

ANTI BULLYING POLICY

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| <p>Policy Owner PPS DSL's</p> | <p>Applies to Prior Park Schools (Trust wide)</p> | <p>Superseded documents Counter Bullying Policy v4</p> |
| <p>Associated documents Safeguarding Policy Complaints Policy Behaviour Policy SEND Policy Exclusions Policy Equality, Diversity and Inclusion Policy E-Safety Policy Child-on-Child Abuse Policy Prevent Policy Acceptable Use of IT Services for Students Policy</p> | <p>Review frequency Every year (unless the legislation/regulations update before this time)</p> <p>Implementation date 7 September 2023</p> | <p>Legal Framework KCSIE 2023 NMS Boarding 2022 EYFS 2021 Revised Prevent Duty Guidance, April 2021 Working Together to Safeguard Children 2018 Equality Act 2010</p> |

This policy is reviewed annually, or more regularly as required, prior to approval by Trustees, where applicable.

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| Last reviewed by: | PPS DSLs (Mrs Izzy Burton, Mrs Sarah James and Ms Danni Rozario) and Head of Compliance (Miss Emma Wickham) |
| Date last reviewed: | August 2023 |
| Approved by Trustees: | Approved by PEB |
| Date last approved: | 6 September 2023 |
| Date for next approval: | August 2024 |

Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

1. Statement of intent:

- 1.1 All students within the Prior Park Schools have a basic right to education in a secure, friendly and caring environment and we are committed to ensuring all students can learn in a safe and relaxed setting. Bullying of any kind is unacceptable within the three schools of Prior Park Schools, and it must be combated by a collective team approach, involving staff, parents, and students, in order to enable all children to have the best possible educational experience.
- 1.2 If bullying does occur, all students should be able to recognise it, inform a member of staff and know that incidents will be dealt with promptly and effectively.
- 1.3 Our anti-bullying policy has a dual aspect; seeking to both protect and prevent, and also to promote well-being.
- 1.4 It is a legal requirement for every school to have measures in place to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) Prior Park Schools therefore recognise their duty to minimise the risk of bullying to children by evaluating the effectiveness of educational and preventative measures and implementing effective procedures and safeguards.
- 1.5 This policy applies to all students across all Prior Park Schools' including those in Pre-Prep, EYFS and Boarding.

2. Aims and objectives:

- 2.1 We are proud of the relationship between students and staff and this means any Student who knows that bullying is happening feel confident to report it. We have the following aims:
- to build a harmonious community that is intolerant of bullying and strive to foster a culture of kindness throughout the school
 - to be alert to, and to minimise, all forms of bullying
 - to deal firmly with all such behaviour
 - to protect and support victims
 - to ensure that all students, teachers, parents and adults within our schools have a common understanding of what constitutes bullying, what the school policy is and how to follow it when bullying is reported or observed
 - to eradicate bullying and to promote an environment in which it cannot thrive. Bullying is totally unacceptable, and it is vital that such behaviour is seen as wrong within the social consensus of the school

Stopping violence and ensuring immediate physical safety is our first priority but the schools recognise that emotional bullying can be even more damaging than physical bullying in the long term and can cause psychological damage.

- 2.2 Students have a right not to be bullied and a list of external agencies and contact numbers are displayed at each of the schools and are available on house notice boards and in the student information sections of diaries and Microsoft Teams.
- 2.3 Any incident where a student's conduct adversely affects another's ability to enjoy their education is taken very seriously, especially where a student repeatedly or persistently acts in a way to affect another's happiness or commits a single act of significant violence or harm.

3. Definition:

- 3.1 Bullying is a form of Child-on-Child abuse and a safeguarding concern. It is the wilful, conscious desire or use of aggression to hurt, to distress, to threaten, to frighten, and to socially exclude another by word or deed. It may be repeated often, over a period, by an individual or a group. It can also involve thoughtless behaviour which causes pain, fear and distress to the victim.
- 3.2 Be aware that bullying can take many forms and reject them:

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| Emotional | being unfriendly, excluding, tormenting |
| Physical | pushing, kicking, hitting, use of violence |
| Verbal | name-calling, sarcasm, spreading rumours, teasing |
| Body Language | looks, glares, disapproval, negative messages, ignoring |
| Gender | targeting a person's gender, sex or sexuality |
| Racial | racist taunts, graffiti |
| Religious/Cultural | non-acceptance of people's religious and cultural affiliations |
| Sexual/sexist | unwanted physical contact or sexually abusive comments |
| Homophobic | because of, or focusing on the issue of sexuality |
| Disability | because of, or focusing on a disability or: |
| Special Educational Need | due to a greater difficulty in learning |

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| Cyber* | the use of e-mail, the internet, social websites, mobile devices, text messaging or photographs |
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*Cyber-bullying is the use of ICT to harass, threaten, taunt and upset. It features the aggressive intentional use of ICT by a group or individual and is in breach of Prior Park Schools E-Safety Policy and ICT User Agreement. It is a form of child-on-child abuse and may include the publication and dissemination of obscene material. It is an attack on the rights and dignity of an individual. It can occur using school systems and personal devices, but the school will take action to defend its community wherever the bullying takes place.

