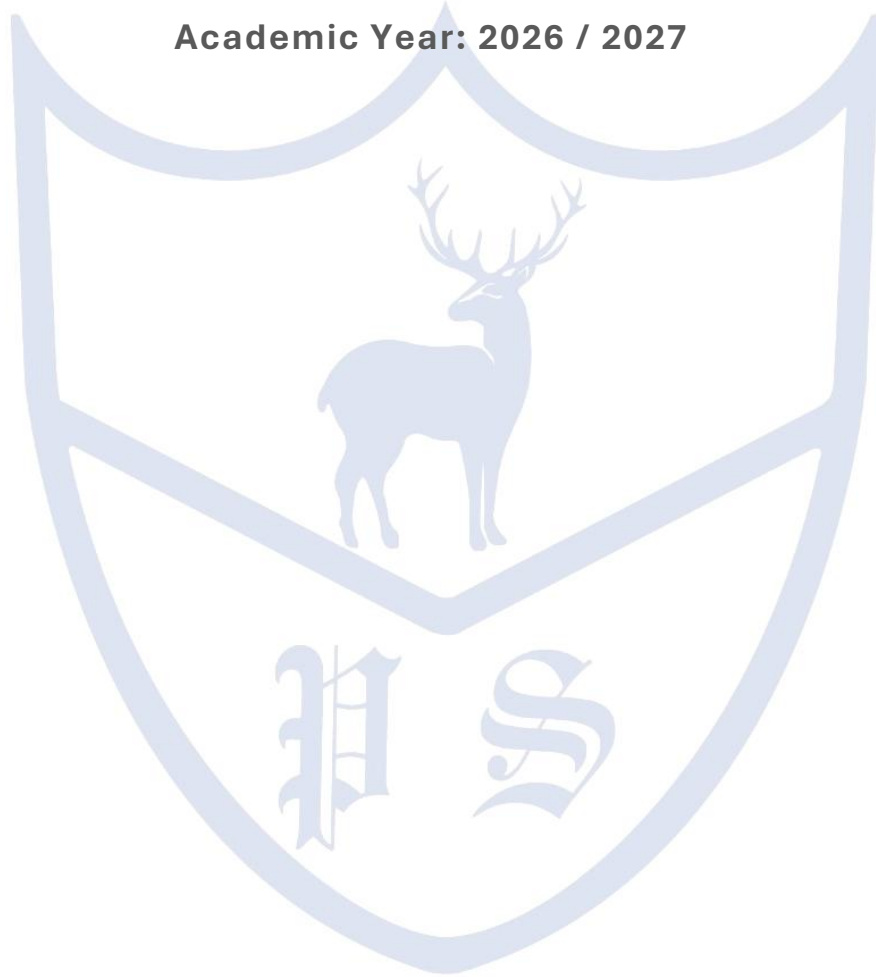


Anti-Bullying Policy

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Person(s) responsible for review and role:

Headteacher: Nadia Ward

Designated Safeguarding Lead: Ella Whitbread

PARK SCHOOL

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Aim of policy:

The aim of this policy is to set out how the school ensures that bullying is prevented, identified and responded to effectively, in accordance with statutory guidance, the Independent School Standards, and the School's safeguarding, behaviour and equality duties.

The School has a zero-tolerance approach to bullying, including online/cyberbullying and prejudice-based bullying. The school strives to maintain a safe, respectful and inclusive culture in which pupils can report concerns, incidents are recorded and acted upon promptly, pupils affected by bullying are supported, and responses to those who bully are proportionate. This may include educational aspects to address prejudice or and, where appropriate, restorative or sanction-based. Through leadership oversight, staff training, pupil voice, curriculum education, parental partnership and reasonable adjustments where needed, the School will safeguard and promote the welfare of pupils and actively promote their physical and mental health, emotional wellbeing, dignity and sense of belonging.

Related Guidance and School Policies

This policy outlines the schools approach to the prevention of bullying, but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Artificial Intelligence Policy*
- *Attendance Policy*

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- *Behaviour, Rewards & Sanctions Policy*
 - Complaints & Concerns Policy
 - Digital & Technology Acceptable Use Policy
 - Educational Visits & Offsite Activities Policy
 - Equality, Diversity & Inclusion Policy
 - Filtering & Monitoring Policy
 - Low Level Concerns Policy
 - Mental Health & Emotional Wellbeing (Whole School) Policy
 - Parental Engagement & Communication Policy
 - PSHEE Policy
 - Prevent (Extremism & Radicalisation) Policy
 - RSE Policy
 - Safeguarding & Child Protection Policy
 - Search & Confiscation Policy
 - Special Educational Needs & Disabilities Policy
 - Staff Code of Conduct

Statutory & Regulatory Guidance:

- *KCSIE 2026*
- Childcare Act 2006
- Education Act 2011
- Children Act 2004
- Malicious Communications Act 1988
- Communications Act 2003
- Computer Misuse Act 1990
- Data Protection Act 2018
- Online Safety Act 2023
- DfE Preventing and Tackling Bullying (July 2017)

What is Bullying?

