



Anti-Bullying Policy

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

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Document History

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V1.0	January 2020	Trust Behaviour Lead	Policy created
V2.0	November 2022	Trust Behaviour Lead	Policy reviewed
V2.1	November 2023		Policy reviewed and Everyone's welcome initiative added

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1. Introduction

At Parkland Primary everyone has the right to feel welcome, secure and happy. The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

2. Linked Policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Complaints Policy
- Curriculum Policies such as: PSHE, computing, RSE
- Exclusion policy
- Online Safety and Acceptable Use Policies
- Safeguarding and Child Protection Policy

3. Legislation and statutory requirements

This policy is based on advice from:

[Behaviour and discipline in schools](#)

[Education Act 2011](#)

[Human Rights Act 1998](#)

[Keeping Children Safe in Education](#)

[Ofsted: No place for bullying](#)

[Preventing and Tackling Bullying](#)

[The Equality Act 2010](#)

4. What is bullying?

The school has adopted 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 person being bullied. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Cyber – posting on social media, sharing photos, sending offensive text messages, social exclusion
- Indirect - Can include the exploitation of individuals.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

Bullying can be a combination of the behaviours above or in isolation. Bullying can happen to anyone and it can take many forms. However, we recognise that bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone by trying to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

5. Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can involve pupils receiving threatening or disturbing messages, possibly from anonymous callers or people that they are familiar with. Cyberbullying can happen beyond the school day, into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

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 on electronic devices and
- Delete these (where there is good reason)

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

6. Bullying outside the school premises

Whilst the 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.

7. Roles and Responsibilities

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly. All members of the school community are expected to report incidents of bullying.

Advisory Board

The Advisory Board will:

- Adopt the anti-bullying policy and ensure it meets local need.
- Support the Headteacher, Senior Leaders and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor data to assess the effectiveness of this policy and identify any areas of concern.

- Ensure the anti-bullying policy is regularly reviewed.

Headteacher

The Headteacher is responsible for developing and implementing the anti-bullying policy. Ensuring that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying. The headteacher will set the school climate of mutual support and praise for success, to make bullying less likely. The headteacher produces accurate records of all incidents of bullying and shares the effectiveness of the anti-bullying policy with the advisory board.

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 most comprehensive 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.
- Implement procedure to confront any form of bullying.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model and model the school values.
- 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.

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.

8. Anti-bullying strategies

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum.

The school uses the **STOP** which means: Start Telling Other People in regard to addressing incidents of bullying in school. Children are encouraged to talk about issues with teachers, other staff members and their parents/carers.

We use a range of strategies to prevent bullying behaviour:

- 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 through promoting co-operation, helpfulness and consideration for others. Pupils openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We also teach pupils that using any prejudice-based language is unacceptable. This is completed through our Everyone's welcome program.
- Online safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website.
- Through assemblies' pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Can I still retrieval practice at the beginning of assemblies reinforces our behaviour rules, what bullying is and how to prevent it.
- Our British Values themes raise awareness of bullying and teach other key values to prevent bullying.
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- An annual 'Anti-bullying Week' in November is held to further raise awareness. By focusing on this, it keeps the topic open, reminds and give opportunities for pupils and parents to understand what bullying is and how to report concerns.
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities.
- We regularly survey pupils through the Pupil Wellbeing Survey and wellbeing assessments and use this to inform developments.

- All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents but must also follow this policy to ensure the incident is recorded and any necessary actions taken.

9. Staff Training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

10. Reacting to a specific incident

Recording

All incidents in or out-of-class must be recorded on the school safeguarding software (CPOMs). Incidents clearly identified as bullying must be reported to a senior member of staff (Headteacher/ Deputy Headteacher). Parents (of both the child who has bullied and the child subject to bullying) will be informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted, and then 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, that it has been taken seriously and action has resulted.
2. School expects to support all involved by:
 - Talking through the incident with the person doing the bullying and person bullied.
 - Pastoral/ELSA Support.
 - Helping the person doing the bullying and person bullied to express their feelings.
 - Talking about which rule(s) has/have been broken.
 - Discussing strategies for making amends.
 - Educating the person carrying out the bullying 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 (as identified within the school behaviour policy) 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/ELSA Support.
 - Internal seclusion.
 - Fixed-term suspension.
 - Permanent exclusion.
4. Parents (of both the person doing the bullying 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. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm. Child Protection and safeguarding procedures will be followed when concerns arise.

11. 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.

This anti-bullying policy will be reviewed by the Headteacher and the Advisory Board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

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



Parkland
Primary School
Learning together