Staff must also be aware of initiation ceremonies and “hazing” as prerequisites to join a group or avoid exclusion from it.

All staff should be aware that safeguarding issues can manifest themselves via Child-on-Child abuse and bullying. (*See the schools’ Safeguarding Policy*)

4. Why is it important to respond to Bullying?

- 4.1 Bullying hurts. The seriousness of bullying in causing psychological damage cannot be stressed too much. In severe and/or prolonged cases, bullying may lead to suicide. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.
- 4.2 Staff and students have a responsibility to respond promptly, appropriately and effectively to issues of bullying. Students should attend to the message of pastoral lessons and think about how their behaviour can ensure that they are a positive member of the community.
- 4.3 Remember that as a member of the PPS community you have the right:
 - To be respected by others,
 - To express yourself and learn/teach/work effectively,
 - To have your contribution valued,
 - To have your property respected,
 - To feel safe and content in the community.
- 4.4 As a member of the PPS community you have the duty:
 - To be respectful to others,
 - To be considerate in your behaviour,
 - To use electronic media with good sense,
 - Not to tolerate bullying. Never support bullying in any form. Think about your actions. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.
- 4.5 Responding to Cyber-bullying

Cyber-Bullying can take place in many ways:

- Bullying by texts, messages or calls.
- Use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on websites (including blogs, personal websites, social networking sites and You Tube), including so called “roasting”.
- Using email/MSN/gossip sites to message others and to build adverse comment/profiles.
- Hijacking/cloning email accounts, setting up fake Facebook pages.

- Making threatening, abusive, defamatory, humiliating remarks in chatroom and social network sites, You Tube, rate my teacher sites and gossip sites.
- Consensual and non-consensual sharing of nudes and semi nudes images and / or videos. This is also known as sexting or youth produced sexual imagery. Sending of video clips that hurt, embarrass or humiliate.
- Instant messaging in an unpleasant fashion, designed to upset, exclude or hurt.

Action should be in line with the Safeguarding, E-Safety and Behaviour Policies and procedures, which should therefore be referred to when responding to offences.

The Legal Position

Cyber-bullying is criminal in character and may well result in police action.

- It is unlawful to disseminate defamatory information in any medium.
- Section 127 of the Communication Act 2003 makes it an offence to send, by means of a public electronic communications system, a message or other material that is grossly offensive or of an indecent, obscene or offensive nature.
- The Protection from Harassment Act 1997 makes it an offence to pursue any conduct amounting to harassment, for example with persistent texts or messages to an individual or about an individual.
- Obscene publications legislation makes it an offence to publish material of young people in suggestive and unclad poses.

Useful Sources

Offensive behaviour can be reported:

- Offensive pages contact the Internet Watch Foundation.
- Child exploitation - Child Exploitation & On-Line Protection Centre (CEOP).
- Child Line - 0800 1111

5. The Culture of Kindness and the Prevention of Bullying

- 5.1 The first plank in our strategy of proactively countering bullying must be to strengthen the culture of kindness. The cohesion of our communities and the ethos of the schools are our first line of defence; powerful weapons to advance kindness and, conversely, to prevent bullying.
- 5.2 The pastoral time-slots offer an opportunity to counter bullying through the development of patience, acceptance, trust, empathy, co-operation and understanding. Across the Trust, a range of activities suited to the age of the students are adopted to help develop sensitivity to the issue of bullying: assemblies, Tutor time, PSHCE lessons, Personal Development, the House system, School Committee/ Council system, projects, questionnaires, circle time, drama, stories, literature, historical events, class comments box, current affairs. The individual school's PSHE policies provide details of how elements of our educational provision help to counter bullying and foster an environment where difference is celebrated, and prejudice is unacceptable.
- 5.3 Further support is offered by the Health and Wellbeing Centre at Prior Park College, or the Nurse/First Aider, (Lay) Chaplain, school-based Counsellors, Tutors, Teachers, Peer Mentors, Senior Students, and external helplines. When appropriate, a case may be referred to local authority children's services, using a Common Assessment Framework or

by making a referral to Child and Adolescent Mental Health Services (CAMHS) in the UK or the Care Agency in Gibraltar.

