



PARK SCHOOL

ANTI-BULLYING POLICY

Approved by:	Arnet Donkin	Date: 09/2022
	Full Council	12/2022
Last reviewed by:	Arnet Donkin	Date: 09/2022
Next review due by:	09/2023	

ANTI-BULLYING POLICY

Park School will meet the legal requirements for all schools to have an anti-bullying policy in place.

The school will work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN (Special Educational Needs) and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004. (See appendix 1 for more detailed legal framework).

The policy applies to:

- All children at Park School, including Early Years and their parents and carers
- Staff including the head teacher, teachers, and classroom support staff
- Council of Governance

Policies to be read alongside this policy:

- Behaviour Policy
- Equality and Diversity Policy
- Exclusion Policy
- Personal, Social and Health Education (PSHE)
- Relationships Education Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

Aims

At Park School, our aim is that staff, children, and parents work together to create a happy, caring learning environment. We will not tolerate bullying and have a whole school approach to ensuring safety, security, openness, and confidence.

Objectives

1. To communicate effectively to all members of the school community the school's stance on bullying.
2. To communicate effectively to all members of the school community the school's policy and procedures.
3. To promote an open atmosphere in which victims and bystanders (see Appendix 1) know that it is right to report incidents of bullying behaviour.
4. To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively and effectively and offer early help and intervention.
5. To work with children in a range of ways to equip them with skills and knowledge to counter and deal with bullying.

Responsibilities

The Council of Governance will ensure that an anti-bullying policy is in place and will monitor the effectiveness of this policy.

The Headteacher has responsibility to ensure that an anti-bullying policy is in place and that all staff are made aware of this policy and are trained to enable its effective implementation.

The headteacher will ensure the implementation of the anti-bullying policy is monitored by reviewing whole school data on bullying, analysing any trends, the effectiveness of actions, and will make a summary report to the Council.

Staff are responsible to ensure that the policy is applied fairly and consistently and that children are supported to create a climate where all children feel safe, and where children know, and can talk about, any concerns that they have about being bullied.

Children are responsible to take notice of the school's three principles, 'to take care of yourself, to look after each other and to take care of the place that you are in,' and to apply these in their day-to-day behaviour in school.

Parents have responsibility to support the staff in working with their children to develop their understanding of the principles of the Anti-Bullying Policy and to affirm the approaches towards managing and promoting positive behaviour outlined in the behaviour policy which work towards a culture and ethos where children are safe from bullying.

Definition

Sometimes the use of the word 'bullying' by adults and children lacks specificity and understanding. The term bullying for example may be used to describe behaviour that lacks intent to hurt or cause harm. Or, a child may say they have been bullied in a situation where both parties were unkind to each other. Whilst we of course think such behaviour needs attention, we do not classify it as bullying.

Bullying can be defined as behaviour by a group or individual that intentionally hurts another individual or group, physically or emotionally. It can be an unresolved single frightening incident or a series of such incidents. It reflects an imbalance of power between the perpetrator(s) and victim(s) making it difficult for victims to defend themselves against bullying.

We define bullying as behaviour by an individual or group that:

- Targets and selects individuals or groups
- Is repeated over time
- Is intentional or pre-planned

We recognise that bullying can be:

- Physical – hitting, kicking, assault, taking or damaging belongings;
- Verbal – name calling, malicious gossip, insulting, offensive remarks, threats;
- Psychological – intimidating, coercion, teasing, extortion, discrimination (racial, sexual, religious, etc.);
- Indirect – spreading rumours, exclusion, ostracising, stalking;
- Online - cyber-bullying, using internet / cyberspace, text messaging, social media e.g., Facebook.

If the school receives information relating to an incident of bullying outside of school involving children from Park School, the incident will be investigated and appropriate action taken.

Awareness and recognition of bullying

A focus on individual and holistic relationships in small groups and in a small community supports early recognition and awareness of the early signs of bullying.

Early signs of distress **can** include-

1. Withdrawn
2. Lacking confidence
3. Deterioration of work
4. Not eating
5. Spurious illness
6. Isolation
7. Desire to remain with adults

8. Erratic attendance
9. Changes in routine
10. General unhappiness / anxiety / fear
11. Unexplained cuts /bruises
12. Stammering
13. Late arrivals
14. Bed wetting

How the school seeks to create a culture of anti-bullying

- Discuss the school's definition of bullying at class and school meetings to ensure children (and parents) have a shared understanding.
- Be aware of the opportunities within the curriculum to create an anti-bullying ethos and to develop self-esteem and peer power.
- Staff members to be pro-active in their own training and research to ensure that, as a staff member, they are aware of tools and techniques to support teaching children how to tackle and reduce bullying, and to recognise types of bullying and signs of potential victims.

