

Our Ambition

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Through consistently delivering the best possible curriculum

and unlocking its potential for all learners, we aim to empower young people to have the knowledge and skills they need to be successful in life and make a positive difference to their communities.

Our Vision

Achieving Excellence through Curriculum and Culture. We seek to instill a culture of respect across our school where pupils are taught and encouraged to respect themselves, respect others and respect the environment around them.

Our Values

Be Kind, Work Hard, Aim High

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

Plymstock School work in conjunction with the Anti Bullying Alliance, Princess Diana Award, Intercom Trust, Plymouth and District Racial Equality Council and Online Safety Network.

Rationale

Positive relationships between students, staff and parents/carers are of the utmost importance to our learning community because child matters.

All students and staff have the fundamental right to work in a safe, respectful, and supportive environment. Our proactive approach fosters education for students, their parents/carers/carers, and staff, empowering them to build and maintain healthy, positive relationships with one another.

Our anti-bullying work, undertaken in conjunction with the Anti-Bullying Alliance aims to change attitudes to bullying as well as to behaviour. Bullying will not be tolerated at Plymstock School. The school community has a responsibility to safeguard all its members and ensure a secure, supportive environment for learning.

This policy should be considered in conjunction with the Safeguarding Policy, specifically Child on Child abuse and also the Plymstock School Culture and Expectations Policy.

Aims and Objectives

We are committed to providing a caring, friendly and safe environment for all of our community, enabling wellbeing and a positive learning experience. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel safe and encouraged to speak out against it and know that incidents will be dealt with promptly and effectively.

This policy looks to support staff, students and parents/carers in their understanding of Plymstock's School ethos, and our approach to eradicating bullying from our community. This policy aims to:

- Ensure that all staff, students, and parents/carers understand what bullying is.

- Ensure all staff know the school policy and proactive when bullying is reported.
- Ensure all students and parents/carers understand the policy and procedure and know what to do if bullying arises.
- Reassure students and parents/carers that bullying reports will be taken seriously and support will be provided.

In response to the Equality Act 2010 we have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

A Clear Definition of Bullying

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools and other settings have a shared definition of bullying.

'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.'

Anti-Bullying Alliance

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical: Pushing, poking, kicking, hitting, biting, pinching, or any use of violence.
- Verbal: Name-calling, sarcasm, spreading rumours, threats, teasing, belittling and banter.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

This policy covers all types and forms of bullying including:

- Bullying Based on Physical Appearance – Targeting individuals due to their looks or body features.
- Bullying of Young Carers, Children in Care, or Related to Home Circumstances – Bullying linked to a student's role as a carer or their family situation.
- Bullying Related to Physical or Mental Health Conditions – Targeting individuals based on their health challenges or disabilities.
- Physical Bullying – Direct physical harm or threats, including hitting, kicking, or pushing.
- Emotional Bullying – Psychological harm through verbal abuse, isolation, or intimidation.
- Sexual Bullying – Inappropriate comments, actions, or behaviour of a sexual nature intended to harm or intimidate.

- Cyberbullying (Online Bullying) – Bullying conducted through technology, (including AI-generated content) social media, messaging, or other digital platforms.
- Prejudicial Bullying (Against Protected Characteristics) – Bullying directed at individuals based on legally protected characteristics.
- Bullying Related to Race, Religion, Faith, and Belief – Targeting students based on their racial background, religious beliefs, or lack of belief.
- Bullying Related to Ethnicity, Nationality, or Culture – Discriminatory bullying based on ethnic, national, or cultural differences.
- Bullying Related to Special Educational Needs or Disability (SEND) – Discrimination against students with special educational needs or disabilities.
- Homophobic, Biphobic, or Transphobic Bullying – Targeting individuals based on their sexual orientation or gender identity.
- Gender-Based Bullying, Including Transphobic Bullying – Bullying based on gender, including those who identify as transgender.
- Bullying Against Teenage Parents/Carers – Discrimination against students who are teenage parents or carers, including issues of pregnancy and maternity under the Equality Act.
- Allergy bullying, including deliberate exposure to allergens, threats involving allergens, teasing, isolation or stigma.
- Vaping related peer pressure, coercion, or exploitation, including pressure to vape, pressure to share or supply vaping devices, or the use of coercive behaviours to encourage use or involvement in vape related substances.

