# Policy Documents Control Sheet

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| **Document Title:** | **Anti-bullying and Peer On Peer Abuse Policy** |
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| **Policy Author:** | **Mr E Kington** |
| **Ratified by:** | **SLT/Academy Council** |
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| **Review Date:** | **April 2021** |

# Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

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# 1. Aims

Bullying and peer on peer abuse can happen in every school and are rare at The Sir Robert Woodard Academy. We aim to educate our students about the impact of bullying and attempt to reduce instances as much as possible.

This policy sets out the Academy's aim to provide a safe, disciplined and ordered community in which all pupils, irrespective of cultural heritage, religious background, disability, appearance, sexuality or ability, can learn and feel safe. We aim for every member of the Academy to feel valued, respected and safe and for all pupils to be fairly and consistently treated.

The policy aims to:

- **Define** bullying and peer on peer abuse.
- Provide details on the role of the Academy in **preventing** bullying and peer on peer abuse.
- Provide the basis for a **consistent approach** to dealing with allegations of bullying and peer on peer abuse.
- Summarise the **roles and responsibilities** of different people in the school community with regards to bullying and peer on peer abuse.

# 2. Links with other school policies and practices

This policy is based on advice from the Department for Education (DfE) with regards to:

- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Exclusion from maintained schools, academies and pupil referral units (PRUs) in England
- Supporting pupils with medical conditions at school

It is also written with reference to the Special Educational Needs and Disability (SEND) Code of Practice and is additionally based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their anti-bullying strategy online

# 3. Monitoring arrangements

This policy will be reviewed by the Principal and Academy Council every two years. At each review, the policy will be approved by the Principal.

# 4. Roles and responsibilities

**The Academy Council**

The Academy Council is responsible for reviewing and approving this policy in conjunction with the Principal and for monitoring its effectiveness, holding the Principal to account for its implementation.  The Safeguarding Lead on the Council's Standards and Safeguarding Committee will meet regularly with senior staff to ensure they receive updates, in addition to reports being shared with the Council. The bullying logs will be reviewed by the Council's Safeguarding Lead and senior staff at regular intervals.

### The Principal

The Principal is responsible for reviewing and approving this policy in conjunction with the Academy Council.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with allegations of bullying and peer on peer abuse. The Principal will monitor how staff implement this policy to ensure consistently.

### Senior Leadership

Members of the Senior Leadership Team with responsibility for leading on anti-bullying will work closely with the Chapter teams to devise and update policy and practice and ensure it is shared at regular intervals with the Academy community. They will liaise where necessary with the Designated Safeguarding Lead regarding Peer on Peer abuse.

### Staff

Staff are responsible for:

- Being vigilant to signs of bullying and peer on peer abuse in line with their wider safeguarding responsibilities
- Supporting the school's culture and raising awareness of the potential impact of bullying and peer on peer abuse
- Reporting swiftly any concerns they have about the welfare of a child in line with school procedures
- Modelling positive behaviour
- Investigating and reporting allegations of bullying and peer on peer abuse swiftly and fairly and recording these
- Ensuring resolutions that safeguard the welfare of pupils and reduce the likelihood of repeated behaviours

### Parents

In relation to bullying and peer on peer abuse parents and carers are expected to:

- Ensure the Academy is aware of any concerns, problems or changes in circumstances that may affect their child's behaviour or impact on their safety/welfare
- Support the Academy to find the most appropriate solutions (for all stakeholders) with respect to allegations of bullying and peer on peer abuse
- Support their child in adhering to the Academy's policies and expectations of pupil conduct
- To model this policy in their own dealings with members of Academy staff

## 5. Expectations of pupil conduct

We believe that every child has the right to achieve and no child has the right to disrupt the education or harm the welfare of others. Pupils are expected to refrain from acting in a way that would stop others from learning, endanger safety, or bring the Academy into disrepute.

Our aim is that all our students 'Aspire to Achieve'. We want to encourage all students to develop the ASPIRE Learner Attributes so that they are:

- **A**mbitious
- **S**elf-regulating
- **P**resent
- **I**ndependent
- **R**esilient
- **E**xcellent

The SRWA learner attributes underpin the wider Woodard culture of faith, unity and vision, helping to foster a culture of respect and thus actively promote the Academy's anti-bullying agenda.

# 6. Definitions

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: deliberately hurtful; repeated, often over a period of time; difficult to defend against.