Strategies for Staff

All incidents of bullying should be recorded on CPOMS and key staff alerted to take action.

All staff follow five key points:

- Never ignore suspected bullying;
- Do not make premature assumptions;

- Listen carefully to all accounts – several children saying the same thing does not necessarily mean they are telling the truth;
- Adopt a problem-solving approach that moves pupils on from self-justification;
- Follow up repeatedly, checking that bullying has not resumed.

Strategies for Children

- Children should be aware of the different forms of bullying and understand their responsibilities in trying to prevent and address bullying;
- Children will learn through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of the school.
- Class meetings and the School Meeting can be used as an opportunity to discuss and reflect on what bullying behaviour looks like

Strategies for Parents

- Parents can find Information about the school's policy and procedures on the school website;
- Any concerns raised by parents will be sympathetically heard and investigated;
- Parents of both victims and alleged perpetrators will be supported.
- Parents should cooperate with school staff to seek a positive resolution for all children involved

Monitoring and Evaluation

The Anti bullying policy will be reviewed annually by the head teacher and Council of Governance.

All reported cases of bullying will be monitored by the DSL (Designated Safeguarding Lead) and head teacher, who will undertake to:

- Keep records confidential (where appropriate) and secure (CPOMS);
- Ensure that all reported cases of bullying are resolved to the satisfaction of the individuals concerned.

The DSL will report to the staff meetings on a regular basis about any issues which may arise. The headteacher will report to the Governing body on any exclusions relating to bullying or if the incidence of bullying in the school is increasing.

Procedures for Staff to Follow

If a case of bullying is *witnessed or suspected*:

- Talk to the class teacher, Head teacher or DSL;
- Keep dated notes and log on CPOMS;
- Talk discreetly to the suspected victim and encourage a dialogue.

If a case of bullying is *brought to your attention*:

- Listen sympathetically to both sides and take it seriously, but do not make premature assumptions;
- Adopt a problem-solving approach that moves the children on from self-justification;
- Do not promise unconditional confidentiality – you may have to tell others to ensure the well-being of the victim;

- Make notes, log on CPOMS and talk to the class teacher, head teacher or DSL. Agree who will take the next steps / further action.

Strategies for investigating bullying could be all or some of the following:

- Discussions at length with the victim and bully – separately if necessary. This will require patience and understanding. Remember – Listen, Believe, Act. An attitude of listening and understanding is always seen as more helpful than blaming or criticizing the bully and give insight in to the root of any problems. The emphasis is always on a caring, listening approach as bullies are often victims too – that can be why they bully.
- Obtain witnesses if possible. Advise the class teacher of the victim and bully. Advise other staff to be alert to the situation.
- If the alleged bully does not own up, investigate further. If it is understood that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Hold separate discussions with the parents of victim and bully.
- Tell the victim that he/she must report any further instances of bullying and tell the bully that the victim has been given this instruction. This helps to prevent a reoccurrence.
- Through on-going discussions, help the bully to face and understand the consequences of his/her actions. The bully should be encouraged to understand the feelings and needs of the victim. It may also be useful for the victim to understand the feelings and needs of the bully who may need support themselves. Once this stage has been reached the problem can quite often be resolved by working closely with the children to encourage self-management. It is important to consider the motivations behind bullying and whether it reveals any concerns for safeguarding or the perpetrator.
- Continue monitoring the situation and offer support wherever possible.

In all cases of bullying, the DSL will:

- Monitor details of the incident(s) and action taken in through CPOMS and staff conversations;
- Identify the source of the incident(s) and implement appropriate strategies. These could include:
- Set up meetings with class teachers to analyse problems and develop solutions cooperatively.
- Set up, and minute, meetings with parents of both victims and bullies to ensure complementary and effective measures to support children and solve problems, ensuring parents understand the school’s anti-bullying policies so that children will experience a coherent approach;
- Follow the Exclusion Policy for sanctions required;
- Consider the motivations behind bullying and whether it reveals any concerns to suspect that a child is suffering, or is likely to suffer, significant harm (victims or bullies). This must be addressed as a **child protection concern**.
- Consider if a criminal offence has been committed, in which case, assistance from the police will be sought.

Reviewed by	Date
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Arnet Donkin	06/09/2022
Council – Nathan Gribble	06/09/2022