

This Policy has been produced in consultation with the parents, teachers, students and Governors of Penryn College.

## **PENRYN COLLEGE**

### **ANTI-BULLYING POLICY**

Every Individual has a right to a secure school environment where they feel safe and happy and can learn effectively. It is the responsibility of every member of the school to help create and maintain this environment.

This policy was created by the students and staff of Penryn College. It has been informed by the opinions and comments that have arisen from student voice surveys and interviews, the views and experience of 'The Support Team', and feedback from parents, staff and Governors.

Designated Safeguarding Lead: Dan Mather  
Designated Teacher for Children in Care: Bethan Laing  
Governor with Responsibility for Anti-Bullying: Mark Parsons

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### **The principles that underpin our Policy:**

- ✓ We expect everyone to act with courtesy, consideration and tolerance to others at all times.
- ✓ We will not accept words or actions which hurt, threaten or intimidate others
- ✓ We encourage pupils to support one another by reporting all cases of bullying.
- ✓ We will LISTEN and ACT when pupils TELL.

### **Our Aims:**

- ✓ To establish an ethos that recognises that good relationships deter bullying.
- ✓ To cultivate in all students an acceptance of responsibility for their behaviour and its consequences by developing self-discipline, self-awareness and self-esteem.
- ✓ To recognise all forms of bullying, including peer on peer abuse, cyberbullying and bullying people because of their ethnicity, gender, sexuality, religious beliefs or sexuality.
- ✓ To prevent bullying from happening
- ✓ To deal promptly and appropriately with bullying when it occurs.

### **How we define Bullying:**

#### ***What is bullying?***

Bullying is ANY sustained behaviour that makes other people feel, uncomfortable, threatened, hurt, insulted, or isolated.

When referring to bullying we consider the following types:

**Bullying takes place over a period of time** – a one-off incident is not bullying

**Physical:** hitting, kicking, spitting shoving, taking or hiding any personal belongings

**Verbal:** name calling, teasing, making insults, and writing hurtful messages

**Emotional:** being unfriendly, deliberately ignoring, spreading rumours, “Dirty looks”

**Digital/Cyber:** offensive, threatening messages sent via text messages, email, MSN etc.

**Peer on Peer abuse**

Bullying consists of three features:

1. It is deliberate and hurtful
2. It is repeated over a period of time
3. It is difficult for the victim to defend themselves

## **The National Context**

### **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 requires schools to have due regard to the need to:

- eliminate unlawful discrimination
- harassment
- victimisation
- any other conduct prohibited by the Act
- advance equality of opportunity between people
- foster good relations between people.

Schools are now required to comply with the new Equality Duty.

The Act also 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 the Act applies to all maintained, independent schools, including Academies.

### **Safeguarding children and young people:**

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, the school should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **The 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 harassment or threatening behaviour, or communications, could be a criminal offence. This is defined under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

### **Cyber-Bullying:**

Bullying is no longer limited to the playground and can take away the sense of safety that a child feels while at home. Stopbullying.gov defines cyber-bullying as, "...Bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites."

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.

\* For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the [www.childnet-int.org](http://www.childnet-int.org) International and [www.beatbullying.org](http://www.beatbullying.org) links.

### **What can Students and Parents expect:**

#### **Students can expect:**

- (a) To belong to a House system and vertical tutor grouping which encourages students to support and help each other.
- (b) To be listened to when they report an incident of bullying to an adult, and for action to be taken according to the guidance.
- (c) To be informed of action taken, both victim and bully and, where appropriate, peers.
- (d) A Students' Council which will monitor and regularly review issues relating to bullying.
- (e) Effective supervision of the college by all staff.
- (f) Provision of safe places for vulnerable students.
- (g) To be informed of whole school anti-bullying initiatives in tutor and assemblies.
- (h) An annual Anti-bullying Week.
- (i) The provision of at least two assemblies each year to raise awareness on anti-bullying issues. One or more of these assemblies to be delivered by the pupils.
- (j) Provision of education and training for Prefects, specifically to raise awareness of how to deal with the problem.
- (k) To be shown courtesy and respect by and to other people in the college.
- (l) Access to a curriculum that encourages them to respect others and provides opportunities for them to practice strategies that can be used to prevent or overcome bullying.
- (m) A Health and Lifestyles, and Philosophy and Ethics curriculum that follow specific topics linked to bullying.