Dealing with incidents (See Appendix A – Standard Operating Procedure)

- Anyone who believes they have been bullied i.e. has experienced repetitive, intentional hurting by another person or group should report the incident to a trusted member of our community, whether teaching or non-teaching staff. This can be their tutor, a subject teacher, support staff, Assistant Head of Year, Head of Year or SEND team.
- All individuals involved in a reported bullying incident will be heard with empathy and encouraged to openly share their experiences and feelings.
- All individuals involved in the incident will be asked to provide an impartial statement to ensure accurate information is gathered. The details will be documented using a Safeguarding referral form and recorded on CPOMS for comprehensive tracking and follow-up.
- The DSL will be notified of all bullying incidents involving safeguarding, racism, homophobia, sexual abuse, or hate-related concerns through a CPOMS log.

When tackling with bullying and bystanders, the following are actions that can be taken (this list is not exhaustive) in line with the Plymstock School Culture and Expectations Policy:

- Parent/Carer Communication – Contact with the parents/carers of both the perpetrator and the victim.
- Supervised Breaks – Ensuring monitored break times to prevent further incidents.
- Restricted Access – Limiting the perpetrator's movement to specific areas within the school.
- Formal Warnings – Issuing clear warnings regarding any further threats, intimidation, or misconduct.
- Behaviour Agreement – Requiring a signed commitment to improved conduct.
- Internal Reflection – Providing opportunities for self-reflection within the school setting.
- External Reflection – Assigning time for structured reflection outside the school environment.
- Suspension – Implementing temporary removal from school as a disciplinary measure.
- Permanent Exclusion – Enforcing permanent exclusion from the school community.
- Police Involvement – Reporting incidents to the police and arranging any necessary meetings.
- Safety Plans – Developing strategies to protect and support affected individuals.
- Hate-Related Reporting – The Head teacher and Designated Safeguarding Lead will report hate incidents and hate crimes to the Local Authority.

- The Head teacher, Deputy Head teacher (Culture), and/or DSL will determine whether it is necessary to inform the police about actions taken against a pupil. If the behaviour is potentially criminal or poses a serious threat to public safety, the police will always be notified.
- Utilise specialist organisations and resources to provide targeted support and intervention.
- Collaborate with the wider community, including the police and children's services, in cases where bullying is severe, persistent, or may constitute a criminal offense.

Support and Restoring Wellbeing

When a member of our community experiences bullying, they may experience a lack of confidence in their ability to integrate into the social environment of the school. The school will look to support their recovery as best as possible and may implement one or more of the following;

- Support and Advice for the Victim – Providing emotional and practical support for the victim throughout the process.
- Support for the Perpetrator – Addressing the consequences and impact of bullying on the victim through targeted intervention.
- Mediation – Facilitating a mediation meeting between the parties involved, when appropriate, to promote understanding and resolution.
- Safety Plan – The student follows a Safety Plan developed by the pastoral team, with referrals for ongoing support, such as anger management, anti-bullying work, self-esteem building, or emotional resilience programs.
- Discreet Monitoring – Staff will discreetly monitor the situation and gather student feedback to ensure progress.
- Ongoing Pastoral Support – Continued support and guidance from the Pastoral team to ensure a sustained positive environment.
- External Support Links – Connecting students with relevant agencies or staff members who can help build self-esteem and confidence.

Ongoing incidents

- Repeated Incidents – If further incidents occur involving the same perpetrator, they will be considered intentional acts of bullying.
- Ongoing Monitoring – A student who does not learn from the educational interventions after an initial incident will be closely monitored, and consequences will be implemented. Parents/carers will be informed of the situation.
- Consistent Investigative Procedures – The investigative process will be repeated for every new bullying report to ensure thoroughness and fairness.
- Log of Events – Students may be asked to maintain a log of incidents to provide clear evidence if further bullying occurs.
- Staff Responsibility – All staff members who become aware of bullying behaviours must report the issue to the Head of Year to ensure ongoing attention and resolution.

