

PAKEFIELD HIGH SCHOOL



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Anti-Bullying Policy

January 2025- January 2026

Pakefield High School

Anti-Bullying Policy

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Signature of Chair of Governors:	
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Anti-Bullying Policy

Purpose

The purpose of this policy is to:

- Prevent bullying between children and young people within our organisation or during our activities.
- Ensure bullying is stopped promptly, with appropriate support provided to all involved.
- Provide clear guidance for staff, volunteers, children, and families on preventing and addressing bullying.

Roles and Responsibilities

- All governors, teaching and non-teaching staff, students, and parents should understand what bullying is.
- Staff must be familiar with and follow the school's anti-bullying policy when bullying is reported.
- The school will support students and parents in understanding bullying and responding to it effectively.

Definition of Bullying

The Department for Education (DfE) defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

The school defines bullying as:

"Repeated negative behaviour intended to make others feel upset, uncomfortable, or unsafe."

Types of Bullying

1. Verbal: Repeated harmful speech, e.g., name-calling, racism, sarcasm, teasing, discriminatory remarks.
2. Physical: Harmful body contact, e.g., kicking, punching, inappropriate touching, spitting.
3. Indirect: Non-physical actions, e.g., spreading rumours, exclusion, property damage, cyberbullying.
4. Cyberbullying: Harm via technology, e.g., sharing private information, creating fake accounts to harass.

The descriptions above are not exhaustive lists but provide exemplification of the kinds of behaviours that might be considered bullying within each category.

Banter vs. Bullying

- Friendly banter: Playful and harmless, with mutual understanding of limits.
- Ignorant banter: Unintended harm, often followed by apologies.
- Malicious banter: Deliberate humiliation or harm, considered bullying.

Language and behaviour can have different meanings in different context. Just because someone uses certain language to refer to themselves it doesn't necessarily means it's acceptable, nor does it make it acceptable for others to use it. Banter isn't always accepted and all parties including people not part of the conversation might be offended.

Core Beliefs

Bullying will not be tolerated at Pakefield High School and all members of the school community have the right to:

- Everyone has the right to feel safe and respected.
- Diversity should be celebrated and valued.
- Offensive language or behaviour, particularly related to protected characteristics (Equality Act 2010), is always unacceptable.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable. This includes any negative language or behavior in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

Prevention Strategies

1. Developing and promoting a behaviour code for respectful interactions.
2. Regularly discussing bullying prevention with staff, students, and families.
3. Providing training for staff and volunteers on recognising and addressing bullying.
4. Embedding anti-bullying measures into the curriculum and school culture through:
 - PSHE lessons, assemblies, and targeted campaigns.
 - Peer mentoring, buddy schemes, and group discussions.
5. Monitoring and adapting strategies based on feedback and trends.

Reporting and Responding

- Bullying reports are taken seriously, recorded, and investigated by Year Leaders.
- Staff, students, and families should follow established reporting protocols.
- Victims receive tailored support to restore confidence and well-being.
- Perpetrators are educated on the impact of their actions and guided to positive behaviour change.
- Restorative practices are used to repair relationships where appropriate.

Disciplinary Actions

The following actions may be taken, depending on the severity and frequency of incidents:

- Behaviour warnings and reflective opportunities.
- Supervised breaks or timetable adjustments.
- Temporary or permanent exclusion from certain activities or areas.
- Referral to external agencies (e.g., School Nurse, Family Support Worker).
- Reporting incidents to local authorities for cases involving discrimination or hate.

Parents/carers have the right to report any serious concerns to the police and the school will support families and any potential investigations, subject to constraints placed upon the school in terms of confidentiality, GDPR regulations etc.

Responsibilities for Monitoring

- Year Leaders track and address bullying trends.
- The Deputy Headteacher oversees the school's approach and reports to the Senior Leadership Team (SLT).
- Regular updates on bullying are provided to the governing body.

Related Policies

This policy complements the following:

- Child Protection/Safeguarding Policy
- Behaviour and Attitudes Policy
- Equality and Diversity Policy
- Online Safety Policy
- Exclusion Policy

Additional information/ context to schools approach:

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs, especially if they are repeated:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide, or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility. While recognising that bullying happens in all schools and within the wider community, parents/carers and students at Pakefield High School are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per the school procedures to deal effectively with the victims of, and those responsible for, acts of bullying.