- 5.4 A variety of techniques should be used to increase awareness and to stress disapproval of such behaviour and enhance social skills. Children will be taught strategies to help them deal with bullying situations which they may encounter. We must attempt to help both 'potential bullies' and 'potential victims', by enabling all students to understand their behaviour and its impact. Discussion in tutor/ class groups combined with explanation of school procedures and the standard of behavior expected is strongly recommended.
- 5.5 Good relationships with students that allows them to talk to and share concerns with staff is important. Staff must also insist on good order and sound discipline; this will do much to discourage bullying. **We must always challenge unacceptable behaviour** whenever it appears. Poor behaviour must never be dismissed as 'banter' or 'having a laugh'. We must strive to promote personal confidence and balanced attitudes in our students and foster self-esteem, celebrate diversity and rejoice in the unique talents of every individual. Success, in whatever area of school life, should be praised and appreciated by others. Our positive teaching approach must embrace all aspects of school life.
- 5.6 Again, the promotion of understanding of others, praise for co-operative and non-aggressive behaviour, and explanation of standards required are essential. Attempts to produce individuals who feel that they are achieving and who grasp the standards of the school are central to success. We celebrate diversity and this broadminded acceptance of others should be nurtured.

6. Staff Training

- 6.1 We will raise the awareness of staff through frequent discussion of the topic as part of the CPD provision and Pastoral programmes at all three schools. Induction for new staff ensures that key issues such as bullying (including on line safety and cyber-bullying), and child protection, are covered and a whole staff rolling CPD program also includes bullying awareness topics.
- 6.2 From time to time, outside agencies will be used to help with training. In house training includes focusing on where and when bullying may occur. Awareness of potential times and places can help with action to reduce the risk, as well as building a strong teacher-parent relationship during parent and open evenings.
- 6.3 The system must operate and be driven by the staff/student community. To be seen to act is as important as taking action, as this in itself signals our disapproval: silence and secrecy can only nurture bullying. Any incident of bullying must be taken seriously, no matter how trivial it may seem at first glance, and action must be considered but speedy and sensitive, being careful not to worsen the situation (remember students will fear recognition and also fear being blamed if a student is expelled or suspended).

7. Signs and Symptoms

A child may indicate by signs of behaviour that he/she is being bullied. Some signs to be aware of would include:

- Belongings getting 'lost' or damaged
- Physical injuries, such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning
- Not doing as well at school
- Asking for, or stealing, money (to give to a bully)

- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others
- frequent absence or isolation
- becomes anxious or withdrawn
- cries themselves to sleep at night or has nightmares
- becomes aggressive, disruptive or unreasonable
- being persistently late to class, activities or prep
- mystery illnesses
- unexplained cuts/bruises
- torn and damaged clothing/belongings
- mislaid books/belongings
- under-achievement
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- personality changes, swings of mood
- gives improbable excuses for any of the above

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

Vigilance by teachers is crucial in countering bullying as well as education around the issue of bullying. Be aware of areas where bullying behaviour might occur, such as changing areas or distant dormitories and patrol them. Do not think in stereotypes about 'big tough bullies' and 'natural victims'. Look for wider evidence. Try to be tuned in to your tutor group/class/form, conversing regularly, and above all be approachable and willing to listen with a sympathetic ear. Consider patterns of attendance, academic achievement (especially when discussing merits and conducts), be aware of physical appearance and alert to mood swings.

Where an issue of Student behaviour or bullying gives 'reasonable cause to suspect a child is suffering, or is likely to suffer 'significant harm', staff should follow the Child Protection procedures set out in 2.8 of the Prior Park Schools' Safeguarding Policy rather than the procedures set out below (10).

8. Anti-bullying

- 8.1 The encouragement of communication between students and staff is essential. Students should make good use of the strong pastoral system with HsMs, Heads of House, House Parents, Form Tutors, the School Nurses, Chaplains, Peer Mentors, senior students and a wide range of other available staff (including senior management and administrative staff) and raise any concerns you may have. Students must also be aware of outside sources of advice (Childline numbers are displayed). We have an ethos that encourages people to speak up and we must listen with care.
- 8.2 The school's behaviour policy is crucial to a consistent approach to anti-bullying and details support systems for both victim and the bully, alongside the sanctions which may be applied for bullying.

9. Action: a clear response

- 9.1 Despite all attempts to be proactive we are likely to encounter bullying. Please remember that bullying may occur in a variety of ways and do not walk away from it. Any incident of

bullying must be taken seriously, and action must be considered but speedy. However, action must be sensitive, seeking not to worsen the situation.

