

PLATANOS COLLEGE

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at, the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.



ANTI-BULLYING POLICY

2025 – 2026

This Policy should be read in conjunction with the Discipline and Behaviour Policy

Anti-Bullying Policy

Review procedures

This Policy is to be reviewed annually or as necessary with notification being given to the Board of Trustees on the results of any review.

If any amendments to the Policy are required as a result of a review, then these will be presented to the Board of Trustees for consideration and acceptance of the amendments.

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| Date reviewed: | 29 August 2025 |
| Date of next review: | 28 August 2026 |

Anti-Bullying Policy

Principle

We believe that physical, verbal, or psychological harassment of any member of the school community is unacceptable.

Aims

- Enable all members of the school to work in a safe and happy environment.
- Ensure that all members of the school community have a clear understanding of bullying.
- Immediately respond to and deal with any report of bullying or racial harassment.
- Ensure that all members of the school community feel comfortable, safe, secure, equally valued and respected.
- Every member of the school community has the right to grow and change free from prejudice, stereotyping, harassment and negative discrimination.
- Every member of the school community to address and/or respect all incidents of bullying.
- Endeavour to allow all pupils to realise their potential free from any form of negative peer pressure, including gang-related pressure.

Definition

A broad definition of bullying is that it is:

- Deliberately hurtful and can include aggression resulting in pain and/or distress to the victim.
- Repeated often over a period of time.
- Difficult to defend against.

Bullying may be:

- Physical: hitting, kicking, or taking, damaging or hiding possessions.
- Verbal: name-calling, insulting, threatening, or demanding money.
- Exclusionary behaviour: intimidating, isolating or excluding a person from a group.
- General unkindness: spreading rumours or writing unkind notes.
- Cyberbullying: using the internet, mobile phones, social networking sites (such as Facebook and Twitter) to deliberately upset someone else.
- Sexual: talking to or touching someone in a sexually inappropriate way.
- Sexist: related to a person's gender or gender reassignment.
- Racist or religious: relating to someone's religion, belief, culture or ethnicity.
- Homophobic (or LGBTI): related to a person's sexual orientation.
- Related to pregnancy and maternity.

- Class / socio-economic group: related to a person's home circumstances.
- Related to a person's disability, special educational needs, learning difficulty, health or appearance.

Signs and symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Types of specific bullying related to a particular characteristic

a) Racist and religious bullying

In racist and religious bullying a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

Incidents may include:

- Verbal abuse by name-calling/offensive mimicry.
- Pretending not to understand/using gibberish.
- Physical threats or attacks.
- Mockery of physical appearance.
- Wearing of provocative badges or insignia.
- Having racist leaflets, comics or magazines.
- Defacing property.
- Graffiti.
- Inciting others to behave in a racist way.
- Mockery of a person's demeanour or way of speaking.
- Refusing to co-operate in work and play (refusing to sit next to someone)
- Mockery of dress, religious, observance, dietary habits.
- Mockery of country of origin.
- Phone, text, internet or interactive abuse.

b) Sexist bullying

In sexist bullying a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual personal and on all men and women.

Incidents may include:

- Verbal abuse by name-calling/offensive mimicry.
- Physical threats or attacks.
- Inappropriate and uninvited touching.
- Sexual assault.
- Display of pornographic material.
- Mockery of physical appearance.
- Wearing of provocative badges or insignia.
- Having sexist leaflets, comics or magazines.
- Sexual innuendo.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a sexist way(s).
- Mockery of a person's demeanour or way of speaking.
- Mockery of a person's contributions to work.
- Refusing to co-operate in work and play (refusing to sit next to someone).
- Mockery of clothing.
- Mockery of subject and career choice.
- Phone, text, internet or interactive abuse.

c) Disablist bullying

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Incidents may include:

- Verbal abuse by name-calling/offensive mimicry.
- Physical threats or attacks.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a disablist way.
- Mockery of specific difficulty or disability.
- Mockery of a person's contributions to work.
- Refusing to co-operate in work and play (refusing to sit next to someone).
- Phone, text, internet or interactive abuse.

d) Classist bullying

In classist bullying a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

Incidents may include:

- Verbal abuse by name-calling/offensive mimicry.
- Physical threats or attacks.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a classist way.
- Mocking clothing and belongings.
- Refusing to co-operate in work and play (refusing to sit next to someone).
- Phone, text, internet or interactive abuse.

e) Homophobic (or LGBTI) bullying

In homophobic or LGBTI bullying a person is targeted for being perceived as a lesbian, gay, bisexual, transgender or intersex person. People do not have to be lesbian, gay, bisexual, transgender or intersex to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Incidents may include:

- Verbal abuse by name-calling/offensive mimicry.
- Physical threats or attacks.
- Mockery of subject and career choice.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a homophobic way.
- Mockery of a person's demeanour or way of speaking.
- Mockery of a person's contributions to work.
- Refusing to co-operate in work and play (refusing to sit next to someone).