Guidance and approaches taken to support Anti-Bullying Policy

Plymstock School acknowledges that bullying can occur within and outside the school environment, and it is essential to adopt a comprehensive, holistic approach to prevent and minimise the likelihood of students experiencing bullying. This approach includes:

- **Personal Development Curriculum** – Incorporating anti-bullying education and values of respect and kindness within the curriculum.
- **Wider Curriculum Opportunities** – Offering regular assemblies that focus on anti-bullying, positive behaviour, respect, tolerance, and equality.
- **Whole-School Anti-Bullying Approach** – Ensuring that all school policies and practices promote a culture of inclusivity and respect, reinforcing anti-bullying efforts.

- **Student and Parental Voice** – Engaging in regular sessions with students and parents to gather feedback and promote open communication about bullying prevention.
- **Peer Mentoring Scheme** – Empowering students to support each other through mentoring relationships that foster positive social interactions.
- **SLT Termly Analysis** – Senior Leadership Team conducts regular reviews of bullying data and trends to assess the effectiveness of current strategies and adapt accordingly.
- **Tutor Programme** – Ensuring tutors play an active role in monitoring student well-being and addressing any concerns related to bullying.

Bullying incidents are less frequent in schools that foster high levels of self-esteem and value among students. At Plymstock School, our Culture and Expectations Policy and Tutor Programme, particularly the Culture and Values strand, actively promote and educate students to behave in a committed, safe, and respectful manner at all times. This helps create an environment where positive behaviour is the norm, and bullying is less likely to occur.

Staff are trained to use the following strategies to foster a positive and supportive learning environment:

- **Greeting Students at the Classroom Threshold** – Welcoming students warmly as they enter the classroom and managing the conclusion of sessions to maintain a positive atmosphere.
- **Utilising ClassCharts Positive Points** – Using the ClassCharts system to award positive points, reinforcing the school's expectations for behaviour.
- **Positive Reinforcement** – Actively promoting and recognising positive behaviour through the Culture and Values programme.
- **Quality Evaluation of Student Progress** – Regularly reviewing student work, providing constructive feedback, and evaluating achievements to support personal growth.
- **Classroom Layout and Seating Plans** – Organising the classroom layout and seating arrangements to promote collaboration and ensure a conducive learning environment.
- **Clear Communication of Learning and Behavioural Expectations** – Explicitly conveying the purpose and expectations of learning and behaviour, modelling these behaviours for students.
- **Referrals to Appropriate Staff** – Referring students to the appropriate staff members when necessary, ensuring they receive the right support.
- **Addressing Suspected Bullying** – Investigating any suspected bullying incidents in accordance with the School Culture and Expectations Policy and the Anti-Bullying Policy.

Further strategies

In addition, we aim to use the following strategies, as appropriate:

- **Involve Parents/Carers** – Ensure parents/carers are aware that the school does not tolerate bullying, are informed about the procedures to follow if they suspect their child is being bullied, and feel confident that the school will take their concerns seriously, resolve issues, and protect their child. Parents should be encouraged to reinforce positive behaviour at home.
- **Involve Pupils** – All students should understand the school's anti-bullying approach and recognise their role in preventing bullying, including when they are bystanders.
- **Evaluate and Update Strategies** – Regularly review and update our approach to address emerging issues, such as developments in technology, and ensure policies are current for managing the use of school computers.
- **Implement Consequences** – Consequences for bullying will be applied in line with the School Culture and Expectations Policy and Anti-Bullying Policy, ensuring that the severity of the incident is reflected in the response, reinforcing that bullying is unacceptable.

- **Openly Discuss Differences** – Promote discussions on differences such as religion, ethnicity, disability, gender, sexuality, and family situations (e.g., looked-after children or those with caring responsibilities). We teach that prejudice-based language is never acceptable.
- **Use Specialist Organisations** – Work with experienced anti-bullying organizations, such as the Anti-Bullying Alliance, The Intercom Trust, and The Princess Diana Award, to support our efforts and access expertise in dealing with specific forms of bullying.
- **Provide Effective Staff Training** – Ensure that all staff receive regular safeguarding training, including guidance on Child-on-Child abuse, the responsibility of staff to challenge bullying, and how to refer incidents appropriately.
- **Work with the Wider Community** – Collaborate with external partners, including the police and children's services, when bullying is particularly serious, persistent, or involves criminal activity.
- **Address Bullying Outside of School** – Work with other agencies and the broader community to tackle bullying that occurs outside of Plymstock School, including cyberbullying.
- **Make Reporting Easy** – Provide clear and accessible channels for students to report bullying, ensuring they feel listened to and confident that incidents will be addressed, including bullying that happens outside of school.
- **Create an Inclusive Environment** – Foster a safe and inclusive atmosphere where students can openly discuss the reasons behind their bullying experiences without fear of further harm or discrimination.

