



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 all have a role in creating a safe and positive learning 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 with in accordance with the Schools Dignity at Work Policy.

Definition of bullying

The UK's Anti-Bullying Alliance (A-BA) and its members have a shared definition of bullying based on research from across the world over the last 30 years. Papillon House School supports A-BA's definition of bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

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, threats
- 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
- Sexual: unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films, literature etc.
- Inappropriate comments which may not in themselves be abusive however, may be considered harassment.
- Racists: racial taunts, graffiti, gestures
- Homophobic: focusing on the victim's actual or perceived sexual orientation

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements where there is no power imbalance.
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.
- Isolated incidents of aggression, intimidation or violence.

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/young person's concerns are taken seriously, as sensitive, sympathetic intervention from adults can help pupils to learn the difference between bullying and non-bullying behaviour so that they become increasingly able to describe situations appropriately.

Preventing Bullying

Children and young people with Autism have difficulties with perspective taking and misreading social cues, which means they can misinterpret the intentions and action of others. Any allegation from a pupil who perceives they are being bullied will be taken seriously even if this appears to be a misperception.

The nature of their disability means that children and young people with Autism Spectrum Conditions (ASCs) 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 Autism 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 by all members of our 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.

Signs and Symptoms of Bullying

A pupil may indicate by signs or behaviour that they are being bullied. Staff should be aware of these possible signs and they should investigate if a pupil:

- Appears anxious
- Attempts or threatens self-harm
- Regularly feels ill before school or on arriving at school
- Regularly cries

This is not an exhaustive list and a pupil may show other signs that are not in character with their usual behaviour.

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 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 staff 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. Therapists will be able to support Class Teachers in ensuring all concerned have a good understanding of what has occurred.

The Perpetrator

It is important to ensure that the perpetrator understands their behaviour is unacceptable. Staff will encourage the perpetrator to see the victim's point of view and identify what they will do to make amends for their behaviour. Class Teachers will request support from Therapists where necessary to ensure the perpetrator is given every opportunity to understand and reflect on their behaviour. This will be dealt with according to our Behaviour Policy.

Should there be recurring incidents or unsuccessful strategies for behaviour modification, appropriate action will be taken by a senior member of staff. 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.

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

Monitoring and Evaluation

Staff must:

- listen carefully and calmly to what the pupil says.
- clarify if there are immediate safety risks

All incidents must be recorded.

- 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

The parents of both the victim and the perpetrator must be informed by the Class Teacher or, if the incident is reoccurring then a senior member of staff should speak with the parent.

Sanctions

These will need to take into account the individual needs of the perpetrator and their ability to understand the consequences of their actions and why a particular sanction has been imposed.

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.

This policy should be read in conjunction with all other relevant policies and guidelines including:

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

Written	Gillian Hutton	Head Teacher	September 2007
Reviewed	Alicia Rickman	Teacher Responsible for Behaviour	September 2009
Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2011
Reviewed	Alicia Rickman	Deputy Head Teacher	October 2013
Reviewed & Amended	Alicia Rickman	Acting Head Teacher	September 2014
Reviewed & Amended	Alicia Rickman	Head Teacher	September 2016
Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017
Reviewed & Amended	Gillian Hutton	Director	April 2021
Agreed	Management Team		May 2021