

# Park End Primary School



Approved By: *D. Jackson*

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## ANTI BULLYING POLICY

Review Date	Type of Review	Comments	Initials
Nov 2017	Admin	Next review Autumn term 2018	LR
Jan 2019	Update	Updated in line with KCSIE 2018	LR

## **Anti-Bullying Policy**

### **Introduction**

1. At Park End Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. In line with Keeping Children Safe in Education (2018) we all share the responsibility to keep children safe, i.e. the prevention of any significant harm.
  
2. In line with the Equality Act 2010 it is essential that our school:
  - Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
  - Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - Foster good relations between people who share a protected characteristic and people who do not share it.
  
3. At Park End Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.
  
4. This policy is closely linked with our Behaviour Policy, our Safeguarding Statement, Child Protection Policy, Peer on Peer Abuse policy, Equality Policy, our School Code of Conduct, Online safety Policy and the school's Vision, Aims and Values.

### **Principles**

5. It is the responsibility of the governing body and the Head teacher to ensure that all members of the school community work within a safe and enabling environment.
  
6. We teach pupils to develop 'respect' for others, show 'honesty,' 'resilience' and 'positivity'. (Park End School Values).
  
7. The four guiding principles of the Early Years Foundation Stage underpin our Anti- Bullying Policy from the moment a pupil enters our school, and throughout their time at Park End Primary School :

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Aims**

8. We promote and develop a school ethos where bullying behaviour is unacceptable.
9. We aim to provide a safe and secure environment for all pupils.
10. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## **Bullying**

11. At Park End Primary School, we use assemblies, PSHE lessons (Jigsaw scheme) to teach the children what bullying is, as well as incidents we would not describe as bullying.

### **12. Definition of Bullying**

- Bullying is usually on-going
- Bullying can be physical hurting, name calling, giving nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.

## **Types of Bullying**

### **Cyber-Bullying**

13. The rapid development of, and widespread access to technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a form of bullying that can happen beyond the school day into home and private space, with a potentially bigger audience.

### **Racist Bullying**

14. This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

### **Homophobic Bullying**

15. This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

### **Vulnerable Groups**

16. We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

### **Bullying Prevention**

17. Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies and PSHE lessons (Jigsaw Scheme), pupils are given regular opportunities to discuss what bullying is. The children are made aware that two friends falling out, or a one-off argument would not be classed as bullying.

18. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

### **School Rules**

19. Our school rules are regularly promoted in assemblies. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our School rules are as follows:

20.

- Take care of others and our school
- Always try your best
- Follow instructions from the adults in school

## **Behaviour Policy**

21. Our Behaviour Policy includes rewards and sanctions which are used consistently. These are designed to encourage positive relationships and prevent inappropriate behaviour.

## **Responding to Bullying**

22. All cases of alleged bullying are reported to the Headteacher, Deputy Headteacher and Senior Leadership Team by alerting them to the incident using our CPOMs system.
23. In any case of alleged bullying, either the class teacher or a member of the Senior Leadership Team will establish the facts, and build an accurate picture of events over time. This will be achieved by talking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
24. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
25. All bullying incidents are recorded upon CPoms. Parents of both parties are informed.
26. If the situation does not improve, the Headteacher (or senior leader) will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.
27. For further details please see our peer on peer abuse policy.

## **Signs of Bullying**

28. Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruising, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

29. This policy should be read alongside the Policies listed in Appendix A

**Relevant Policies, Guidelines and Documentation**

**National Policies, Guidance and Documentation**

**Keeping Children Safe in Education September 2018:**

**Statutory Guidance for schools and colleges (DFE)**

This document sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children

**Working together to safeguard children (DFE) July 2018**

This document applies to organisations and professionals who provide services to children

**School Policies, Guidance and Documentation**

- Behaviour Policy
- Child Protection Policy
- Online Safety Policy
- Peer on Peer Abuse Policy and Procedure
- School Website
- Safeguarding Statement
- Special Educational Needs Policy (Statutory)
- Staff Code of Conduct (Statutory)
- Teaching and Learning Policy