Legislative Links

Preventing and Tackling Bullying, Department for Education (DfE), 2017

School Standards and Framework Act, 1998

Education Act, 2002

Education and Inspections Act, 2011

School Information (England) Regulations, 2008

Equality Act, 2010

The Education (Independent School Standards) (Amended) (England) Regulations, 2014

Education Act, 2011

Schools (Specification and Disposal of Articles) Regulations, 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations, 2012

Behaviour in Schools, 2024

Keeping Children Safe in Education

The Anti-Bullying Alliance (ABA): Founded in 2002 by the NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<https://anti-bullyingalliance.org.uk/tools-information>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents/carers. They also offer specialist training and support for school staff, and assertiveness training for young people.

<https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/>

Here are some other useful links if you would like further support;

Childline: <https://www.childline.org.uk/>

National Bullying Helpline: <https://www.nationalbullyinghelpline.co.uk>

The Diana Award: <https://diana-award.org.uk>

Just Like Us: <https://www.justlikeus.org/>

Plymstock School Standard Operating Process

Procedure for Handling Bullying Incidents: We want a culture where the students will be listened to and believed. Students are actively encouraged to report any incidents of bullying to any member of staff. The student making the allegation should be listened to attentively and reassured.

Reporting and Initial Response

- Bullying incident reported.

Reporting Process

- Obtain a statement from the student who is the 'victim' detailing the incident(s). Detailing as much information as possible – including the alleged perpetrators, witnesses and what, where and when the incident (s) happened.

Communication with Parents/carers

- Inform the victim's parents/carer's that a concern has been reported and is under investigation. Outline the process and next steps. If the parent/carer has reported the concern, talk them through the process.

Investigative Process

- Identify the alleged perpetrator(s) and any witnesses, including independent witnesses, and obtain statements from each.
- Identify what, where and when this happened.
- Check CCTV (where applicable) and available.
- The alleged perpetrator(s) may be temporarily isolated during the investigation to prevent further incidents.

Evidence to support bullying incident

- Speak with SLT Link for Year Group/Assistant Head teacher for appropriate consequence.
- HOY/AHOY to contact parent/carer of perpetrator to inform know there will be a consequence within 24 hours of findings.
- HOY/AHOY to contact parent/carer of victim to inform them of the outcome and ensure they are satisfied within 24 hours of findings including discussing what to do if behaviours are repeated.
- Record on CPOMS as a bullying incident and type.
- Attach incident report form to CPOMS incident log.

Actions/Consequence

Possible actions/consequences (depending on circumstances) may include, but are not limited to:

- Parent/Carer Communication – Contact with the parents/carers of both the perpetrator and the victim.

- Supervised Breaks – Ensuring monitored break times to prevent further incidents.
- Restricted Access – Limiting the perpetrator's movement to specific areas within the school.
- Formal Warnings – Issuing clear warnings regarding any further threats, intimidation, or misconduct.
- Behaviour Agreement – Requiring a signed commitment to improved conduct.
- Internal Reflection – Providing opportunities for self-reflection within the school setting.
- External Reflection – Assigning time for structured reflection outside the school environment.
- Suspension – Implementing temporary removal from school as a disciplinary measure.
- Permanent Exclusion – Enforcing permanent exclusion from the school community.
- Police Involvement – Reporting incidents to the police and arranging any necessary meetings.
- Safety Plans – Developing strategies to protect and support affected individuals.
- The Head teacher, Deputy Head teacher (Culture), and/or DSL will determine whether it is necessary to inform the police about actions taken against a pupil. If the behaviour is potentially criminal or poses a serious threat to public safety, the police will always be notified.
- Utilise specialist organisations and resources to provide targeted support and intervention.
- Collaborate with the wider community, including the police and children's services, in cases where bullying is severe, persistent, or may constitute a criminal offense.