#### **Parents can expect:**

- (a) Staff to be vigilant.
- (b) Staff to listen to and act upon any incidents of bullying reported by their children and themselves in accordance with the guidelines.
- (c) To be informed when any serious incidents of bullying occur which involve their children as either bully or victim.
- (d) To be kept informed about the progress of any investigation and resolution by designated staff.
- (e) To be informed of the common symptoms of bullying.
- (f) To be given the opportunity to attend meetings of the Parents' Forum where the school's approaches to anti-bullying can be raised.
- (g) Sanctions to be taken against bullies where appropriate.

## **Roles and Responsibilities:**

ALL members of the Penryn College community have a responsibility to recognise bullying and harassment and to take appropriate action to prevent, or stop, bullying or anti-social behaviour when they are aware that it is happening.

### **Students will:**

- Be tolerant of, and welcoming to, all students and understand what bullying is; treating everyone equally and without prejudice.
- Understand what it is to be a responsible citizen and be able to empathise with the needs of others.
- Understand the effect their behaviour has on others.
- Take responsibility for behaviour outside of the classroom.
- Know what 'high levels of self-discipline' looks like.
- Make the right choices and take responsibility for actions, so that they are responsible and caring citizens.
- Report bullying when they see it taking place.
- Adhere to the Student Charter, in particular:
  - Treat everybody equally and without prejudice
  - Treat each other's property with respect
  - Welcome new pupils and staff to our school

### **Tutors/Teachers/TAs will:**

- Review Behaviour Manager weekly and act upon any incidents of bullying that relate to their tutees (either as victim or perpetrator).
- Record incidences of bullying on Behaviour Manager.
- Take action to ensure that the victim of any bullying receives the appropriate support they need.
- Report incidents to the college's Designated Safeguarding Lead where the tutor considers that a student might be in danger of physical harm or in danger of physically harming others.
- Actively address the bullying behaviour of their tutee(s) if they have undertaken an act of bullying.
- Identify strategies that pupils and staff can use to ensure that incidents of bullying do not reoccur.
- Ensure that parents are kept informed regarding any incidents of bullying.
- Disseminate information on Anti-bullying initiatives within the school.
- Deliver SMSC Student Voice presentations that relate to our British Values of Tolerance of those of Different Religions and beliefs and of Mutual Respect.
- Highlight any curriculum subjects that illustrate aspects of anti-bullying, celebrating positive behaviour and role models and leading sensitive discussion of the topic.

**The HOH/Y will:**

- Lead their tutors to monitor and address incidents of bullying across their tutor groups.
- Track the progress of all students who have been subject to bullying or have been perpetrators of bullying in their House/Year.
- Ensure that parents are kept informed regarding incidents of bullying.
- To communicate with the CAT and outside agencies to ensure that, if appropriate, additional intervention strategies are employed to address the emotional needs of victims of bullying, and the behavioural needs of perpetrators of bullying in their House/Year.

**Lunchtime Supervisors will:**

- Interact positively with children to encourage them to engage in meaningful and constructive activities.
- Supervise children during the lunch period in accordance with the School's behaviour and anti-bullying policies; in particular areas identified as 'bullying hot spots'.
- Complete the necessary records with regard to any incidents relating to such policies.
- Promote good table manners and encourage children to eat a variety of foods.

**Parents and carers will:**

- Encourage and support students to take responsibility for their behaviour both inside and outside of school.
- To work in partnership with the school to assist in maintaining high standards of behaviour and will be actively encourage to raise with the school any issues arising from the implementation of this policy.

**The Governing Body/Headteacher will:**

- Ensure that there is no differential application of the policy and procedures on grounds of ethnicity, gender, sexuality, religion or disability
- Fulfil their statutory duties in relation to Bullying.
- Have a nominated Governor with oversight for bullying.
- Review the school's records in relation to bullying.
- Ensure that the Governing Body and the wider school community have a shared definition of bullying; an anti-bullying policy that is understood by all; and that pupils, staff and parents and carers are well informed about procedures and know how to effectively address bullying.
- Create opportunities to consult with and involve staff, pupils, parents and carers in the school's approach to bullying and behaviour.
- Ensure there are clear procedures in place to review serious incidents of bullying should they occur.

