Policy Focus	Anti-Bullying Policy
Lead Policy Holder	R Banks - Principal
Designated Advisory Board	Jill Bainton
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1. Introduction

This policy has been developed using the DFE Guidance documents Preventing and Tackling Bullying July 2017) and Behaviour and Discipline in School (July 2013) and is mindful of the Equality Act 2010.

KCSIE 2024

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Phoenix Bay School believes that every young person has the right to live each day in school without fear, bullying, threats, name-calling, racial or sexual harassment, interference with property and any other action designed to frighten, humiliate, or embarrass are totally unacceptable. Bullying takes place to some extent in every school; it is unfortunately a part of our culture and can be seen in families, friendships and in the workplace. To acknowledge this is not to accept it. It is a way of affirming our responsibility to work together as a community to create an environment in which everyone feels accepted, valued and able to get on with the job of learning and growing.

For this reason, we strive:

- To ensure that all members of the school community follow the agreed Code of Conduct.

- To ensure that there is good order and that the school is well organised.

- To ensure that adults who are responsible for supervising young people carry out their duties effectively.

- To ensure that all members of our community treat one another with respect and value our Equality and Diversity Policy.

- To promote learning about citizenship, rights and responsibility so that it is clear that bullying is a form of anti-social behaviour which cannot and will not be tolerated.

- To develop an effective school.

- To develop an effective School Council cycle so that young people are able to address issues affecting their welfare.

Bullying causes pain. At the very least it causes distress and at worst it ruins lives. Its legacy lives on into adult life. Young people and staff must never ignore or accept bullying in any form. The credibility of this policy depends upon everyone in our school speaking out and then taking agreed action whenever bullying arises.

2. Code of Conduct

All staff at Phoenix Bay School are committed to empower, motivate, and inspire all our students to overcome barriers to learning and reach their true potential. The aim of our broad, balanced innovative curriculum is to ensure students leave out school with tolerance and respect for others, emotional resilience, good social skills, and the best outcomes possible.

- Maintain positive and healthy relationships

- Become emotionally resilient
- Be kind
- Become tolerant and respectful of individuals
- Achieve the best possible outcomes

3.   Equality and Diversity Statement.

At Phoenix Bay School we are committed to providing services and an environment for learning and developing which reflect the breadth and diversity of society. Throughout our work and relationships with the Local Authorities, parents/carers, and young people and between staff, we always aim to ensure there is no discrimination relating to age, gender, sexual orientation, ethnicity, gender reassignment or disability. All children and young people have a right to a broad and balanced range of experiences, both in terms of the school curriculum and the enhancement activities that reflect in a positive way the range of cultures and experiences of the whole community.

4.   Safeguarding children and young people.

Phoenix Bay school is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent Children from harm, abuse, and exploitation. When there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a bullying incident should be addressed as a child protection concern under the Children Act 1989. Please refer to Phoenix Bay's Safeguarding and Child Protection Policy

However, external support can be given to students whether it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the student who are experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

5.   What is Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves, often aimed at certain groups, for example because of race, religion, gender, or sexual orientation. It can take many forms, it can be:
- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Racist (racial taunts, graffiti, gestures)
- Sexual Harassment (Unwanted physical contact or sexually abusive comments)
- Cyber bullying (via e-mail, text or on-line, i.e. email, social, network and instant messenger)
- Bullying involves the use of power in relationship - it can be seen in many interactions between students, parents, and staff.
- Prejudice based and discriminatory bullying

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. School staff will intervene early to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Prejudice based and discriminatory bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual (LGBTQ+) community.

Who experiences homophobic bullying?

- Young people who are LGBTQ.
- Young people who are thought to be LGBTQ.
- Young people who are different in some way — they may not act like the other boys or girls.
- Young people who have gay friends or family, or their parents/carers are gay.
- Teachers, who may or may not be LGBTQ.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Students identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Racist bullying

The school uses the working definitions of *racism* and *racist incident* that were proposed in the report of the Stephen Lawrence Inquiry, 1999. The report defined racism as:

"Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin".

Historically, the term *racism* has been used principally in situations where colour and physical appearance are considered to be significant markers of difference. There has virtually always, however, been a cultural element as well – 'the other' has been recognised not only by their physical appearance but also in relation to their culture, language and religion. This crucial point was reflected in the Stephen Lawrence Inquiry definition quoted above and is reflected also in race relations legislation, since case law has established that Sikhs, Jews and Travellers of Irish heritage are for legal purposes to be treated as distinct racial groups. Other forms of racism where differences of culture and religion are at least as significant as differences in physical appearance include Islamophobia and hostility to refugees and people seeking asylum.