- 9.2 Students and Staff should be clear that bullying is a serious offence and, therefore, the student carrying out the offence will be issued with a serious sanction. Parents of both the perpetrator and victim will be involved immediately.

By taking clear action when offences are discovered:

- **SAVE:** securing the evidence (saving the item if on computer or securing the device if on a phone).
- **REPORT:** Take a note of the key facts and inform the Designated Safeguarding Lead and any relevant senior staff with roles in e-safety and school discipline. Advise provider (phone or internet).
- **STAY CALM:** Do not reply to abuse. Never communicate with unknown parties. Tell if you come across an offensive site. Never give out personal information to unknown parties. Use senior staff and trusted adults to handle the issue.

The Designated Safeguarding Lead will report to social services and police as appropriate.

Action should be in line with our Safeguarding policies and procedures, which should therefore be referred to when responding to offences.

10. Procedures (A checklist of action) - Please see appendices

This policy applies to all three schools across the Trust.

Staff should also use this document to reinforce a common approach at all three schools and to help students understand the impact of their behaviour.

It is hoped that sensible discussion and mediation will end most incidences of bullying. However, punishment will also be applied where necessary, in line with our Rewards and Sanction Policy, as we cannot tolerate individuals who will not respond to correction. Where the happiness of other students is involved, we will act punitively to protect the individual and the community. Beyond attempts to educate, students will lose privileges, and this may involve suspension, a request to leave the school or expulsion.

Action may include informing parents and working with the parents to ensure a consistent approach to the problem. It should be made clear to the perpetrator what the sanctions are and what the consequences of repeated actions or failure to improve behaviour will be.

11. Conclusion

- 11.1 We aim to create an environment intolerant of bullying and in which each individual is valued, by generating a culture of kindness and being active in preventing bullying. When we detect bullying we respond in a planned fashion. We hope to help students involved in bullying to mature and move forward. We would expect suitable and meaningful apologies to be made. Every child has the right to enjoy all aspects of his or her education. In the final analysis, the Head would take serious action against those who undermine the community and threaten the happiness of its members. We will continue to promote respect for the individual and take a firm stance when this is threatened.
- 11.2 A linked policy focuses further on cyber-bullying. Cyber-bullying is the use of ICT to harass and upset. Any such actions are wrong, are a breach of the PPET Acceptable Use Policy, and

they may be illegal actions. Any cyber-bullying will be dealt with in line with our Anti-Bullying Policy, but actions may need to be referred to external agencies if they involve harassment, publication of obscene material and illegal activity. The DSLs are responsible for online safety and coordinate the work of E-Safety Officers to safeguard students and staff.

- 11.3 In all areas we aim to foster a culture of kindness, foster a belief in the worth of every individual and counter unacceptable behaviour. Where breaches occur, we will act in a measured fashion to counter them.

Other related policies:

Safeguarding
Child-on-Child Abuse
Complaints
Behaviour
Rewards and Sanctions
Equality, Diversity and Inclusivity Policy
SEND Policy
E-safety
Transgender.

Other sources of help and support:

National Cyber Security Centre <https://www.ncsc.gov.uk/>

When to call the police [LINK](#)

DfE Guidance [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/preventing-bullying)

Childnet provide guidance for schools on cyberbullying

Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation

Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support. www.thinkyouknow.co.uk www.beatbullying.org www.anti-bullyingalliance.org.uk

[Sexual and sexist bullying.](#)

www.kidscape.org www.saferinternet.org.uk <http://counterextremism.lgfl.org.uk>

www.swgfl.org.uk/sextinghelp

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying (contains: cyber-bullying summary leaflet and cyber-bullying guidance & resources).

APPENDIX A PROCEDURES: For PRIOR PARK COLLEGE STAFF**You come across an incident that causes concern. What do you do?**

- a) Intervene. Stop the incident/interaction. Make it plain that you are concerned at what you have witnessed. Do not leap to any conclusions.

Remain calm, you are in charge. Do not make the situation worse, for example by humiliating the bully (as this may lead to reprisals).

Take stock of the situation and defuse it.

Make it plain that you disapprove of what you have witnessed.

Indicate that you will be reporting the matter to the Housemaster/ Housemistress and that you or they will inform Deputy Head Pastoral

- b) Record the incident. This is important to enable patterns to be identified. CPOMs should be used to state what you saw and your impressions.. Do this promptly.

The key is to pass the information on and be confident that it will be handled sensitively.

- c) Each allegation of bullying will be carefully investigated with open discussion:

The Housemaster/ Mistress (HsMs) will conduct the investigation, using relevant House Tutors and other HsMs as necessary. Once an action plan is agreed, the students involved will be interviewed separately and asked simple questions about the incident. Staff should listen carefully, recording everything, asking appropriate questions without leading the Student.