Intention

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as ‘teasing’ or ‘a game’. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the School.

Prevention and management

Children’s behaviour is affected by the behaviour of the adults around them. Therefore, we expect adults in the school community to model respectful and courteous behaviour. It is everyone’s responsibility to ensure, whatever the circumstances, that no one becomes a victim of bullying.

We will use curriculum time to help children prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- including Social, Moral, Spiritual and Cultural (SMSC) elements in teaching and learning
- using Social Emotional Aspects of Learning (SEAL) materials
- the issues around bullying, and guidance on how to deal with it will be regularly addressed in school assemblies
- use of reporting systems such as Anti-Bullying Boxes
- use of pupil leaders as Anti-Bullying Ambassadors
- Restorative Justice approach

School staff:

- All members of staff should be aware of the Policy.
- All staff should be particularly vigilant in areas of the school where bullying may take place.
- All staff have a particular responsibility to address all forms of bullying and investigate incidents thoroughly and sensitively.

Pupils:

- Pupils should be encouraged to report incidents of bullying and/or harassment without fear of not being taken seriously, and must be protected from any fear or repercussions against them.
- A pupil being bullied should tell his/her parents or guardian, form tutor or any other member of staff.
- Pupils should feel confident that all reported incidents will be acted on.

Parents/Carers:

- Parents/carers are encouraged to contact the school if they have any concerns about bullying. Their concerns will be taken seriously and investigated.
- Parents/guardians of any pupil(s) who is a victim of any incident should be informed as soon as possible so that they can work in partnership with the School in supporting their child/children.
- Parents/guardians of pupils who are found to be the aggressor/perpetrator in any incident will be removed and banned from the School site. The police and social services will be informed if there is bullying/aggressive behaviour against pupils/staff or other parents/guardians.

Reporting procedures

1. Where members of staff are made aware of incidents of bullying and/or harassment they must take immediate action and report the incident to the Headteacher or senior member of staff that has responsibility for anti-bullying.
2. The senior staff member will immediately record details of the incident and take immediate action. All individuals involved will be asked to give a written description of the incident.
3. The following steps should be taken immediately.
 - Record where the incident took place.
 - Record when the incident took place.
 - Record the immediate action that was taken.
 - Ask all involved to describe the incident IN WRITING.
4. All reported incidents will be dealt with in an appropriate manner, bearing in mind the nature of the incident, the pupils involved and any other relevant background information about any of the pupils involved.
5. Reports on any incident will be kept on pupils' files.
6. Parents/carers may be informed and invited to a meeting to discuss the matter where this is deemed necessary/appropriate.
7. Feedback will always be provided to individuals who have made the allegations or complaint.
8. Bullying can be a crime. We may therefore choose to involve the police or other agencies where appropriate.
9. Bullying between pupils that take place outside of the school premises will also be investigated where appropriate.

Guidelines for staff

1. Watch for signs of distress.
2. Listen to pupils who report bullying incidents – determine what has happened, inform a member of the senior leadership team.
3. Reassure the victim/bullied pupil.
4. Do not bully the bully.

5. Warn the bully of the unacceptable nature of behaviour (ensure class teachers of victim and bully are informed).
6. Apply appropriate sanction.
7. Situation needs to be monitored to avoid repeat.
8. Additional work within the classroom (e.g. circle time) or assemblies may need to be undertaken to reinforce school's policy.
9. Report to the senior member of staff with designated responsibility for anti-bullying.

Range of action

- Advice and support for the victim.
- Advice and support to the bully in trying to change his/her behaviour. This may include clear instructions and a warning or final warning.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, e.g. loss of playtime, closer supervision, given behaviour targets to work on.
- If possible, the pupils will be reconciled – Restorative Justice system.
- A supervised meeting between the bully and the victim, where appropriate, to discuss their differences and the ways in which they may be able to avoid future conflict.
- A disciplinary sanction against the bully in accordance with the school's Discipline and Behaviour Policy. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the school permanently in accordance with the school's Exclusions Policy.
- Moving either the bully or victim to another class after consultation with the pupil, his/her parents/guardians and the relevant staff.
- Involving social services or the police where necessary.
- Notifying the parents of one or both pupils about the case and the action which has been taken.
- Monitoring the position for as long as necessary to decide if further action is required.
- Counselling and support where necessary.
- Vigilance.
- Discussing the incident at staff meetings and liaison between staff members.
- Reviewing vulnerable individuals and areas of the school.
- Continuous monitoring of the situation to ensure repeated bullying does not take place.
- In serious cases, internal, temporary or even permanent exclusion will be considered.