

# Park Primary School

## ANTI BULLYING POLICY

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Communicated to staff:

# Park Primary School

## Anti-Bullying Policy

This policy is based on DfE guidance *“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”*

### SCHOOL ETHOS

Our intention is to provide a happy caring environment in which **all individuals** can learn to value excellence, achieve their potential and discover for themselves a genuine delight in learning.

**‘Together we R.O.A.A.R.R!’**

### Rationale

We believe that **everyone** has the right to feel safe in school and enjoy their work or education without the threat of bullying behaviour. Our approach is to build self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all children, staff and parents.

The anti-bullying policy takes its place within the general aims of the school. It has close links to the Child Protection, Behaviour, Safeguarding, SEND and PSHCE policies.

### Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that 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.

### In addition at Park Primary School we believe that:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Occasionally, it may be one incident that upsets the victim so much that it leads to the fear of further bullying or an incident so severe that it is deemed to be bullying.

### **Forms of bullying covered by this Policy**

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.
- Bullying via technology –“cyberbullying”
- Peer on peer pressure

### **At Park Primary School we strive to:**

- ✓ Provide a happy, secure and caring environment where **all staff and children** are valued as individuals
- ✓ Develop independent learning skills through a broad, balanced and inspirational curriculum suited to our community
- ✓ Enable all our children to understand the wider world and be able to interact with this, and as part of it, as responsible citizens
- ✓ Instil a sense of belonging where each individual is respected and differences are celebrated
- ✓ Build self-esteem and confidence, so developing life-long learners, who are able to reach their full potential
- ✓ Work in partnership with all members of the wider school community to continue to move the school, curriculum and all in it forwards.

### **In a school where:**

- ✓ **All** individuals are happy, motivated and engaged in their learning and have a say in the direction of the school and their learning.
- ✓ Adults are welcoming, consistent, approachable, flexible and highly skilled
- ✓ The learning environment reflects the high expectations.

### **Park Primary School procedure for dealing with incidents of bullying:**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too.

### **If bullying is suspected we will:**

- ✓ Talk to the suspected victim, and any witnesses individually using Restorative Justice procedures and questions.
- ✓ Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- ✓ If the bully owns up then sanction procedures outlined in the Behaviour Policy will be followed
- ✓ Consistently use Restorative Justice procedures with all children.
- ✓ Involve all parties together to discuss the issues if agreed by all parties
- ✓ Allow children time to sort things out.
- ✓ Support & empower children to resolve the conflict & understand their role in the issues
- ✓ Establish an agreement between the children / adults where needed
- ✓ Inform parents where needed
- ✓ Follow up with further discussions with individuals as and when appropriate
- ✓ When necessary support children / adults individually or together
- ✓ If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures or if a member / members of staff misconduct procedures
- ✓ Keep an informal log of incidents in the class teacher's notes or home school behaviour book (where relevant) if there are concerns
- ✓ Severe incidents of bullying are recorded in the School Severe Incident Log and kept in the cabinet in the locked cupboard in the DHTs office.
- ✓ A record will be made on CPOMs the school electronic recording system where appropriate

### **Prevention & strategies to reinforce Park's policy on anti-bullying:**

- ✓ Anti-bullying week
- ✓ Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying
- ✓ Children participate in role play work in class as part of PSHCE
- ✓ Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricular themes, drama, story writing and literature
- ✓ A whole school reward system
- ✓ Good quality role models
- ✓ Children are taught to speak out and not fear retribution
- ✓ Adult modelling of appropriate response to a wide range of scenarios
- ✓ Children & parents have a good knowledge of the procedure/policy
- ✓ Children have a clear understanding of their rights & responsibilities
- ✓ E-safety frequently discussed and taught
- ✓ Assembly discussions
- ✓ Increasing use of SEMH manager and PSA including lunchtime clubs established.
- ✓ Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

- ✓ Whole school to follow the two R's principle – React or Respond. Children taught to identify the difference between a reaction and a response and to use effectively within a situation – displays to support understanding visible around school.
- ✓ Whole school adherence to R.O.A.A.R.R.\* and the House Captain system for pupil voice
- ✓ Parent/child surveys

\* Resilience, Opportunity, Aspiration, Achievement, **Respect, Responsibility**

### **The role of governors**

- ✓ The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- ✓ The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy.

### **The role of the Head Teacher**

- ✓ It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- ✓ The Head Teacher ensures that all children and staff know that bullying is unacceptable behaviour.
- ✓ The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- ✓ The Head Teacher leads the school in making our vision a reality, where **all** members of the learning community nurture, value, respect and care for each other.

### **The role of all staff**

- ✓ All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- ✓ All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.
- ✓ All staff to support the two R's principle.
- ✓ All adults to be consistent with regards to any outcomes decided from a bullying incident.

- ✓ Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- ✓ There is a behaviour proforma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it in the log.
- ✓ When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the Park Primary procedure, including support for both the victim and perpetrator of the bullying.
- ✓ All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- ✓ A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

### **The role of parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- ✓ Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- ✓ Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- ✓ If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- ✓ If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- ✓ It is important that you advise your child that if they feel threatened they must speak to an appropriate adult in order for the correct procedures to take place.
- ✓ Tell your child that it is not their fault that they are being bullied.
- ✓ Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- ✓ If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- ✓ Parents have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

- ✓ If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk.

## **The role of children**

### **What Can Children Do If They Are Being Bullied?**

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- ✓ Remember that your silence is the bully's greatest weapon.
- ✓ Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- ✓ Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- ✓ Stay with a group of friends/people. There is safety in numbers.
- ✓ Be strong inside – say "No!". Walk confidently away. Go straight to a teacher or member of staff.
- ✓ If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- ✓ Fighting back may make things worse – don't do it.
- ✓ Generally it is best to tell an adult you trust straight away. You will get immediate support.
- ✓ Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

### **What do you do if you know someone is being bullied?**

- ✓ Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ✓ Tell an adult / member of SLT immediately. Teachers / SLT will deal with the bully without prejudice.
- ✓ Do not take direct action yourself.

## **Monitoring and review**

This policy is monitored by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

## Supporting Organisations and Guidance

- 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)

### LGBTQ

- 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.srrc.org/educational](http://www.srrc.org/educational)