



ANTI-BULLYING

1. Policy Statement

The Head, Staff and Governing Body of Sir William Perkins's School are committed to promoting actively the wellbeing of all members of the SWPS community by ensuring that no form of bullying is tolerated. Therefore, the School has developed an anti-bullying strategy, which includes a range of policies designed to create an environment of good behaviour and respect, to ensure that bullying is prevented in so far as reasonably practicable.

The objectives of this strategy are to foster an environment where:

- 'respect' lies at the heart of the School Code of Conduct
- all individuals are respected and their individuality valued
- good relationships, positive attitudes and care for one another are promoted and fostered throughout the school community
- self-discipline is promoted and good behaviour is the norm
- all forms of bullying and anti-social behaviour are unacceptable
- effective measures are in place to prevent bullying
- all those involved with bullying incidents are dealt with appropriately
- students, parents/carers and staff understand the nature and the seriousness of bullying and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Every allegation of bullying will be taken seriously and the School recognises that it must take note of bullying perpetrated outside School which has an impact within the School. The School also recognises that bullying, both physical and emotional, can cause psychological damage and even lead to suicide. For this reason, the School is committed to educating students, parents/carers and staff about the negative effects of bullying and how to identify bullying when it occurs.

The School uses a range of sanctions against offenders and persistent and/or severe bullying may ultimately lead to exclusion. It is not the School's policy to inform third parties about the steps that are being taken in individual cases, but the sort of approaches used are outlined in this document. All bullying incidents are entered into a centralised record which is reviewed by designated members of SLT (including the Designated Safeguarding Lead) to enable patterns to be identified, to evaluate the effectiveness and, where appropriate, to modify the School's approach.

More detailed information about the following is contained in **Appendix 1** of this document:

- recognising signs of bullying
- types of bullying
- suggested strategies for dealing with different types of bullying
- anti-bullying education in the curriculum

In creating this policy and procedures the School has regard to the following non-statutory advice and information:

- [Preventing and Tackling Bullying \(DfE July 2017\)](#)
- [School Support for Children and Young People who are Bullied \(DfE 2014\)](#)
- [Cyberbullying: Advice for headteachers and school staff \(DfE 2014\)](#)
- [Advice for Parents and Carers on Cyber Bullying \(DfE 2014\)](#)

This document is available to all interested parties on our website and on request from the School Office. It should be read in conjunction with the following school documents:

- Safeguarding and Child Protection Policy
- Good Behaviour Policy
- Discipline and Exclusions Policy
- E-safety Policy
- IT Acceptable Use Policy
- the School's Code of Conduct

SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with UK Equality Act (2010). Further details are available in the school's Equal Opportunities policy.

2. Definition of Bullying

Bullying can be defined as behaviour by an individual or group, which may be repeated over time, that intentionally hurts another individual or group either physically or emotionally and may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sex, gender, LGBTQ+ identity, socio-economic status, special needs and disability, or because a child is adopted or is a carer. Bullying can take many forms for instance it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, and email).

In addition to this definition, the school defines 'Prejudice-based incidents' as, *"a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group"*. Such incidents will be taken particularly seriously and be dealt with in the same manner as any bullying incidents.

All students, parents/carers and staff should be aware that verbal intimidation; racist, sexist or any form of discriminatory remarks; innuendo; mockery of another's characteristics, gender identity, sexuality, appearance, accent, or disability; banter; hazing; cyber-bullying or the removal or defacement of property and ostracism are forms of child-on-child abuse and just as distressing as physical bullying of the victim. A bullying incident will be treated as a safeguarding issue when there is reasonable cause to believe that the student is being harmed or is at risk of being harmed. In these cases, the usual reporting and recording processes will be followed, in line with our Safeguarding and Child Protection policy.

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. The School will seek assistance from the police in cases where an offence may have been committed.

3. Procedures for Dealing with Bullying at the School

- a) *Who should a person tell if they are being bullied or experience a prejudice-based incident?*
 - Students should immediately tell a teacher, tutor, or any other member of staff. If a student feels they do not wish, for whatever reason, to tell a member of staff about the incident they can report the incident anonymously by posting a note in the Post Boxes by the Wellbeing Room or by the Deputy Head Pastoral's door. They can also email safespace@swps.org.uk a dedicated email for students. The member of staff should record this on CPOMS under the bullying category so that appropriate staff are alerted.
 - A member of staff who believes they are being bullied by a student or parent/carer should inform their SLT line manager. If a member of staff believes they are being bullied by a colleague, they should refer the matter to HR.