Other types of bullying

- Bullying related to special educational needs (SEN/D) and disabilities.
- Bullying related to appearance or health conditions
- Bullying of young carers or looked-after children, or otherwise linked to home circumstances
- Prejudice-based and discriminatory bulling

6. Bullying which occurs outside school premises

Staff members have the power to discipline students for misbehaving outside the school premises. Section 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and not under the lawful

control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. Where bullying outside school is reported to school staff, it will be investigated and acted on in the same way as bullying in school. The Principal will also consider whether it is appropriate to notify the police, or their local authority of the action taken against a student.

7. Our Approach

School staff, Principal and Directors are best placed to decide how best to respond to the issuesthat affect the students at Phoenix Bay School. There is no single solution to bullying which will suit all schools, however we will:

- Establish and maintain a caring ethos so that bullying is less likely to occur

- Encourage discussion about bullying so that it does not become a hidden activity

- Listen to students when they talk about or report bullying

- Provide good adult role models, i.e., never misusing authority as power to humiliate or dominate

8. Prevention

Successful schools create an environment that prevents bullying from being a serious problem in the first place. Our best prospect of reducing or even eliminating bullying is through constantly expecting all members of the school to treat each other with respect and understanding in line with our Code of Conduct. As staff, we cando this best by example rather than preaching.

The role of staff in preventing bullying is important in three ways:

1. Staff behaviour sets the tone of the organisation's day-to-day life. Bullying is more likely to occur where staff adopt authoritarian or dominating styles. This gives young people the message thatstaff authority comes from her or his power rather than from legitimacy

2. Young people's self-esteem should be supported. A strong sense of self-worth helps buildstrong relationships, which in turn both reduce the likelihood of bullying and, if it does occur,reduces its harmful impact

3. Spotting signs that a young person might be the victim of bullying is important. There are many indicators of possible bullying — loss of, or damage to, possessions, physical injury, change in disposition, isolation from usual friends, tearfulness, deterioration of work and others. Verbal bullying should never be ignored.

Further prevention strategies employed by the organisation are as follows:

- Our code of conduct is published and regularly discussed.

- We ensure young people's consultation and participation is formalised through student voice.

- Discussions take place informally and during keyworker time on the nature of bullying and incidents.

- We highlight and value examples of kind behaviour, both in school and in the wider world. (e.g. in the media, news, entertainment).

- We create an ethos of good behaviour where students treat one another and the school staff with respect, this is done through reward culture based on our school values which includes respect.

- Increased supervision takes place in parts of the school where bullying may be more likely implement disciplinary sanctions.

- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

- We openly discuss differences between people that motivate bullying, such as religion, ethnicity, disability, gender, sexuality, gender reassignment or appearance related differences. Also, children with different family situations, such as looked after children or those with caring responsibilities.

- We provide effective staff training on Anti-bullying laws, procedures, and prevention.

- We make it easy for students to report bullying so that they are assured that they will be listened to, and incidents acted on. This is done through good relationships through staff and students, parents/carer ringing into the school.

9. Dealing with Incidents

The nature and level of support will depend on the individual circumstances and the level of need. School staff will decide which intervention would be best for each student. Where prevention has failed, and bullying has taken place we will deal with it carefully. We will not give way to anger however we may feel about what has happened and its effect on the victim.

Our two aims are:
- To protect the victim's self-esteem and self-confidence and to keep her or him safe.

- To modify the attitude and behaviour of the perpetrator(s)

10. Procedures

Every case is different. Professional judgement and experience help staff react in the best way.
This means the actions below might be amended in the interests of individual students, but in essence what follows are our standard actions in response to bullying.
We:
- Talk with the victim (Solution focused approach). The victim must be given time and encouragement to talk, not just about details of what happened, but also about their feelings. The victim should feel supported, and an agreement made about meeting again.

The discussion will be logged using SchoolPod and will be highlighted as a bullying issue. All bullying issues will be forwarded and followed up by the Principal.

- Talk with the perpetrator (solution focused approach). Although details will be needed, it is important not to get bogged down in detail when it is feelings which are at the heart of the issue. The student needs to be encouraged to consider and understand how the victim feels. It might be appropriate to talk about her or his personal relationships with others in general. In any case the perpetrator will be required to come to an agreement about how to behave in the future towards the victim and others. This will be logged as a follow up on the same original incident logged on SchoolPod,thus creating a trail of evidence and notes.

- Anti-bullying intervention programmed. 1:1 session that will be specific to the individual such as building empathy, self-esteem etc.

