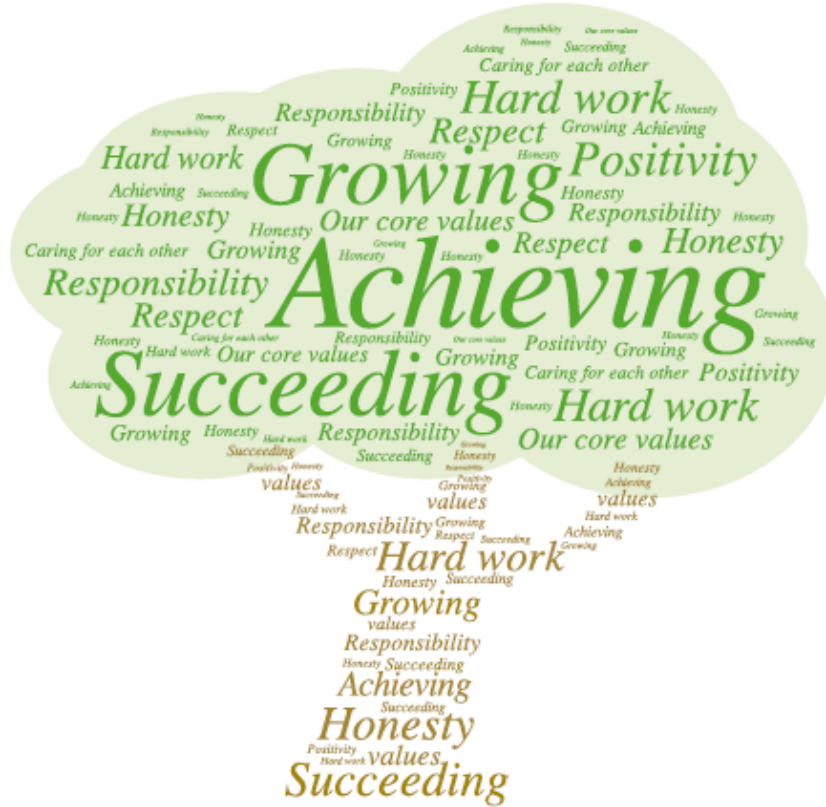# Park End Primary School

Approved By: *D. Jackson*

Date: 27th November 2023

ANTI BULLYING POLICY
September 2022

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
September	Update	Updated in line with KCSIE 2020	SA
December 2022	Update	Protected characteristics	SA
April 2023	Update	Updated cyberbullying	AD

Anti-Bullying Policy

1.Introduction

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 Refresher (2021) we all share the responsibility to keep children safe, i.e. the prevention of any significant harm. This policy has been created in line with the values and contributions of the school, staff, pupils and parents.

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.

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.

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, PSHE/SRE Policy and the school's Vision, Aims and Values.

2.Aims

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.

> ➤ We promote and develop a school ethos where bullying behaviour is unacceptable.
> ➤ We aim to provide a safe and secure environment for all pupils where all can learn without anxiety.
> ➤ Victims feel protected and supported.
> ➤ Those engaged in bullying are encouraged to change their behaviour and their attitudes about bullying

3.Objectives
> ➤ All Governors, teachers, non-teaching staff, parents and pupils understand what bullying is
> ➤ All Governors and teaching and non-teaching staff will know what the school policy is on bullying and follow it when bullying is reported
> ➤ All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
> ➤ As a school we take bullying seriously
> ➤ Pupils and parents should be assured that they will be supported when bullying is reported

> ➢ Bullying is unacceptable and will not be tolerated

4.The Role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies. Records are kept on the school CPOM system.

The named Governor who supports the school and Headteacher with our antibullying work is the chair of governors David Jackson.

5.The Role of the Headteacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff members are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use or organise an assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. We teach pupils to develop 'respect' for others, show 'honesty,' 'resilience' and 'positivity'. (Park End School Values).

6.The Role of the Staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. These are stored on CPOMs.

If staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

7.The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8.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.

9.Types of Bullying

We recognise that bullying may occur because of discrimination linked to the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. To ensure pupils have an awareness and understanding of the protected characteristics, these are woven into the PSHE curriculum and are referred to through the wider curriculum.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

10.Cyber Bullying

Cyber bullying is a form of bullying.

Some forms of cyber bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. It is important to try and prevent the spreading of material.

In the case of cyber bullying, bystanders or 'accessories' to the bullying may have a more active role – they may forward on messages, contribute to discussions in chat room, or take part in an online poll. So even though they have not started the bullying or think of themselves as bullying, they are active participants, making the situation worse and

compounding the distress for the person subjected to the bullying.

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape.
- The audience for bullying is potentially much larger increasing the impact.
- Cyberbullying incidents can quickly escalate making them difficult to contain.
- Anonymity and being one step removed makes it easier for the bystander to join in. Anonymity also increases the impact on those being bullies as they can't be sure who is responsible.
- There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact on their behaviour.
- Unlike traditional forms of bullying, evidence is readily available and should be preserved.
- The school has Online Safety Procedures in place, which outlines the school's zero-tolerance approach to cyber bullying. These are detailed in the Acceptable User Policy.

The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 14 of this document if they become aware of any incidents. Consideration as to whether a restorative approach to resolving the matter might be appropriate.

11. Steps that staff can take

- Advise the victim not to respond or reply
- Advise to keep all correspondence or images as evidence
- Contact parents of both victim and perpetrator
- Ask the person that originally posted the material to remove it
- Contact the host to make a report to get the contact removed.
- Ask all pupils involved to delete the offensive content/material and ask who they have sent it to
- Mobile phones will be confiscated if brought into school against school policy e.g. not handed to their class teacher or used in school without permission

12. Vulnerable Groups

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

13.Bullying Prevention

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. Within school we also promote the following to prevent and raise awareness of bullying:

> ➢ Creating an open environment where incidents of bullying are reported to staff and these incidents addressed immediately
> ➢ Actively zone communal areas during supervision duty at breaks and lunch-time by teaching and nonteaching staff.
> ➢ Looking for signs that may indicate bullying behaviour and report suspected incidents to the appropriate member of staff for example, the class teacher or a Senior Leader who will follow designated procedures.
> ➢ Promoting the peer support scheme (Head start)
> ➢ Promoting good self-esteem through the golden ladder, use of verbal praise, circle time, our PSHE curriculum, Pupil Parliament, Collective Worship and the school ethos.
> ➢ Encouraging peer group support.
> ➢ Liaising with other agencies for example, The Junction, Head start and Inside out.
> ➢ Adults providing a positive role model in word and action at all times.
> ➢ Staff attending appropriate training to safeguard and support all children.

14.Responding to Bullying

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.

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.

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.

All bullying incidents are recorded upon CPOMS. Parents of both parties are informed.

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.

For further details please see our peer-on-peer abuse policy.

15. Signs of Bullying

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.

17.Monitoring and Review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request. Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

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

Appendix A
Relevant Policies, Guidelines and Documentation

National Policies, Guidance and Documentation

Keeping Children Safe in Education September 2021:
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
- Child on Child Abuse Policy and Procedure
- School Website
- Safeguarding Statement
- Special Educational Needs Policy (Statutory)
- Staff Code of Conduct (Statutory)
- Teaching and Learning Policy
- PSHE/SRE Policy