



Pupil Anti-Bullying Policy

Introduction

This school is committed to creating a safe, caring and positive environment, where all members of the school community are valued and respected. We promote behaviour that is respectful of the safety and wellbeing of others. The School has a responsibility to ensure that no member of our 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.

Papillon House School is an independent specialist primary and secondary school for pupils on the Autistic Spectrum with a wide range of cognitive and communication abilities. It provides a caring and nurturing environment with an emphasis on strong, positive relationships between staff and pupils, which is a major determinant of good behaviour and a positive ethos. Our behaviour management and response to bullying behaviour is based on specialist knowledge and understanding of Autism and the associated social and communication difficulties, as well as an individual and tailored approach for each pupil.

Principles

- 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 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.
- Every member of staff has a responsibility to embed the schools positive culture and work towards eradicating any incidents and types of bullying in our school, with a focus on preventing the problems before they arise.
- Reports of bullying will always be taken seriously.
- Given the social and communication difficulties all our pupils experience, we are also committed to understanding and supporting the pupil who has been accused of bullying and ensuring that our responses are proportionate to their level of ability and understanding.
- We are committed to ensuring that adults and staff are also free from harassment, victimisation and bullying and this is outlined in our Staff Harassment and Bullying Policy..

Legislation

There are several pieces of legislation and guidance which set out measures and actions for school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012

- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- The DfE guidance on 'Preventing and Tackling Bullying' July 2017

Responsibilities

It is the responsibility of:

- The Head Teacher and Head of Therapy to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably
- The Management Team will take a lead role in monitoring and reviewing this policy
- All staff, including: the Management Team, the Senior Leadership Team, education, therapy and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school/college.
- The school will ensure that pupils understand this policy and why it is important

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. Bullying can be physical, verbal or psychological. 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, social media 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.
- Prejudicial bullying: targeting people with protected characteristics such as religion, race, faith, ethnicity, nationality, culture, Special Educational Needs (SEND), sexual orientation or gender-questioning individuals.

Behaviours that do not constitute bullying include:

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

Signs and Symptoms of Bullying

It is important for staff to be alert to any signs or indications that bullying is taking place. This is particularly important at Papillon House School, as not all our pupils are able to verbally communicate their distress or the reasons for it. 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:

- Show changes in behaviour, particularly in relation to certain settings, or certain peers
- Appears anxious or hyper-vigilant
- Attempts or threatens self-harm
- Regularly feels ill before school or on arriving at school
- Is resisting coming to school or going into the classroom/playground/other setting/being part of their class group

This is not an exhaustive list and a pupil may show other signs that are not in character with their usual behaviour. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Staff must also advocate for pupils who are not able to report bullying and must report possible bullying on their behalf. Where possible communication strategies must be put in place to allow pupils to express their feelings and share their concerns.

Preventing Bullying

Autistic children and young people can have difficulties with: social communication such as perspective taking and understanding social intentions; appropriate interactions with others; and managing their own emotional regulation in response to the actions of others. At times our pupils 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, pupils 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.

Any allegation from a pupil who perceives they are being bullied will be taken seriously and responded to as outlined below, even if this appears to be a misperception.

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 are taught the importance of using inclusive and non-derogatory language.
- Pupils are helped to understand the difference between joking and interactions that can

threaten or hurt.

- Staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

Due to their level of support needs, all pupils at Papillon House School are closely supervised at all times within school. Staff are therefore able to be alert to inappropriate interactions or bullying between pupils and will respond quickly and appropriately.

Responding to incidents of bullying

Bullying behaviour or threats of bullying must be dealt with immediately.

When an incident is reported, information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of ‘bullying’ and the ‘victim’ will be listened to carefully. Relevant staff and parents/carers will be kept informed.

Pupils who have been bullied will be supported by:

- Immediate support and reassurance;
- Ensuring pupils understand the measures that will be taken to keep them safe and to prevent it occurring again;
- Providing emotional well-being support to help restore self-esteem and confidence;
- **Where appropriate**, be supported to develop a positive relationship with the pupil who has bullied, in order to increase understanding of each other and reduce the likelihood of it happening again.

Pupils who have bullied will be helped by:

- Having support to understand that their behaviour is inappropriate and must stop;
- Informing parents/carers to help change the behaviour of the pupil;
- **Where appropriate**, be supported to develop a positive relationship with the pupil who has been bullied, in order to increase understanding of each other and reduce the likelihood of it happening again.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos. Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and subject areas, as appropriate).

If the issue persists, both pupils will be supporting using the school’s Traffic Light System and MDT process (see Behaviour Policy for details).

In the case of adults, the Staff Harassment and Bullying policy should be followed.

Recording Incidents

All known incidents of bullying or concerns about inappropriate interactions must be reported in accordance with our Behaviour Policy (see Section 23 of Behaviour Policy for necessary actions). They should also be recorded on our electronic records system, CPOMS. Depending on the nature of the incident, it may also be appropriate to report it as a safeguarding concern, in line with our Child Protection and Safeguarding Policy.

Monitoring and Evaluation

The school will review this policy every three years, unless it is required sooner, and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils.

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

- Behaviour Policy
- Child Protection and Safeguarding
- Staff Harassment and Bullying Policy in the Employment Manual
- Equality and Diversity Policy
- Online Safety Policy

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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
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