



# Anti Bullying Policy

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| Approval Requirements      | Headteacher  |
| Approval/Ratification Date | January 2018 |
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| Signed – Headteacher       |              |

## **Park Way Primary School Anti-Bullying policy**

### **Statement**

"Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident." DFE 8/94.

The school values and rules reinforce the need for all stakeholders to show respect and be kind to others and **all** incidents whether they are bullying or not will be dealt with in line with these values.

### **Aims**

At Park Way school we see bullying as a totally unacceptable form of anti social behaviour which can make pupils' lives unhappy and hinder academic progress. We accept that bullying is evident in all schools at some time and is predominantly a secretive activity. Many bullies are often being bullied themselves and they may be totally unaware of what they are doing and how it affects others. It is also difficult at times to distinguish bullying from the normal disagreements and squabbles between children. Bullying is an ongoing, often long term sequence of events. We have developed this policy as a preventative measure and to set out clear procedures should an incident occur. WE ARE A "TELLING" SCHOOL – THIS MEANS THAT **ANYONE** WHO KNOWS THAT BULLYING IS HAPPENING IS EXPECTED TO TELL STAFF.

We aim to:-

1. Provide a caring, secure environment where children feel able to confide in adults.
2. Take positive steps to eliminate bullying
3. Investigate thoroughly each bullying incident
4. Establish a consistent approach when dealing with bullying.
5. Provide children with their own strategies for dealing with bullying.

### **Types of bullying**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.

- Sexist, sexual and transphobic bullying.

### **How bullying can manifest itself**

**Gesture** This can be upsetting because of the implied threat of physical violence to follow.

**Social and Emotional Bullying** This can be subtle and covert in the form of exclusion and can be carried out by "so called" friends and can undermine a child's self esteem and cause distress. It may also include spreading hurtful rumours and gossip.

**Physical** This includes hitting, spitting, kicking, slapping or taking or hiding belongings.

**Extortion** Children are discouraged from bringing valuable items, money or sweets to school but we need to be aware that this form of intimidation bullying can happen.

**Cyber Bullying** This includes the same inappropriate and harmful behaviours expressed via any digital or gaming devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### **Bullying is not...**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, argument, or when the occasional trick or joke is played on someone. These incidents are serious and they do need to be dealt with, but it is important not to label such events as "bullying". Bullying is an ongoing series of events, done deliberately and can have a devastating effect on children's ability to thrive. It is an important part of children's development to learn how to deal with friendship issues and disagreements and it is the duty of adults to support them in doing so. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Positive strategies used to prevent bullying**

The strategies outlined in our behaviour and discipline policy are relevant but additionally:

Classroom activities such as story, drama, role play and discussion can help young children make judgements about their behaviour and its effect on others.

The school works closely with outside agencies including CEOP, PCSOs and Youth Crime Reduction Officers to solve school and community issues, including bullying.

Assemblies and collective worship provide the opportunity to reflect on co-operative behaviour issues e.g. friendship, conflict, trust etc.

Close working with parents and carers to share information, problems and solutions to ensure that all children safe.

### **Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively, gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Involvement of pupils**

We will:

- Canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Have available the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.

- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Procedures for dealing with bullying:**

Direct action against bullying needs to occur within a context which reminds all pupils that bullying behaviour in any form is unacceptable to the school. Our school prospectus advises parents that "we do not tolerate bullying and encourage children and parents to report any concerns they have to the class teacher in the first instance".

We recognise that children involved in bullying others may feel quite justified in their actions, and may be reluctant to admit to them. Some children may even make false allegations of bullying against a fellow pupil to get them into trouble. It can often be very difficult to build up an accurate picture of events and to be sure of who is telling the truth. Every child builds up a unique relationship with their class teachers making them best placed to build upon this special relationship to encourage honest and direct discussion. Where issues remain unresolved the Pastoral Team and Head Teacher should be involved.

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and the headteacher will be made aware.

### **When bullying is evident or reported:**

1. Stop the incidents by putting in measures to separate children wherever possible, until a proper investigation can be carried out.
2. Allow for "Time Out"
3. Investigate - listen to all parties, witnesses
4. Support the victim and make them aware the incident is being dealt with
5. Involve parents of the bully and victim
6. Record the incident
7. In rare cases it may be necessary to exclude a child as a response to bullying.

### **When bullying is suspected:**

Parents may often alert the school that they fear their child is being bullied and each incident is thoroughly investigated and treated seriously. The school has established the following procedures:-

1. All staff to be informed – Pastoral Team or senior staff to talk to the children concerned
2. Monitor victim
3. Monitor any suspected bullies

4. Where there are friendship issues, staff and parents should mediate
5. If there is clear evidence of bullying, follow above procedures.

### **Sanctions to be used in cases of bullying**

1. Immediate parental involvement
2. Devising an agreement - for the bully to agree and abide by
3. If the victim is agreeable by promoting discussion between bully and victim situations can often quickly be resolved.
4. Dependent on when and where the incident occurred it may be helpful to temporarily exclude the child from a classroom lesson/playtime/lunchtime period or even initiate the formal exclusion process.

### **Supporting Pupils**

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Pupils who have bullied will be helped by:*

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with a member of the leadership team, pastoral team or headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns

- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

### **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

### **Reporting and Recording**

The effectiveness of the policy in practice will be reviewed regularly by the leadership team. Records of incidents are kept on the SIMs system and are reported to governors through the Headteacher's report.

The Family Liaison Officer has produced a booklet giving parents information on bullying and how it is dealt with.

## Appendix 1.

### SIGNS OF BULLYING

The following list includes some of the symptoms of bullying. Adults should be aware that the following *could* mean that a child is being bullied.

If the child:

- Is frightened of walking to or from school.
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- 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 slow learning progress
- Comes home with torn clothes or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (as a result of lunch/ snack being taken)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Gives improbable excuses for any of the above



## APPENDIX 2.

### Help Organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)