We take our definition of bullying from Primary National Strategy SEAL materials (2006):

Bullying may be physical, verbal, or (in the case of cyberbullying) written and has three key characteristics:

- It is ongoing (not the same as a conflict between two equals or a random, unprovoked aggressive act).
- It is deliberate.
- It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different,” or having access to limited resources).

Anyone can be bullied for any reason: appearance, religion, age, gender, learning or physical disability, or difference. Main types of bullying include:

- **Physical:** hitting, kicking, spitting, demanding items, shoving
- **Verbal:** taunting, name calling, insults, racist, sexist, homophobic or offensive remarks
- **Sexual:** enforcing a sexual act or making inappropriate sexual actions or words
- **Indirect:** excluding from a group, gossiping, damaging property
- **Cyberbullying:** emails, texts, social media posts

Bullying is distinct from other unkind or aggressive behaviour, which may also require intervention but is not bullying.

Bullying is totally against the values and ethos of **Park School**, particularly our core value of **Respect**, defined as: treating others as we would wish to be treated, respecting rights and beliefs, accepting cultural and religious identity, and refraining from discrimination (race, gender, sexual orientation, disability).

Aims in relation to prevention of bullying

At **Park School**, we take a zero-tolerance approach to bullying and foster an inclusive, supportive ethos. We aim to ensure that all children feel safe, heard, and supported.

We adhere to the following legal frameworks:

- **DfE Preventing and Tackling Bullying (July 2017)** – legal requirement for all schools to have an anti-bullying policy.
- **Children Act 1989, 2004, 2014** – working with professional agencies to ensure children stay safe.
- **Education and Inspections Act 2006, Section 89** – encouraging good behaviour and preventing all forms of bullying.
- **Equality Act 2010** – eliminate discrimination, advance equality of opportunity, and foster good relations.

We will:

- Ensure staff, governors, pupils, and parents understand what bullying is and how to respond.
- Proactively reduce opportunities for bullying through PSHE, anti-bullying weeks, safer internet days, and celebrating positive behaviour.
- Create a caring ethos where everyone can express themselves safely.
- Educate pupils and parents about safe online behaviour (e-safety).

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.

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.

Alleged Perpetrators and Victims

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 break 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.

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.

Prevention

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.
- reinforcement of anti-bullying messages in lessons, assemblies, and communications (e.g., **Park School** Flyer).
- curriculum awareness through drama, writing, history, literature, technology, and role play.
- staff training and legal responsibilities.
- weekly pastoral meetings to discuss concerns.
- effective supervision and patrolling of school grounds.
- involvement of pupils via School Council and prefects.
- ensuring pupils know how to report bullying confidentially.
- promoting e-safety and educating parents on social media risks.
- development of resilience, empathy, and tolerance through PSHE, S.P.A.C.E. days, group work, and literature.

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.

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.

Those not present at meetings are informed through 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).

Bullying is a topic that is discussed with children through the teaching of PSHE 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.

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.

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

Procedures for reporting and dealing with bullying

All pupils are encouraged to speak to a trusted adult. Staff will respond calmly and consistently, listening to all parties, recording incidents factually, and providing support.

Bullying Outside School Premises

School staff may discipline pupils for bullying outside school, including online, under Sections 90 and 91 of the Education Act 2006. (conduct which occurs at a time when the pupil is not on the premises of a school and is not under the lawful control or charge of a member of the staff of a school, but only to the extent that it is reasonable for the school imposing the penalty to regulate the pupil's conduct at such a time,) Police or local authorities may be notified if behaviour is criminal or poses a serious threat.

Action to be taken

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

Action involving the pupils

- Counselling and support for the victim of the bullying;
- 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.
- 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.

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.

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.

Record Keeping

Bullying Incidents are recorded in ISAMS (MIS) Behaviour Manager.

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 in writing each individual pupil's profile and on the electronic pupil log, with an email being sent to the Head of Phase [HS1.1] to make them aware of the entry. Where the person making such a record is not the Form Tutor, copies must be given as soon as possible to the class teacher who will update the electronic pupil log.

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.

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 Headteacher 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 electronic pupil log by the Headteacher to identify patterns and her review is reported to the School Board 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.

Governance

The School 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 at **Park School**, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

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

Sexual violence and sexual harassment

All staff adopt a 'it could happen here' approach. Sexual violence and harassment (including online) are never tolerated. Physical sexual behaviour such as grabbing, flicking bras, or lifting skirts is unacceptable. All incidents are recorded on ISAMS and appropriate action is taken, including informing parents of victims and perpetrators.

Sanctions & Support

- Bullying is addressed through school rules, complaints procedures, and family contact.
- Staff monitor pupils to identify unreported bullying.
- Initial investigation may resolve the issue via counselling and warnings.
- Persistent or serious bullying involves Pastoral Heads and may result in formal disciplinary action.
- Bullying may be treated as a child protection concern if there is risk of significant harm.
- Legal breaches (threatening or obscene online material) are reported to police and Children's Services.

Monitoring & Evaluation

- Annual review of policy
- 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 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 Board can analyse recurring triggers or situations.