- Consider setting up a victim/bully meeting (Restorative justice). This is only useful in some cases. It can help the victim recover from the incident and give the bully a better insight into the hurt he or she has caused. It can also help create a new relationship. However, it is wrong to have a meeting if the victim is not ready. Pressure should not be put on the victim if they are nervous or worried about meeting the bully face to face. Inform parents/carers and record comments on a further follow up on SchoolPod.

- Follow-up meetings with both the victim and the bully will be arranged to confirm that the problem has been solved. Where it has not, further work will be done. These follow up meetings will again be logged on SchoolPod.

- Involve other agencies where on-going support is needed either by the bully or the victim or when continued work is called for (e.g. students social worker)

- Ensure documentation is thorough. In all cases, a bullying incident is recorded and leadership are to be informed. It should make clear who the perpetrator is. This will then be actioned. A log is maintained of all reported bullying and an annual bullying survey is conducted so a whole school evaluation is possible.

11. Consequences

As our aims are the resolution of the situation, support for the victim and the prevention of recurrence, the option of punishment must be carefully weighed. Bullying is a hurtful anti-social behaviour undertaken by those who get excitement, status, or material gain from it. In that sense it is done by those who have a sense of inadequacy, even if only temporarily. They probably have no socially acceptable way of gaining those things. Punishing a bully is likely to increase their alienation and anxiety and many not help them adopt more acceptable forms of behaviour. The perpetrator needs the opportunity to acknowledge what they have done, to understand the distress caused and to feel that their ability to change has been recognised.

Where the bully is genuinely remorseful and shows signs of having gained in-sight an apology to the victim, together with a promise about future behaviour, will suffice.

We may apply a disciplinary measure to some students' who bully to show clearly that their behaviour is wrong. Where a sanction is thought necessary and effective it will be set; the schools' Behaviour and Relationship Policy clearly setsout the sanctions available.

12. Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur outside school. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. Where there is no criminal offence Cyber-bullying will be dealt with using the strategies' set out above.

13.1 What can you do if you are Being Bullied?

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong
- Be proud of who you are
- Be assertive. Say "No", walk confidently away. Fighting back will make things worse.
- Tell an adult you trust straight away. You will get immediate support.
- If you need to you can talk to a member of student voice who will help you to understand the problem and bring it to an appropriate adult.
- Keep any digital images or comments posted via social media or email saved on your computer as evidence.
- All staff will take you seriously and aim to deal with bullies in a way which will address the bullying and not make things worse for you

13.2 If you know someone being bullied?

- Take action.
- Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Encourage the victim to tell an appropriate adult.
- If you feel you cannot get involved, tell an adult IMMEDIATELY.
- Do not be, or pretend to be, friends with a bully.

13. 3 Help and Support will be given as is appropriate to both the Victim and the Bully

We support the victim:
- By offering them an immediate opportunity to talk about the experience and trusted adult.
- By informing their parents/carers.
- By offering continuing support when they feel they need it.
- By taking appropriate steps to prevent further bullying.

We offer the bully support and challenge in the following ways:
- By talking about what happened t discover why they became involved.
- By informing the bullies' parents/carers.
- By continuing to work with the bullies to change their behaviour patterns and to challenge prejudiced attitudes as far as possible
- By using restorative justice techniques to resolve the conflict where possible.

14. Performance Standards

- All staff and students will understand what bullying is.
- possible.
- All staff and students will know what the bullying policy states and should follow procedures when incidents are reported.
- All allegations of bullying will be taken seriously and investigated and monitored.
- If bullying does occur, all students should be able to TELL and know that incidents will be dealt with promptly and effectively.
- Staff will receive appropriate training to ensure this policy is adhered to.

15. Bullying by Staff

- If a member of staff commits 'deliberately hurtful behaviour to students repeated over a time.'i.e bullying this will be treated as an allegation of professional abuse and will be reported to the LA LADO and investigated using the Child protection/Allegation of Professional Abuse Procedures.
- All staff are encouraged to report such behaviour to the Designated Safeguarding Lead.
- Phoenix Bay School had a separate 'Whistle Blowing Policy"

16. E- Safety

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of Phoenix Bay school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum. Students are taught in all lessons to be critically aware of the materials/ content they access on-line and be

guided to validate the accuracy of information and to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

As a school, we actively promote high levels of digital literacy. Digital literacy seeks to include knowledge and understanding of the applications and implications of digital technologies, in contrast to the skills focus of the computer literacy. Digital literacy is considered a key aspect of contemporary citizenship to enable individuals to fully participate in the digital economy and the democratic process, and knowledgeably engage with debates relating to the networked society, such as those relating to personal privacy.

At Phoenix Bay school there is a Smoothwall digital filtering and monitoring system to ensure the online safety of students, staff, volunteers and directors and the Advisory Board.