- If a prejudiced-based element to the bullying is suspected, a member of the Senior Leadership Team must be informed immediately, either in person or via a CPOMS alert,
- b) *Who should a person tell if they witness or suspect someone is being bullied or has experienced a prejudice-based incident?*
- Students should immediately tell a teacher, tutor, or any other member of staff. If a student feels they do not wish, for whatever reason, to tell a member of staff about the incident they can report the incident anonymously by posting a note in the Post Boxes by the Wellbeing Room or by the Deputy Head Pastoral's door or by emailing safespace@swps.org.uk
 - A member of staff should immediately record the incident in CPOMS to alert the appropriate staff or see a member of the DSL team in person if necessary.
- c) *What actions will be taken by the school?*
- I. If a student is bullied or suffers a prejudice-based incident:
- Students who have been bullied will always be offered reassurance that swift and effective action will be taken
 - the staff member will record the details of the incident in CPOMS so that all relevant staff are alerted and informed
 - An investigation will take place, managed by the Head of Year and conclusions shared with the Deputy Head Pastoral and Head
 - The Deputy Head Pastoral and Head of Year will determine, the appropriate strategy and plan of action to combat the bullying, in consultation with the Head and other colleagues (such as the Head of Personalised Learning) as appropriate
 - The Head of Year will oversee the implementation of the strategy and its follow up
 - Parents/carers of involved parties will be kept informed by the Heads of Year. Specific details about any sanctions will be kept confidential as appropriate.
 - Any sanctions against the bullies will be determined by the Head in conjunction with the Deputy Head Pastoral (see below for 'What sanctions are available for use?')
 - Incidents, actions and follow up will be recorded in CPOMS for inclusion in the Bullying Log.

II. If a staff member is bullied or suffers a prejudice-based incident:

The reported incident will be recorded, in writing, by the victim or witness and referred to the individual's SLT line manager or Head for further action. The matter will be discussed with the Head and advice will be taken, where appropriate, from the HR Department. Depending on the nature of the incident it may be dealt with according to the school's Dignity at Work Policy which forms part of the Staff Employment Manual.

If a staff member reports bullying by a colleague, this will also be investigated and recorded as a low-level concern. Advice will be sought from the LADO as this may be a transferable risk to students.

If a student has perpetrated the prejudiced-based incident, the Deputy Head Pastoral will investigate the matter in the first instance. They will then refer to the relevant school policies for appropriate action.

III. Specific Action to be taken in the case of cyber-bullying:

If a bullying incident is directed at a student or staff member using technology either inside or outside school time the following action should be taken:

- Advise the recipient not to respond to the message

- Secure and preserve any evidence - for example by taking a screen shot of the message
- Notify parents/carers of those involved if incident is discovered at school
- Apply appropriate sanctions
- Provide appropriate sessions on digital literacy/online safety to the people affected
- Consider informing the police depending on the severity or repetitious nature of the offence.

If malicious or threatening comments are posted on an Internet site about a student or member of staff:

- Secure and preserve any evidence - for example by taking a screen shot of the posting(s)
- Insist that the comments on the site be removed
- Contact parents/carers
- Apply appropriate sanctions
- Consider informing the police depending on the severity or repetitious nature of the offence.

d) *How/where/by whom is the incident is recorded?*

- Written records of incidents will be kept in CPOMS (students) and staff files (staff)
- the Deputy Head Pastoral will record incidents in a centralised bullying log and prejudice-based incidents; this is in addition to CPOMS.
- the centralised bullying log and prejudice-based incidents is regularly reviewed by the Deputy Head Pastoral to enable patterns to be identified and to evaluate the effectiveness - and where appropriate, modify - the School's approach.

e) *What sanctions are available for use?*

Any of the School's formal sanctions can be used to deal with bullies as appropriate in line with the School's *Discipline and Exclusions Policy*. For persistent offenders or incidents considered as gross acts of aggression a student could be permanently excluded. Counselling, pastoral support or support from the Personalised Learning department may also be required as an important element of the sanction. (See **Appendix 1** for relevant strategies that can be applied in dealing with specific types of bullying).

f) *What advice is offered to students in terms of preventing bullying and prejudice-based incidents in school?*

Through its *Good Behaviour Policy* and its *Code of Conduct*, the School is committed to nurturing a culture of respect and promoting good behaviour. A major part of the PSHCE anti-bullying programme consists of educating students in how to identify and deal with bullying and this is reinforced with special assemblies and activities during Anti Bullying week. Anti-bullying is also taught across the curriculum in many subjects, both implicit and explicit, especially in English Literature, Drama and Religious Studies.

