



Parkland
Primary School

Learning together

Anti-Bullying Policy

This policy was developed in consultation with a range of stakeholders

| This policy was approved as follows: | | | |
|--|----------------|-------------------|----------|
| Approver: | Advisory Board | Date: | 27.11.18 |
| DSAT owner: | Headteacher | Version: | V1 |
| Review frequency: | 2 years | Next review date: | 27.11.20 |
| Status: | Statutory | | |
| This policy applies to all employees regardless of whether they are permanent, fixed term, casual or agency or volunteers. | | | |

Introduction

Our vision at **Parkland Primary** is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable.
- Explain to staff, students and school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

School also intends:

- to involve the School Council in any planning, discussion and dissemination of any work related to anti-bullying.
- to have in place an anti-bullying support system, that all staff and students understand and to apply the system consistently.

Definition of Terms

Parkland Primary School adopts the **Anti-Bullying Alliance** definition of bullying:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

- Emotional - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing.
- Physical - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.

- Racist - e.g. racial taunts, graffiti, gestures.
- Sexual - e.g. unwanted physical contact or sexually abusive comments.
- SEN- e.g. negative emphasis of the special needs of an individual.
- Homophobic - e.g. associated with or focused on the issue of sexuality.
- Verbal - e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky.
- Online – through e-mail, text, social media or online gaming.
- Bullying through a third party.

We teach children to recognise what bullying is, using the following statements that have been developed with pupils:

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**.

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**.

When someone says or does something *intentionally* hurtful and they keep doing it—even when you tell them to stop or show them that you're upset, that's **BULLYING**.
(see appendix 1)

The school uses the **STOP** which means: Start Telling Other People in regards to addressing incidents of bullying in school.

Our school delivers regular PSHE lessons. These lessons ensure that statutory curriculum expectations are met. Lessons are used to teach children skills to develop healthy relationships and friendships. Children are encouraged to talk about issues with teachers, other staff members and their parents. Any incidents of bullying are recorded in school.

Mobile Device Policy

Cyberbullying- is on the increase and can involve pupils receiving threatening or disturbing messages possibly from anonymous callers or people that they are familiar with. Pupils are not permitted to have electronic devices such as mobile phones with them at school. The Education Act 2011 amended the power in the Education Act 1996 to allow the Head teacher to authorise a member of staff to:

- Examine data or files and
- Delete these (where there is good reason)

If a suspected offence has been committed the Headteacher will pass the device to the police.

Bullying outside the school premises

Whilst Parkland Primary School is not responsible for bullying that occurs off the school premises, we are aware that bullying may and can occur outside the school gates and on journeys to and from school. As a school we have a duty to safeguard children by taking into account what is happening to them outside of the school, therefore, where a parent or child

informs us of bullying taking place off the school premises, this will be investigated and acted upon including supporting and signposting families to appropriate third-parties.

The Headteacher and Senior Leaders will consider whether it is appropriate to notify police or local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

Roles and Responsibilities

What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil), and by being clear across the school that we follow school rules and expectations. All members of the school community are expected to report incidents of bullying. The Inclusion Manager will monitor classroom and playtime behaviour (and cases of bullying) and keep the teachers informed.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. We expect that staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model.
- Raise awareness of bullying through stories, role-play, discussion, Peer support, School.
- Council and school curriculum subjects.
- Through the Headteacher and Senior Leaders, keep the Advisory Board members well informed regarding issues concerning behaviour management.

Parents/Carers

We expect that parents/carers will:

- Understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:
- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

Advisory Board

We expect that Advisory Board Members will:

- Support the Headteacher, Senior Leaders and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.

- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Regularly monitor data to assess the effectiveness of this policy and identify any areas of concern.
- Ensure the anti-bullying policy is regularly reviewed and complies with national and trust guidance.

Pupils

We expect that pupils will:

- Support the Headteacher, Senior Leaders and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise, e.g. via school council, PSHE lessons, class assemblies etc.
- Be involved in the monitoring and review of the policy from the end of this academic year.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

Procedures – Responding to a specific incident

Recording

All incidents in or out-of-class should be recorded on file using CPOMs. Incidents clearly identified as bullying must be reported to a senior member of staff (Headteacher/ Deputy Headteacher). Parents (of both bully and person bullied) will be informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted and filed by a third person, whenever possible.

Dealing with an incident

Whenever a bullying incident is discovered school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
2. School expects to support all involved by:
 - Talking through the incident with bully and person bullied.
 - Helping the bully and victim to express their feelings.
 - Talking about which rule(s) has/have been broken.
 - Discussing strategies for making amends.
 - Educating the bully on appropriate behaviours so that they do not repeat this negative behaviour.
 - Reinforcing messages at a class, year group, key stage or whole school level as appropriate.
 - Monitoring the situation following the reported bullying incident.
3. Sanctions and consequences may include:

- Time away from an activity within the classroom.
 - Time out from the classroom.
 - Missing break or another activity.
 - Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues.
 - Meeting with staff, parent and child.
 - Pastoral Support.
 - Internal exclusion.
 - Learning Engagement Strategy (LES) put in place.
 - Fixed-term exclusion.
 - Permanent exclusion.
4. Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of these discussions to be minuted by a third person (where possible) and filed. Failing face-to-face discussion, parents/carers will be informed of any incidents by letter.
5. Child Protection and safeguarding procedures should always be followed when concerns arise.

Monitoring

Careful monitoring and analysis, at school and Trust level, provides us with a regular opportunity to link monitoring to action planning and targeted support as necessary.

POLICY MONITORING AND REVIEW

Pupils are fully involved in the writing, implementation, monitoring and reviewing of the anti-bullying policy; this is achieved through pupil voice alongside the school council.

Appendix 1 - Example of terminology used to identify bullying.

Is it bullying?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they **keep doing it**—
even when you tell them to stop or show them
that you're upset, that's
BULLYING.

Parkland against bullying