No evidence to support bullying incident

- HOY/AHOY to speak with student(s) who the allegation was made against.
- Explain there is not enough evidence but the pastoral team will monitor the situation.
- HOY/AHOY to inform parent/carer of the student(s) who the allegation was made against to inform them there was not enough evidence but the pastoral team will monitor.
- HOY/AHOY to speak with the victim.
- Explain there is not enough evidence but the pastoral team will be monitoring the situation.
- HOY/AHOY to contact the parent/carer and explain the situation and ensure they are satisfied.
- Record onto CPOMS as a parent contact under the category of communication.
- Attach Pro Forma document to CPOMS incident log.

Plymstock School remains committed to maintaining a safe and respectful learning environment for all students. Any concerns should be reported immediately to school staff.

Plymstock School Bullying Incident Report Form

To be completed by pastoral team or designated staff member.

Student Details:

Name of Student(s) Involved:

- **Victim:** _____
- **Tutor Group:** _____
- **Alleged perpetrator(s):** _____
- **Witness(es) (if applicable):** _____

Incident Details:

- **Date of Incident:** _____
- **Time of Incident:** _____
- **Location of Incident:** _____
(e.g., classroom, playground, online, etc.)

Type of Bullying (please check all that apply):
(If more than one, please select multiple.)

- ☐ Physical bullying (e.g., hitting, pushing, damaging property)
- ☐ Verbal bullying (e.g., name-calling, teasing, threats)
- ☐ Social bullying (e.g., exclusion, spreading rumors)
- ☐ Cyberbullying (e.g., online harassment via social media or messaging apps)
- ☐ Racist bullying

Description of Incident:

Please provide a clear and detailed account of the alleged bullying incident, including any interactions that occurred, the words used, and the actions taken by the students involved.

Action Taken:

- Incident Reported by Student (Date): _____
- Parent/Carer Contacted (Date): _____
- Investigation initiated by Pastoral Team (Date): _____
- Recorded on CPOMS YES ☐ No ☐
- Support offered to Victim:

Follow-up Actions:

- Meeting with Alleged perpetrators (Date): _____
- Meeting with Victim and/or Family (Date): _____
- Other actions taken (please detail): _____

Outcome/Resolution:

- ☐ No further action required
- ☐ Mediation meeting between parties
- ☐ Consequence given (please describe): _____
- ☐ Ongoing monitoring and support
- ☐ Referral to outside agencies (e.g., counselling, external support services)

Staff Member Completing Report:

Name: _____

Position: _____

Date: _____

Signatures:

Pastoral Team Leader/Head of Year: _____

Signature: _____

Date: _____

Plymstock School Standard Operating Process

Bullying incident reported

- Obtain a statement from the student who is the 'victim' detailing the incident(s). Detailing as much information as possible – including the alleged perpetrators, witnesses and what, where and when the incident (s) happened.
- Inform the victim's parents/carers that a concern has been reported and is under investigation. If the parent/carer has reported the concern, talk them through the process.

- Identify the alleged perpetrator(s) and any witnesses, including independent witnesses, and obtain statements from each.
- Identify what, where and when this happened.
- Check CCTV (where applicable) and available.
- The alleged perpetrator(s) may be temporarily isolated during the investigation to prevent further incidents.

EVIDENCE TO SUPPORT

- Speak with SLT Link for Year Group/Assistant Head teacher for consequence.
- HOY/AHOY to contact parent/carer to inform them they have received a consequence for bullying within 24 hours of findings.
- HOY/AHOY to contact parent/carer of victim to let them know the outcome and ensure they are satisfied within 24 hours of findings including discussing what to do if behaviours are repeated.
- Record on CPOMS as a bullying incident and type.
- Attach incident report form to CPOMS

INCONCLUSIVE FINDINGS

- HOY/AHOY to speak with student(s) who the allegation was made against.
- Explain there is not enough evidence but the pastoral team will monitor the situation.
- HOY/AHOY to inform parent/carer of the student(s) who the allegation was made against to inform them there was not enough evidence but the pastoral team will monitor within 24 hours of findings.
- HOY/AHOY to speak with the potential victim.
- Explain there is not enough evidence but the pastoral team will be monitoring the situation.
- HOY/AHOY to contact the parent/carer of the potential victim and explain the situation and ensure they are satisfied within 24 hours of findings.
- Attach incident report form to CPOMS.

