

PARK SCHOOL – BULLYING POLICY – ISI 10A

This policy applies to the whole school including the whole of the Early Years Foundation Stage ('EYFS')

1. INTRODUCTION

- 1.1 Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying may be repeated over time, Several Times On Purpose (STOP) or may be a one-off incident.
- 1.2 The behaviour may include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; a range of cyber-bullying including inappropriate text messaging, emailing, or sending or posting offensive or degrading images by phone or via social websites and the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.
- 1.3 Where bullying outside school is known by, or reported to, school staff, it should be investigated and acted on.
- 1.4 Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils can be bullied for a variety of reasons, including but not limited to the protected characteristics as follows:-

- Bullying related to race, religion, gender or culture;
 - Bullying related to special educational needs or disabilities (SEND);
 - Bullying related to appearance or health conditions;
 - Bullying related to sexual orientation;
 - Bullying of a child who is adopted or has caring responsibilities;
 - Bullying due to actual differences between children, or perceived differences.
- 1.5 Any member of staff wanting to develop their understanding of the needs of, and ways to support, pupils with protected characteristics should speak, in the first instance, to the Headteacher.
 - 1.6 Staff need to be alert to children who may be vulnerable and at risk from bullying. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied.
 - 1.7 This policy has been drawn up having had regard to the DfE publication 'Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies' (July 2017) and 'Cyber Bullying for Headteachers and School Staff (2014)' which is available to view on the government website or via the links below:

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626212/preventing-and-tackling-bullying.pdf)

[Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626213/cyber-bullying-advice-for-headteachers-and-school-staff.pdf)
 - 1.8
 - 1.9 A bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Such cases will be dealt with in accordance with the school's Safeguarding and Child Protection Policy and Procedures, including Allegations against Adults.

2. AIMS AND OBJECTIVES

- 2.1 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and to do all that we can to develop and maintain a school ethos in which bullying is regarded as unacceptable. This policy aims to:
- make all those connected with the school aware of our opposition to bullying;
 - help staff and pupils to prevent bullying;
 - help staff and pupils deal with bullying when it occurs;
 - clarify the roles and responsibilities of staff and pupils with regard to the prevention of, and response to bullying.
- 2.2 The school acknowledges its primary responsibility to prevent pupils from being bullied and to protect those pupils who have been. However, it also acknowledges the responsibility to nurture and promote positive behaviour patterns in those who are bullies and to support the parents of both the pupil/perpetrator and the victim throughout. It is the combination of actions that brings about the most satisfactory results.

3. THE BULLY AND THE BULLIED

- 3.1 Bullies often have low self-esteem despite appearing confident. They like to get their own way and will often respond to stressful situations impulsively and by hitting out. The following are signs to be aware of:
- aggressive towards other children and adults;
 - prone to breaking the rules and indulge in anti-social behaviour;
 - positive about their own behaviour, with no shame or guilt and little sympathy with victims;
 - able to communicate well and have an answer for everything;
 - adept at getting themselves 'off the hook' and out of difficult situations.
- 3.2 It is important to identify those liable to attract bullying. Staff should be aware of the following behavioural traits shown by a child which might indicate a bullying problem:
- repeated minor injury;
 - deterioration in schoolwork or significant changes in behaviour without explanation;
 - aggressive behaviour, tantrums;
 - an air of "detachment" or "don't care" attitude;
 - overly compliant behaviour, "watchful" attitude;
 - the child who is reluctant to go home, to come to school, or is kept away from school by a parent;
 - increasing lack of self-confidence, with gradual withdrawal from school activities; has few school friends;
 - does not trust adults;
 - frequently complaining of feeling unwell - headaches, tummy aches, odd pains; eating problems, includes over-eating and loss of appetite.

4. PREVENTION

- 4.1 It is the responsibility of the whole staff to:
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
 - ensure that all children know what to do if they are being bullied, or if they become aware of others being bullied

- be alert to the possibility of bullying and to be aware of unhealthy relationships amongst pupils, which might indicate the presence of bullying
- help set the school ethos of mutual support, trust, respect for all 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.

4.2 Issues relating to bullying and other forms of anti-social behaviour are reviewed regularly. Staff share names of pupils whom we are monitoring carefully for pastoral reasons during staff meetings on a Monday evening or email messaging. Teaching Assistants and Lunchtime Supervisors are informed via emails and staff meeting minutes. It is the responsibility of all staff to be particularly aware of pupils being monitored. The class teacher of each pupil on this list is proactive throughout the week in monitoring the pupil(s) and updates the Well Being Manager in ISAMS. In addition, the Pastoral lead will share strategies with staff to support those involved with monitoring.

4.3 Bullying is a topic that is discussed with children through the teaching of PSHEE in 'Time to Thrive' sessions and through assemblies, both through discouraging anti-social behaviour, helping children to build resilience to protect themselves and others and encouraging behaviour patterns that seek to improve friendships and a sense of community throughout the school. This includes discussing with children the differences between people and the importance of avoiding prejudice-based language. Other educational elements may also be used such as projects, drama, stories, literature, historical events, current affairs and topic work.

4.4 Online safety is part of both safeguarding and anti-bullying arrangements. The School's expectations with regard to the use of technology by pupils, staff and visitors within the school setting and beyond, are clearly set out in the School's e-Safety policy, the Acceptable Use & Digital Safety policy, the Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults and the agreement signed by all parents about the use of the Internet by their children.