## **The Support Team**

The Support Team is a group of students who have formed a Focus Group to work on issues around anti-bullying. Having received training from Anti-Bullying in Cornwall, they provide a daily drop in service so that pupils who have problems can talk them through with their peers confidentially. They also meet on a weekly basis after school to undertake training on such strategies as active listening skills and other strategies that enable them to support the victims of bullying.

## **Through the work of the Support Team**

### **Students can expect:**

- (a) To be informed of the provision of the drop in service through the tutor slide, posters around the school, the Support Team's notice board and in assembly.
- (b) To have the opportunity to talk with their peers, confidentially\*, about incidents of bullying which they have witnessed or perpetrated or been the victim of. \*(Confidentiality will be breached in any situation where a student is thought to be in danger of physical harm or in danger of harming others).
- (c) To have information and contact numbers for external help lines and anti-bullying agencies made available to them.
- (d) To be given the opportunity to have the information that they have given the support team to be passed onto teachers.
- (e) To be given the opportunity to apply to join the Support Team, when new members are required, and, where successful, to be given the relevant training.

### **Parents/Carers can expect:**

- (a) Their children to have access to the above service.
- (b) Confidentiality to be breached in any incidences reported where their children may be considered to be in physical danger, and the Child Protection Officer informed.

### **SMSC Leaders:**

Our team of SMSC Leaders review the school's Diversity and Equality Targets and work alongside staff in creating new targets every three years. In addition, the Team monitor and report back on how diversity and equality is taught in the curriculum.

Our SMSC leaders also lead two annual assemblies promoting the school's ethos in relation to diversity and equality.

### **Strategies for Staff**

If you feel that they student is in danger of physical harm or in danger of physically harming others, you must inform the Designated Safeguarding Lead (J. Harvey).

Otherwise select action from one or more of the following strategies:

- Talking to victim and bully separately.
- Supervised meeting of victim and bully to bring about conciliation – no blame approach – the victim should be offered this option, but can choose to accept or refuse.
- Asking pupils to keep a diary of any incidences of bullying that occur, without reacting to them, then meeting after an agreed period to discuss bullying and find ways forward.
- Parental involvement.
- Working with victims to inform them of the strategies available.
- Working with victims to practise the strategies available, e.g. working on their body language and posture, developing self-esteem.
- As reparation, perpetrators of bullying may be given tasks to carry out in their free time which will benefit the college community, e.g. designing and putting up posters in rooms with anti-bullying sentiments.
- Allowing students to leave school earlier/later for a very limited period to re-establish confidence.
- Referral to the Support Team.
- Involving buddy or mentor to support victim where appropriate.
- Apply sanctions, especially if there is a continuation or escalation of identified bullying behaviour, such as Internal or Fixed Term Exclusion, Community or Leadership work etc.
- Referral to external body – Education Welfare Officer, Educational Psychologist, Anti-Bullying in Cornwall, Careers South West, and/or the Police.

**If bullying is reported to an adult, the following action will be taken:**

- The incident will be investigated, either by the adult to whom it was reported or by another adult to whom it has been referred, e.g. tutor, Head of House, Support Team Leader. (At this stage agreement must be made for a specific named adult to take responsibility for investigating the matter).
- The matter is then to be dealt with using one or more of the strategies outlined above.
- The incident, and how it has been dealt with, is then to be recorded on Behaviour Manager. Additional information can be recorded on the pupil's electronic file.
- Parents/Guardians will be informed.
- After a period of time, agreed beforehand with the victim, the adult who took responsibility for dealing with the incident will check with the victim to see that the bullying has ceased.

### **@Talk**

**Students can report any bullying they have received or witnessed via the Penryn College 'Report Bullying app'. @Talk allows students to e-mail directly trained staff. For further details see the school website or the @Talk Leaflet.**

**Bullying and the School Behaviour Policy**



**Our school Behaviour Policy now stipulates that:**

'We want all our students to understand and appreciate similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. We strive to create an ethos of inclusivity where everyone feels accepted.

We therefore do not accept behaviour that demonstrates a lack of mutual respect or tolerance, whether this is in school, in the community, or on-line.

When such behaviours are reported and investigated they will be dealt with via restorative means in addition to the normal behaviour policy sanctions to work towards educating an alternative viewpoint or response.

As a school, we work closely with our local police, and where we believe criminal behaviour has been undertaken, will recommend the victims of any 'hate crime' to contact the police prior to any school investigation taking place.'