Older students sometimes talk to younger ones about bullying either in general or following any specific concerns. Support with friendships is offered to students as appropriate by members of the pastoral team or Personalised Learning department with the aim of deescalating a situation which may develop into bullying or to support a young person in maintaining healthy relationships going forwards after an incident.

4. Key Responsibilities

The Head has a duty to draw up procedures to prevent bullying and prejudice-based incidents among students:

- to ensure that all staff have an opportunity of discussing strategies and reviewing them
- to determine the strategies and procedures
- to ensure appropriate training is available, the principles of the School Policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available
- to ensure that, where appropriate, the School will invest in specialised skills to understand the needs of their students including those with special educational needs or disabilities, and LGBTQ+ students
- to ensure that the procedures are brought to the attention of all students, parents/carers, and staff.

The Deputy Head Pastoral will:

- be responsible for the day-to-day management of the policy and systems
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies
arrange relevant staff training to ensure awareness
- keep the Head informed of incidents
- determine how best to involve parents/carers in the solution of individual problems
- take action to reduce the risk of bullying at times and places where it is most likely
- ensure that relevant safeguarding procedures are followed in the case of child-on-child abuse, especially if the bullying is of a sexual nature
- keep a centralised record of bullying and prejudice-based incidents to evaluate the effectiveness of the approach adopted or enable patterns to be identified.

Heads of Year will:

- be responsible for ensuring that the School's positive strategies are put into practice
- know the School's procedure and deal with any incidents that are reported.

Form Tutors will:

- be responsible for liaising with their Head of Year or Deputy Head Pastoral over all incidents involving students in their form
- be involved in any agreed strategy to achieve a solution as appropriate
- take part in the anti-bullying programme in the PSHCE course.

All Staff will:

- know the policy and procedures
- be observant and ask students what is happening to them
- deal with incidents according to the policy
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- participate in the delivery of the PSHCE course as requested
- play their part in taking action to reduce the risk of bullying and prejudice-based incidents at times and places where such things are most likely.

The Pastoral staff will be available at all times to assist in offering support.

Note: [Kidscape](https://www.kidscape.org.uk) also offers advice for parent/carers and family members who are concerned about their child or a young person being bullied. They can be contacted via email: info@kidscape.org.uk.

Children who are dealing with bullying can also contact <https://www.childline.org.uk/> for advice by telephone, email or 1-2-1 counsellor chat. Their number is 0800 1111.

5. Monitoring and Review

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This policy will be reviewed and updated annually by the Deputy Head Pastoral or as events or legislation requires.

Next scheduled review date: May 2025 Last reviewed: May 2024	
Key updates in this version:	<ul style="list-style-type: none">• Addition of support with healthy friendships for individual students from the pastoral team or Personalised Learning dept.

APPENDIX 1

A. Recognising Signs of Bullying

Students who are being bullied may show changes in behaviour, e.g., becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy. Bullying can cause psychological damage, and in some cases has led to suicide.

Students may be bullied for a variety of reasons. These include being members of a protected category as defined by the Equality Act 2010. The School acknowledges that it has particular responsibilities, as a public authority to anticipate and deal with such prejudiced-based bullying.

All staff should be aware of these possibilities and must report promptly any incidents or suspicions of bullying to the Form Tutor or Head of Year. Students are always to be encouraged to report incidents of bullying and Form Tutors and the PSHCE programme includes anti-bullying training.

B. Types of Bullying

Bullying can be based on any of the following things and, in particular, when bullying is because of protected characteristics:

*(NOTE: Those types of bullying listed in **bold** are discussed in more detail below)*

- **Race** (racial/racist bullying)
- Religion or belief
- Age
- Culture
- Socio-economic status
- **Sex** (sexist bullying) / Sexual Orientation (homophobic or biphobic bullying) or Gender Identity (transphobic bullying)
- **Special educational needs or disability**
- **Cyber bullying**
- Because a young person is adopted or is a carer
- Physical appearance
- Verbal expression
- Social or Psychological phenomenon
- As a result of an inter-relationship between groups
- Being related (or believed to be related) to any protected group

Note: bullying or prejudice-based incidents/bullying may take place in person or via social websites, mobile phones or other digital devices and may include the use of such things as text messages, photographs, or email (cyber bullying).