4.5 Above all we stress to all pupils that it is right to tell someone if they, or someone else, are being bullied and we reassure them that staff will listen and respond appropriately. We stress to pupils the part that they can play in preventing bullying by not being a bystander.

5. INVESTIGATION OF BULLYING INCIDENTS

5.1 All members of staff investigate and act upon any bullying that they witness or which comes to their attention. This should be done as soon as possible after the act and certainly before the end of that school day. If that member of staff is not the class teacher of the pupils involved, they must refer the situation to the class teacher(s), as soon as possible, and certainly before the end of that school day.

5.2 Above all, it is imperative that we create an ethos where bullied pupils are encouraged to talk and to trust that their situation will be improved by talking to us. Pupils will often talk to their class teacher, but they may also choose to speak to other staff, parents or anyone else they trust.

5.3 It will usually be right to involve both the parents of the victim and of the perpetrator. If parents are to be involved, this should be done as quickly as possible after the incident. The Headteacher or a member of the SLT must be consulted before informing parents.

5.4 Staff keep written records of all investigations into bullying incidents, which are shared and stored in accordance with [PARAGRAPH 7 RECORD KEEPING](#) below.

6. ACTION TO BE TAKEN

6.1 There is no one remedy and each case is different. The following is a non-exhaustive list of the options that may be considered:

6.2 Action involving the pupils

- Counselling and support for the victim of the bullying, usually directed by the Pastoral lead;

- Time spent 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;
- Following consultation with the Headteacher and with the parents, a pupil may be placed on our report system which monitors behaviour throughout the school day.
- Sanctions against the child who has bullied (see our Behaviour policy, including sanctions, for possible sanctions). These may include strong sanctions such as exclusion in cases of severe or persistent bullying. Support is also provided by the Pastoral lead to direct positive behaviours in future and find out if there are any underlying issues that could have contributed to these unwanted behaviours.
- Strict talk to a group or groups of pupils, or to the whole school;
- In the case of cyberbullying, a child may be asked to remove any material deemed to be inappropriate or an internet service provider may be contacted to remove content. Internet access may be suspended at school for specific users for a period of time.

6.3 Action involving the parents

- Following consultation with the Headteacher, parents may have been involved in the investigation stage.
- If a child is put on a report system, the parents are notified and involved in the process
- A meeting with the parents attended by the Class Teacher and the Headteacher. Such a meeting will be called by the Headteacher if it is felt that the bad behaviour of one or more children warrants it. The primary purposes of such a meeting are to discuss ways of improving the bad behaviour and to put parents on notice regarding the consequences of continuing bad behaviour which may include temporary or permanent exclusion from the school.
- A meeting with the parents attended and arranged by the Headteacher to discuss the decision to permanently exclude a child would be made only in consultation with the School Board. Following the meeting, a letter will be sent to the parents by the Headteacher summarising the meeting.
- In cases where one or more sets of parents have been involved in investigations, the parents of all pupils (both the victim and the perpetrator) must be contacted again at the end of the investigation so that all parties understand the action taken by the school. The Headteacher or a member of the SLT must be consulted before contacting parents to inform them of the action taken by the school.

6.4 Action involving outside agencies. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as an Educational Psychologist and a Family Support Worker or the police.

7. RECORD KEEPING

The Headteacher also records these incidents in the Bullying and Behaviour log.

It is the responsibility of the class teacher to ensure that written records are kept for each individual pupil. All incidents of significant misbehaviour must be recorded on the Well Being Manager in ISAMS with an email being sent to the Headteacher to make them aware of the entry. 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 Bullying policy and to actively encourage their child to be a positive member of the school.

8. THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to ensure that this policy is known and implemented by all

staff (both teaching and non-teaching) throughout the school.

The Headteacher will take any action that is appropriate to ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The DSL keeps a Bullying and Behaviour Log, enabling them to identify and respond to patterns over time, and to record all significant action that has been taken to implement this policy. This log is reviewed in conjunction with the First Aid log, absence records and Well Being Manager in ISAMS by the DSL to identify patterns and her review is reported to the Headteacher termly.

The Headteacher ensures that all staff receive appropriate training to be equipped to implement this policy effectively and ensures that the prevention of, investigation of, and the response to bullying is appropriately discussed in staff meetings and training days.

9. THE ROLE OF THE SCHOOL GOVERNANCE BOARD

The School Governance Board supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the School Board will not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The School Governance Board monitors the incidents of bullying that occur and this policy, together with the procedures outlined herein, are reviewed annually by the Headteacher and the School Board. The School Board requires the Headteacher to keep accurate records of all serious incidents of bullying and to report to the School Board annually about the effectiveness of the school's anti-bullying strategies.

The School Governance Board responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the School Governance Board notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the School Governance Board.

10. MONITORING AND REVIEW

The content and effectiveness of this policy is monitored on a day-to-day basis by the Headteacher and formally reviewed in staff meeting. The Headteacher reports to the School Board about the effectiveness of the policy at least annually.

This Bullying Policy is the School Governance Board's responsibility, and they review its effectiveness annually. They do this by examining the School's Bullying and Behaviour log, and by discussion with the Headteacher. The format of the bullying log is such that patterns of bullying incidents can be identified and the Headteacher and the School Governance Board can analyse recurring triggers or situations.