



PAPILLON HOUSE SCHOOL

ANTI-BULLYING POLICY

At Papillon House School we define bullying as any sustained behaviour, verbal, non-verbal or physical, which is intentionally intimidating and causes hurt or distress to others.

The School has a responsibility to ensure that no member of the School Community is harassed, victimised, bullied or discriminated against on the grounds of gender, sexual orientation, marital or civil partnership status, gender reassignment, race, religion or beliefs, pregnancy and maternity, disability or age. The School is also committed to ensuring an environment free from harassment and the emotional and physical distress that can be seen as a result of bullying. In certain circumstances harassment can amount to unlawful discrimination. This policy serves to demonstrate our commitment to identifying and wherever possible eliminating such unlawful behaviour.

Papillon House School works with children and young people with Autistic Spectrum Disorder and associated difficulties. Working with groups of vulnerable children and young people such as these requires staff to adhere to robust safeguarding protocols for the protection of vulnerable children with challenging behaviours and for the protection of all young people and staff. At Papillon House School, we are committed to excellence in safeguarding and child protection practice to support the welfare and progress of the children and young people with special needs in our care. Papillon House School is committed to providing a caring, friendly and safe environment for all children and young people so they can learn in a positive, relaxed and secure atmosphere.

Bullying in any form is anti-social behaviour and will not be tolerated in our school. We believe that staff, pupils and parents must work in partnership to ensure that we create an environment in which bullying is actively discouraged.

We believe that everyone has the right to be safe and secure while in our school and we consider any instances of bullying as a serious infringement of those rights.

Instances of bullying will always be dealt with according to our Safeguarding and Behaviour Policy, our Dignity at Work Policy and any other relevant policies. All alleged instances of bullying will be fully investigated when reported. All staff share a collective responsibility to investigate any complaints made by children/young people who may be the victims of bullying and, where appropriate, to make the situation known to a senior member of staff. Where any adult is being bullied this should be dealt the in accordance with the Schools Dignity at Work Policy.

Definition of bullying:

For the purposes of this policy bullying is defined as the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Verbal: Name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of interest, such as emails and internet chat room misuse, mobile phone threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

The DfE guidance on 'Preventing and Tackling Bullying' July 2017 gives additional information on how schools can prevent and respond to cyberbullying and advice for parents and carers on preventing and responding to cyberbullying

Bullying may also involve aspects that are:

- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comment
- Homophobic: Focusing on the victim's actual or perceived sexual orientation

Preventing Bullying

The nature of their disability means that children and young people with Autism Spectrum Disorders (ASDs) may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, children and young people with ASDs who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at Papillon House School have a duty to not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to all instances of bullying behaviours.

Papillon House School has a set of clear, inclusive values that are understood and lived by all members of the school community:

- The Behaviour Policy is explicit about the way in which pupils should behave towards each other.
- Staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils.
- Pupils and staff understand the importance of using inclusive and non-derogatory language.
- Pupils are helped to understand the difference between banter and interactions that can threaten or hurt.
- Staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

Bullying normally takes place at times when children/young people are not closely supervised. It therefore follows that these occasions should be kept to a minimum and that the playground, school corridors, toilets and other hidden corners should be visited by staff as regularly as possible.

Where possible opportunities should be given for groups to discuss bullying in role-playing situations devised so that children learn to cope better with bullies. Similarly, bullies could be placed in situations which require them to see things from the victims' position.

Positive, non-aggressive behaviours should be rewarded where possible.

Support for Victims of Bullying

Anyone who is a victim of bullying or perceives themselves to be a victim must know that:

- (i) It is ok to "tell"
- (ii) The incident/threat will be dealt with

(iii) Every effort will be made to ensure that they will be safe from further bullying or reprisal

Children/ young people will only have the confidence to “tell” if they can feel assured that (ii) and (iii) will happen. All allegations must be investigated and, whether substantiated or not, the victim must be told the outcome.

Children and young people often use emotive language such as “beaten up” “bullied” “threatened” to describe quite trivial playground incidents, or even accidents, that have resulted in minor injury. It is, however, important that the child’s concern is taken seriously, as sensitive, sympathetic intervention from adults can help children to learn the difference between bullying and accident, so that they become increasingly able to describe situations appropriately.

Children and young people who are found to be victims of bullying must be protected. They should be offered support from an adult they trust such as a Class Teacher, Special Needs Assistant, (SNA), Therapist or member of the Senior Leadership Team (SLT).

Anyone who is a victim of bullying must be provided with regular opportunities to review the situation and should know that they can go to their class teacher or trusted adult at any time if they feel vulnerable.

When a case of bullying is substantiated the member of the SLT dealing with the situation should ensure that the victim “feels safe” before sending them back to the situation where the bullying occurred.

It is desirable if both bully and victim can be brought together in a controlled environment to ensure that the situation is clarified. Ideally this will enable both parties to understand that the incident has been both taken seriously and dealt with and will not be allowed to recur.

The DfE guidance on ‘Preventing and Tackling Bullying’ July 2017 now includes additional information about how schools can support children and young people who are bullied.

The Perpetrators

It is important to make it plain to the bully that their behaviour is unacceptable. The bully must be encouraged to see the victim’s point of view and identify what they will do to make amends for their behaviour.

After recurring incidents and unsuccessful strategies for behaviour modification, the bully will have to face the consequences of their behaviour. A member of the SLT should be informed. In the case of children, a meeting with the bully’s parents may be called when a constructive plan for the future will be proposed.

If bullying recurs and there is no improvement the bully may be excluded at lunchtimes or for a fixed period of days leading, if necessary, to permanent exclusion.

In the case of adults, the Dignity at Work Policy should be followed.

Monitoring and Evaluation

All incidents must be recorded. Information is recorded on a bullying incident report. (See Appendix A)

- Name of victim
- Name of perpetrator
- What Happened?
- Any witnesses to the incident
- Action taken by member of staff
- Sanctions imposed
- Outcome and any further action required

Sanctions

These will need to take into account the individual needs of the perpetrator and his/her ability to understand the consequences of their actions and why a particular sanction has been imposed. Sanctions may include:

- Time out from class activities
- Removal to another classroom
- Sent to Head Teacher or other senior member of staff

The member of staff on duty is responsible for ensuring lunchtime incidents are recorded and, where appropriate, reported to a member of the SLT.

The Class Teacher or a member of the SLT is responsible for ensuring the parents of both the victim and the perpetrator are informed.

The Head Teacher is responsible for completing any incident report forms as requested.

RELATED POLICIES

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Dignity at Work Policy
- Equality Policy
- SEN and Disabilities Policy
- On-line Safety Policy
- The DfE guidance on 'Preventing and Tackling Bullying' July 2017

This policy was reviewed and revised by Alicia Rickman Head Teacher in consultation with Katie Lonnborg Deputy Head and Liz Evans Head of Therapy.

It was reviewed and agreed by the Management Team on 18 September 2017

Policy				
Anti-bullying	Written	Gillian Hutton	Head Teacher	September 2007
Anti-bullying	Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	September 2009
Anti-bullying	Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
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