It is likely that a second meeting, where the students discuss the issues together with you and a colleague present, would be helpful. Explanation and discussion may prevent further problems, as we try to effect change and raise necessary self-awareness. Try to achieve some mutual recognition of the problem and identify a way forward. We recognise that all parties will need support if we are to move forward and this may take some time to be successful.

- d) The Head, Deputy Head Pastoral, Housemaster/ Mistress or Form Tutor (as appropriate) should be informed of the outcome of the investigation and a copy of the form should be kept in the student file. Parents should be included in the process - ensuring they are both informed of the behaviour and aware of the school's response. The teacher reporting the incident will also be informed of the outcome.
- e) After the investigation is complete and the incident dealt with, each case will be monitored to ensure repeat bullying does not take place.

You come across an incident that causes concern. What do you do?

- a) Intervene. Stop the incident/interaction. Make it plain that you are concerned at what you have witnessed. Do not leap to any conclusions.

Remain calm, you are in charge. Do not make the situation worse, for example by humiliating the bully (as this may lead to reprisals).

Take stock of the situation and defuse it.

Make it plain that you disapprove of what you have witnessed.

Indicate that you will be reporting the matter to the student's class teacher and that you or they will inform the Deputy Head Pastoral.

- b) Record the incident using CPOMS for the bully and the victim. This is important to enable patterns to be identified. Alert the students' class teacher(s) and Deputy Head Pastoral and provide any additional (verbal) explanation. Do this promptly.

The key is to pass the information on and be confident that it will be handled sensitively.

- c) Each allegation of bullying will be carefully investigated with open discussion: The class teacher, or other appropriate staff member, will investigate, involving other senior staff as necessary.

Once an action plan is agreed, the students involved will be spoken to separately and asked simple questions about the incident. Depending on the allegation and result of the investigation, parents may be included in a meeting with their child and member of staff.

It is likely that a second meeting, where the students discuss the issues together with you and a colleague present, would be helpful. Explanation and discussion may prevent further problems, as we try to effect change and raise necessary self-awareness. Try to achieve some mutual recognition of the problem and identify a way forward. We recognise that all parties will need support if we are to move forward and this may take some time to be successful.

- d) The Head of School and Deputy Head Pastoral should be informed of the outcome of the investigation and a record of the incident should be kept on CPOMS. Parents should be included in the process - ensuring they are both informed of the behaviour and aware of the school's response. The teacher reporting the incident will also be informed of the outcome.
- e) After the investigation is complete and the incident dealt with, each case will be monitored to ensure repeat bullying does not take place.
- f) A record of cases of bullying will be kept by the Deputy Head Pastoral to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.

You come across an incident that causes concern. What do you do?

- a) Intervene. Stop the incident/interaction. Make it plain that you are concerned at what you have witnessed. Do not leap to any conclusions.

Remain calm, you are in charge. Do not make the situation worse, for example by humiliating the bully (as this may lead to reprisals).

Take stock of the situation and defuse it.

Make it plain that you disapprove of what you have witnessed.

Indicate that you will be reporting the matter to their tutor and that you or they will inform the Head of House/ Deputy Head (Pastoral).

- b) Record the incident on CPOMs for both students. Record as an incidence of bullying from the drop-down menu and copy in tutor/ HoH and DHP. This is important to enable patterns to be identified. State what you saw and your impressions. Do this promptly.

The key is to pass the information on and be confident that it will be handled sensitively.

- c) Each allegation of bullying will be carefully investigated with open discussion:

The Head of House will conduct the investigation, using relevant Tutors and other HoH's as necessary. Once an action plan is agreed, the students involved will be interviewed separately and asked simple questions about the incident. Staff should listen carefully, recording everything, asking appropriate questions without leading the Student.

It is likely that a second meeting, where the students discuss the issues together with you and a colleague present, would be helpful. Explanation and discussion may prevent further problems, as we try to effect change and raise necessary self-awareness. Try to achieve some mutual recognition of the problem and identify a way forward. We recognise that all parties will need support if we are to move forward and this may take some time to be successful.

- d) The Head, Deputy Head Pastoral, Head of House or Form Tutor (as appropriate) should be informed of the outcome of the investigation. The outcome should also be recorded on school base for both students. Parents should be included in the process - ensuring they are both informed of the behaviour and aware of the school's response. The teacher reporting the incident will also be informed of the outcome.
- e) After the investigation is complete and the incident dealt with, each case will be monitored to ensure repeat bullying does not take place.