The term bullying is therefore not appropriate when describing one off incidents, accidents, incidents without intent or friendship fallouts.

Peer on Peer Abuse is defined as a serious form of bullying (abuse) between persons of a similar age and as such has wider safeguarding implications. An example of this is sexual abuse or sexual harassment, for which DfE guidance is followed. The specific details surrounding peer on peer abuse are outlined in section 9 of this policy.

**Bullying can include:**

| Type of bullying | Definition |
|---|---|
| Verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Emotional or psychological | Shunning/ostracising, tormenting, making threats, taunting |
| Physical | Hitting, kicking, pushing, behaving in an intimidating manner or interfering with personal property |
| Racial or faith-based | Taunts, gestures, name-calling, negative stereotyping or physical, verbal or written abuse based on race, colour, ethnicity, nationality, culture, language or religion |
| Sexual | Explicit sexual remarks or innuendo, display of sexual material, sexual gestures, comments about sexual reputation or performance, unwanted physical attention, unwanted or inappropriate touching |
| Sexist or transphobic | Using demeaning or intimidating language, negative stereotyping or displaying discriminatory attitudes based on gender or gender identity |
| Homophobic | Using homophobic language, e.g. name-calling, innuendo or negative stereotyping, based on sexual orientation |
| Special Educational Needs and Disability | Name-calling, innuendo, negative stereotyping or excluding from activity, based on special educational need, disability or learning difficulty |
| High ability | Name-calling, innuendo, ostracism or negative peer pressure in relation to high levels of ability or effort |
| Cyber-bullying/abuse | Bullying or abuse that takes place online, such as through social networking sites, messaging apps, texts, or gaming sites |

**Possible signs of bullying**

A student may indicate by signs or behaviour that they are being bullied or subjected to abuse. Adults should be aware of these possible signs and that they should investigate if a student:

- Is frightened of walking to or from the Academy
- Does not want to go on the Academy or public bus
- Begs to be driven to the Academy
- Changes their usual routine
- Is unwilling or refuses to go to the Academy
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering Self harms
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Regularly feels ill in the morning
- Begins to show deterioration in their learning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has monies or swipe card continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- Stops eating
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received
- Disengages with electronic devices or social media
- Gives improbable excuses for any of the above

These signs and other behaviours could indicate other issues, but bullying should be considered a possibility.

# 7. Reducing Bullying and Peer on Peer Abuse

The Academy will raise awareness for staff through training and take actions to reduce the risk of bullying at the times and places where it is most likely to occur.

The Academy recognises that there may be times when students are more vulnerable to bullying - lunch and break times, before and after school, and arrangements will be made to ensure that at such times there is adequate supervision to reduce the risk of bullying.

The key points from the policy will be displayed prominently in the Academy and will be discussed with students through student council meetings, assemblies, and mentoring time.

Student surveys will at times be used to facilitate an understanding of the level and types of bullying students might have experienced and how well the incident has been dealt with and resolved.

## Environment

As our aim is to promote an ethos where all forms of bullying are unacceptable, the whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create "safe spaces" for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos

Academy Leaders will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve issues between those who bully and those who have been bullied

## Education and Training

The Academy will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

**Involvement of pupils**

The Academy will*:*

- Involve pupils in initiatives to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying and utilise pupil voice in providing pupil led education and support
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have

## 8. Dealing with allegations of bullying and Peer on Peer Abuse

If signs are identified by staff or students which suggest that a student is being bullied, they should:

- Encourage the student to talk about their experiences
- Report concerns to a member of staff, for example their form tutor, Chapter Leader or Pastoral Support Officer
- Reassure and support all students involved
- Be sensitive to students' feelings and emotions

If a student reports that they are being bullied, or a student witnesses an incident of suspected bullying:
- All allegations will be taken seriously and due procedures will be followed
- A factual statement of events will be taken by a member of staff, usually from the Chapter team
- A thorough investigation will be coordinated by the victim's Chapter
- As far as is possible, a complete account of the incident or incidents will be taken, including statements from friends, classmates or witnesses who can verify any accounts will be obtained. The investigating staff member will consider other evidence of the events such as CCTV or other images (if appropriate and available)
- If appropriate, findings will be discussed with Chapter Head and other members of the senior leadership team who are responsible for the behaviour and welfare of students
- Clarification may be sought as to whether the incident is classified as bullying or peer on peer abuse and if appropriate the Designated Safeguarding Lead will be involved
- A decision will be made (usually by the victim's Chapter) about how the incident is best dealt with
- Following any investigation, all reported incidents that are classed as bullying or peer on peer abuse will be logged on the school system
- Parents of the victim and the perpetrator(s) will be contacted by a member of staff to discuss the outcomes of the investigation and intended course of action
- The Academy behaviour policy with regard to sanctions will be followed

Students may also choose to report bullying to the anti-bullying email address found on the Academy website.