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the School. However, the School recognises that sanctions will also have to be used. This section outlines relevant strategies to adopt, and sanctions that can be applied, when dealing with various types of bullying.

Racial/Racist Bullying or prejudice-based incident/bullying

In racial/racist bullying an individual is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other students from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as, "*any incident which is perceived to be racist by the victim or any other person*".

Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry, physical threats or attacks, wearing of provocative badges or insignia
- possessing or sharing racist on-line material, leaflets, comics or magazines inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play.

A range of strategies may be used by the school to deal with incidents.

In so doing:

- listen carefully to students and provide opportunities for them to express views and opinions
- use peer mediation to resolve conflict between students, and theatre-in education groups to raise awareness and find solutions
- consider multi-agency working with police, youth service, housing, and others, involve parents/carers and the wider community

Sexist/Sexual Orientation/Gender Identity Bullying or prejudice-based incident/ bullying

Such bullying impacts on any sex or gender identity. In general, bullying of this type is characterised by:

- abusive name calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions
- pornographic material, graffiti with sexual content in its most extreme form, sexual assault or rape.

A case of proven sexual assault is likely to lead to the exclusion of the perpetrator.

A range of strategies may be used by the school to deal with incidents, including:

- staff training to support the understanding of gender identity and gender relations and suitable strategies for dealing with this
- exploring sexism, and sexual bullying, homophobic, biphobic and transphobic issues through the curriculum
- recognising and challenging sexual content within verbal abuse
- ensuring that the School site is well supervised, paying attention to areas where students may be vulnerable.
- challenging sexist, homophobic, biphobic or transphobic language
- exploring issues of diversity and difference - discussing what schools and society can do to end discrimination
- exploring students' understanding of their use of sexist, homophobic, biphobic or transphobic language - they may not understand the impact.

Note: people do not necessarily have to be lesbian, gay, or bi-sexual or transgender (LGBT) to experience bullying. Just being different can be enough.

Special Educational Needs or Disability Bullying or prejudice-based incident or bullying

Students with Special Educational Needs or disabilities may not be able to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

A range of strategies may be used by the school to deal with incidents, including:

- reflecting on how teachers' behaviour might unintentionally trigger bullying
- avoiding undue attention to differences between SEND children and others
- making classroom activities sensitive to their needs
- teaching assertiveness and other social skills
- peer mentoring

- teaching victims to say 'no' or get help role-playing in dealing with taunts
- providing special resource rooms at breaks and lunchtime.

Cyber Bullying

Cyber-bullying can be verbal, in writing, photographs and other types of images, including through communication technology such as mobile phones, email and social websites and can, for example, take the form of graffiti, text-messages, email or postings on websites.

See main body of policy document [2c III] for relevant actions to be taken in the case of cyber-bullying.

C. Anti-Bullying Education in the Curriculum

The School is committed to raising the awareness of the anti-social nature of bullying through the PSHCE programme, School assemblies, the School Council, use of tutorial time and in the department programmes of study as appropriate, by use of discussion of differences between people and the importance of avoiding derogatory, offensive, or prejudice-based language.

The Head of PSHCE, under the guidance of the Deputy Head Pastoral, is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHCE course

Heads of Department are responsible for introducing anti-bullying material in their programmes of study as appropriate (e.g., project work, drama, literature, historical events, current affairs and so on).

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the School.

D. Involvement of Parents/Carers

Parents/carers, as well as all students and staff, should know that the School will not tolerate bullying, and takes a positive approach to educating students to combat it. At all times we expect everyone will act with courtesy and respect for each other so that every member of the SWPS community can learn and work in a safe environment.

The School endeavours to ensure that parents and students know how to deal with bullying if it occurs and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Parents/carers of students who are being bullied and parents/carers of the bullies will be involved in the solution to the problem, as appropriate, Head of Year in consultation with the Deputy Head Pastoral. Parents/carers will be informed of the policy and procedures and the possibility of permanent exclusion following serious one-off or acts of persistent bullying.