting actions;
- Literature being brought into school which contain defamatory material;
- Refusal to co-operate or work with particular pupils; excluding pupils from the social group;
- Unprovoked physical assault or the threat of it;
- Causing physical or psychological distress individually or with a group of others.

Incidents of racism can take place in any school and do not necessarily need to be directed towards someone in particular. Items in the above list may fit that category e.g. racist graffiti. This list is not intended to be exhaustive. In determining whether an incident constitutes harassment or bullying, the context in which the incident occurs will need to be considered as will the victim's understanding of the perpetrator's motives. While dealing with the behaviour is important it is also necessary to challenge the perpetrator's beliefs and values.

Particularly vulnerable groups include refugees, pupils newly arrived in this country and those with an obvious 'difference'. This includes 'looked after' children who are frequently the target of bullying behaviours.

Looked after children often have little resilience, have few established relationships and may not have learnt to trust adults in any school. This combination leaves them particularly at risk to bullying behaviour. They may also perceive the behaviour of others in a negative light and react accordingly to this. One role of the Designated Teacher for Looked After Children in each school will be to ensure all staff are especially sensitive to the social context for each of these pupils and sometimes if necessary advocate for them as a parent might.

Every school will have a proportion of pupils who are becoming aware that they are not heterosexual. This group is extremely vulnerable, in part because it may also be difficult for them to confide in friends or even their own parents. The vast majority of adult gay and lesbian people report bullying at school. It should be noted that children and pupils who bully may have been, or may still be victims of bullying/abuse themselves. Bullying and harassment generally involve a power differential. This can be helpful in distinguishing between aggressive and or boisterous behaviour which goes too far (but is part of age appropriate development) and bullying.

Incidents which occur out of Penkford, e.g. on the way to or from home, may be treated differently by schools/academies. However, there are likely to be repercussions for school in terms of attendance as well as the emotional well being of pupils. Tackling bullying, harassment and racism must be seen as a community issue and not something that begins and ends with the day. Case law has shown that the school has no direct responsibility and accountability for bullying behaviours on the way to and from school. However, clearly if pupils do not feel safe they will not be available to learn, may have a higher absentee rate and there may be escalation/retaliations which do take place in school. The school has a duty of care to ensure as far as it can that pupils are supervised before and after the day when they are on site but need to specify these times to parents and discourage pupils from being on site otherwise.

PENKFORD ANTI-BULLYING AND HARASSMENT GUIDELINES

Parents /carers

Parents and carers have a very important role in supporting Penkford to implement its anti-bullying and behaviour policy effectively. Here are some ways in which you can be helpful.

Responsibilities:

- To ask for information on Penkford's anti-bullying & harassment and the behaviour policy and any approach used to respond to incidents of bullying or harassment
- To sign the home school contract, as when necessary, and to abide by that contract. To work in partnership with Penkford on encouraging positive behaviour, valuing and respecting difference
- To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner
- To be alert to and inform Penkford about significant behaviour changes and signs of distress in their children
- To inform staff of any significant change in circumstances which may affect the way in which pupils respond in Penkford School
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude
- To communicate to children that you trust Penkford and staff to deal appropriately with incidents that arise and which Penkford are aware of

Strategies:

- To clarify with staff Penkford's approach to working with parents
- To be aware of opportunities offered for formal and informal consultation with parents
- To discuss incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication
- To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of Penkford
- To tell the MLT, class teacher /form tutor/ Teaching Assistant of any concerns about bullying or harassment. Check out Penkford's procedures asking to be kept informed of any action taken. Remember! Penkford is part of a safer school partnership
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with policy

For further advice and/or support please speak to Mr Francis, or members of the Middle Leadership Team.

CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

Penkford School believes it is very important that policies relating to Safeguarding issues, across the school, are read in conjunction between one another. The Policies in question have been listed below:

Safeguarding Policy

Child Protection Policy

Safer Recruitment Policy

Health & safety Policy

Drug Policy

First Aid Policy

Anti bullying Policy

Behaviour Policy

Positive Handling and Guidance Policy

Attendance Policy

E-safety Policy

Lone Worker Policy