## Sanctions

Sanctions may be applied by the Academy dependent on the nature, severity and frequency of the bullying. Any sanctions will be determined in line with the Academy's behaviour policy.

If there is an imbalance of power due to the victim being outnumbered then sanctions may apply to all who were part of the group, including those who were passive supporters. Failure to stop an incident or seek help for the victim may make a student complicit in the act of bullying.

Where further action is required in the form of Academy sanctions these should be recorded on the perpetrator's behaviour log. Should the incident be serious enough or not be the first offence, further actions, including the possibility of involving outside agencies may be taken to support the victim and/or the perpetrator.  If a student is involved in bullying on repeated occasions, escalating sanctions up to and including fixed term and permanent exclusion will be considered by the Academy.  Consideration will be given for support to the victim, including targeted work on assertiveness and resilience in order to keep safe any students identified as being at risk.

## Restorative Practice & Peer to Peer Support

Restorative practice has been shown to have a very positive impact on reducing bullying and achieving positive outcomes and therefore is encouraged as part of the 'actions taken'. A restorative conversation does not replace a sanction, however in some cases, and as the result of an agreement from all parties involved, it may be appropriate.

If appropriate, the victim(s) and the perpetrator(s) should meet together in a supervised setting with a member of staff trained in restorative practice in order that the students can give their respective accounts and propose/agree to a solution.

Outcomes of the restorative conversation should be recorded and shared with students and parents/carers. In some cases, students will be encouraged to sign an Acceptable Behaviour Contract (ABC) in order to protect all parties from further incidents and allegation.

Students may also make use of the Academy's peer to peer support programme (as available and appropriate).

## Parents and Carers

The Academy is committed to working in partnership with parents/carers and believes that the best outcomes emerge when staff and parents/carers are able to work together when bullying occurs.  We recognise the important influence that parents/carers have on their children and would seek to, in line with home/academy agreement, enlist their support when their child is involved in bullying - either as victim or perpetrator.

If parents/carers believe their child is bullying others, this information should be shared with the Academy so that the problem can be addressed at an early stage and a plan agreed to prevent further incidents and the child can be helped to change their behaviour.

If parents/carers suspect their child is being bullied, they should encourage the child to report the incident to their tutor, Pastoral Support Officer, Chapter Leader or a member of staff they feel comfortable speaking to.  Parents/carers should share any concerns at the earliest opportunity. All expressions of concern will be taken seriously and investigated thoroughly.

# 9. Peer on Peer Abuse - additional information

At SRWA we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and may manifest as severe bullying (including cyber-bullying), gender based violence/sexual assaults and the sharing of child sexual imagery ('sexting'). Such peer on peer abuse may take many different forms and present in many different ways as detailed below. All Academy staff must be aware that children can be abusers as well as victims and that any concerns should be discussed with the Designated Safeguarding Lead.

## Prevention

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate ASPIRE PSHE syllabus, which develops students' understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk through the ASPIRE Assemblies & Tutor Time programme, Citizenship lessons and other SMSC programmes
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils
- Ensuring allegations against other pupils which have safeguarding implications are reported to the designated Safeguarding Lead at the Academy

When considering peer on peer abuse, it is helpful to consider the following factors:

- Relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive)
- A differential in power or authority (e.g. related to race or physical or intellectual vulnerability of the victim)
- Actual behaviour (both physical and verbal factors must be considered)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- Physical aggression, bullying or bribery
- The victim's experience and perception of the behaviour
- The possibility the abuser is, or was, also a victim
- Attempts to ensure secrecy
- An assessment of the change in the behaviour over time (whether it has become more severe or more frequent)
- Duration and frequency of behaviour.