Prevention:

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Appropriate behaviour is reinforced during lessons and around the school site.
- Curriculum opportunities are used to address bullying through: Subject areas e.g. English, Drama,
- PSHE Assemblies e.g. National Anti-Bullying Week and National Safer Internet Day.
- Focus in whole school assemblies, House Assemblies where expectations are shared
- Pupil surveys.
- Poster campaigns- display materials of anti-bullying posters and signs around the school
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes
- Raise awareness of the negative consequences of bullying
- Coaching and life lessons
- Work/ links with presentations from outside agencies and theatre groups e.g. Wolsey Theatre Company, Suffolk Constabulary, Peer support (e.g. Transition Ambassadors)
- Group work and 1 to 1 work with targeted students, having discussions about bullying and why it matters as part of the PSHE/SMSC curriculum.
- Use of the school behaviour policy which uses a warning (W) system. This allows for reflection on actions towards others and restorative approaches allowing both the victim and perpetrator to be supported.
- Dedicated non-teaching Year Leaders and standards team that have overall responsibility for their year group and can track behaviour
- Using our behaviour tracking systems
- Training for midday supervisors, so they can be aware of vulnerable students

Why is it Important to respond to Bullying?

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are perpetrators of bullying need to learn different ways of behaving by building up their positive behaviour and then guided on maintaining this behaviour as where students who have been bullied need support to help them repair and maintain their positive behaviour.

Schools have a responsibility to respond promptly and effectively to issues of bullying. Bullying is changing all the time. The increase of social networking and other electronic devices has led to various forms of bullying being on the increase, such as cyber bullying.

Bullying will not be tolerated at Pakefield and we will take measures to ensure there isn't a culture of bullying at Pakefield but a culture of respect, tolerance and acceptance.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded on the safeguarding platform and passed to the year lead. Recordings and actions will be completed digitally using the online safeguarding platform. This information can be found in the school's child protection and safeguarding policy.

Year Leads with the support of appropriate staff will investigate the incident by interviewing those concerned and record outcomes on the files of those involved.

Coaching staff and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience and be supported by an appropriate staff member. External agency support may also be deployed, if appropriate, which may include access to, for example, the counselling or mentoring schemes to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behavior of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships using the restorative processes of repair, build and maintain relationship, involving a discussion mediated by a member of staff as a way of resolving

disputes.

Student responsibility

Students who witness any bullying in school or travelling to and from school must tell an adult immediately. They must also be clear about what happened and who was involved. The adult they report a concern too, should complete a safeguarding referral on the school's internal system and inform the students year lead. The students Year Leader will action thereafter.

Year Leader Responsibility

The Year Leader speaks to the students individually and identifies the issues. The matter is investigated by interviewing victim/perpetrator and other witnesses. Parents of both students are contacted should this be found to be a bullying incident. The information is passed onto their line manager for further peer review and action.

Any bullying incident will be logged on our safeguarding platform and logged digitally on class charts of any necessary consequences given. Its best practise that a Restorative meeting will be conducted to help repair, build and maintain future relationships, where necessary. Support strategies put in place for both victim and perpetrator, where necessary.

Repeated offender

This will be evident from bullying log and class charts. The Year leader with support and involvement of SLT will phone or meet with parents and discuss ways of helping the student. This could involve drawing on the expertise of outside agencies such as the School Nurse, Youth Offending Team, Family Support Worker etc.

If behaviour does not improve – consequences and support will escalate for the perpetrator in line with our behaviour and attitudes policy.

The following disciplinary steps may be imposed:

- Removal from the class or change of timetable
- Withdrawal of break and lunchtimes
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Detention
- Internal segregation

Fixed term exclusion or permanent exclusion

- Application of the 'W' warning systems
- Official written warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- Referral to Local Authority (see below)

Disciplinary steps are imposed appropriately by the staff involved – according to the level of responsibility delegated to them when dealing with the incident. Significant sanctions are

reviewed by the senior leadership team. Any recommendations for permanent exclusion are based on a thorough investigation and follow DFE guidance.

Parents/carers have the right to report any serious concerns to the police and the school will support families and any potential investigations, subject to constraints placed upon the school in terms of confidentiality, GDPR regulations etc.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- Child protection/safeguarding policy
- Exclusion policy
- Behaviour and Attitudes policy
- Procedures for responding to concerns about a child or young person's wellbeing.
- Dealing with allegations made against a child or young person.
- Managing allegations against staff and volunteers.
- Code of conduct for staff and volunteers.
- Online safety policy and procedures for responding to concerns about online abuse.
- Equality and diversity policies