Examples of safeguarding issues against a student could include:

- Physical abuse
- Violence, particularly pre-planned
- Forcing others to use or supply drugs or alcohol
- Emotional abuse
- Blackmail or extortion
- Threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
- Isolating an individual from social activities
- Sexual abuse
- Sexual exploitation
- Indecent exposure, indecent touching or serious sexual assault
- Encouraging other children to engage in inappropriate sexual behaviour
- 'Upskirting', photographing or videoing other children performing indecent acts
- Sharing indecent images of children or child sexual imagery (including 'sexting' and 'revenge sexting')
- Forcing others to watch pornography or to take part in sharing of child sexual imagery

## Procedure

If there is a safeguarding concern, the Academy safeguarding procedures will be followed.  The Designated Safeguarding Lead (DSL) will be informed immediately and a log of the incident made:

- A factual record should be made of the allegation and passed to Chapter Team and/or the Designated Safeguarding Lead (DSL), but no attempt at that stage should be made to investigate the circumstances
- Further discussion with the alleged victim/perpetrator may be required by the Academy if further assessment is required prior to a safeguarding decision being made
- A decision will be made by the the Designated Safeguarding Lead as to whether to contact the Multi-Agency Safeguarding Hub (MASH) to discuss the case
- If the allegation indicates that a potential criminal offence has taken place, MASH will consult with the police and Children's Social Services as appropriate
- Parents of both the alleged perpetrator and the victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
- A record of the concern and a copy will be kept on both pupils' files using the school logging system
- It may be appropriate to seclude or exclude the alleged perpetrator for a period of time to protect another pupil(s) or prevent interference with any investigation
- If neither Children's Social Care nor the police decide to take action as a result of a disclosure, a school investigation should take place in the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored and a date set for a follow up review with everyone concerned.

## APPENDICES

### Guidance for students:

If you believe that you are being bullied:

- Try to stay calm and look as confident as you can
- If you are able to, make the bully verbally aware that what they are doing is wrong. Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Share your feelings with someone - we advise you speak to a member of staff who is in a position to help before contacting your parent or carer since the school is in a better position to help immediately - therefore talk to a member of staff, for example your tutor, Pastoral Support Officer or Chapter Leader
- Give as complete an account as you can of what has happened to you and think of friends, classmates or witnesses who have witnessed incidents
- If you would rather not go straight to a member of staff, talk to a senior student, e.g. Sixth Form student, peer mentor or prefect
- Talk to your parents/carers about the issue but do so when you go home
- There are also people outside the Academy who you can talk to - you can find details at the end of this policy document, on our website or in Chapter bases
- You may be given support and advice and counselling if deemed appropriate
- Don't blame yourself for what has happened

### When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

### If you witness bullying

Remember, bullying concerns everybody, not just the victims or the bullies. If you see, hear, or know about bullying you must tell somebody.  This includes if another student has disclosed to you that they are being bullied.  If you ignore bullying you are encouraging it. If you are aware of bullying:

- Support the victim by offering your friendship and make it clear that what is happening to them is wrong
- Encourage them to speak out
- Accompany the victim to a trusted adult, or suggest that you see their tutor or Chapter on their behalf
- Find a member of staff or a prefect, and tell them exactly what has happened
- Record the names of the bullies if you know who they are
- If you feel that you are able to, tell the students who are bullying that they should stop

### If you are the bully

Bullying behaviour is a problem for both the bully and the victim and will be addressed in a constructive way which provides opportunities for growth and development for the bully and victim alike. If you have bullied others you will

be given advice and support and taught strategies to enable you to bring your behaviour under control.

### List of support organisations:

Please note that there is further detail regarding support organisations on the Academy website. This information is also accessible to students and staff via the Chapter bases.

### Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk

### Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk

### SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

### Race, religion and nationality

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org

### LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Stonewall: www.stonewall.org.uk

### Local organisations who can offer general advice and point you in the right direction:

Adur Find it Out Centre: If you are aged 13-25 you can drop in to a FindItOut centre to get advice and information on anything from training and careers, to family and relationships, health and emotional support. If you want to talk to someone in confidence you just need to make an appointment. If you have an issue that they can't help you with, they will put you in touch with somebody who can. As well as advice and information there is free internet access.

www.westsussex.gov.uk/education-children-and-families/your-space/life/finditout-centres/adur-finditout-centre

Tel: 01903 763639  Address: Lancing Youth Centre, Penhill Road, Lancing, BN15 8HA