

Parklands Community
Primary & Nursery
School



**Anti-Bullying
Policy**

January 2022

Aims

At Parklands Community Primary & Nursery School we recognise the negative impact that bullying can have on a child's life. As a result, we do all we can to prevent it, by developing a whole school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and proactive measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We strive to make all those connected with Parklands Community Primary & Nursery School aware of our opposition to all types of bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition - What is bullying?

There are a great many definitions of what constitutes bullying and bullying behaviour. Most definitions consider it as being repeated words or actions, which are aimed at causing another to feel frightened, miserable or helpless. All bullying and bullying behaviour has the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- it is difficult for the target of the bully or bullying behaviours to defend themselves against the negative behaviour
- seriously damages a young person's confidence and sense of self worth
- can lead to prolonged emotional damage

Bullying or bullying behaviour can be categorised into the following areas, however, there is no hierarchy of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Physical: assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

Verbal: racist, sexual, homophobic, biphobic, transphobic words used in a derogatory manner, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any bothersome outcomes designed to be hurtful or used to intimidate.

Written: any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.

Interference with another individual: Theft, extortion, vandalism, defacing of property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Psychological pressure – silent bullying: Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

Racist bullying: name calling, incitement, making comments about a person's country or culture or appearance or commenting on parents or spreading rumours.

Homophobic, biphobic and transphobic bullying (HBT): name calling, making hurtful comments, using LGBTQ+ vocabulary in a negative way (e.g. – using gay to express something as inferior), commenting or slandering parents or other relations/friends including spreading rumours.

Subtle bullying: Giving looks intended to intimidate, belittle or discredit someone, swearing at or about a person.

Incitement of others to become involved e.g. by bribery, blackmailing, excluding, or threatening behaviours.

Cyber bullying: Emailing or texting about a person or to a person, spreading rumours or defacing or corrupting a piece of work. Instant messaging or posting on a social network platform such as WhatsApp or SnapChat and using any language identified above. This is also applicable to online chat rooms.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the Governing Body. [see Complaints Policy]

Responsibility

It is the responsibility of all staff to ensure the implementation of the school anti-bullying strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-

bullying policy on request.

The Headteacher and Senior Leadership team ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or senior leaders of the school may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil has to have appropriate consequences. Areas such as language surrounding racism and HBT are discussed during PSHE, whole school assemblies and work on British Values to ensure pupils have a clear understanding of what language is acceptable and unacceptable.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, supporting children's self-esteem to reduce the likelihood of bullying incidents. When children feel they are a valued member of a friendly and welcoming school community, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- listen to the child
- ensure a record of the incident is made and added to the central bullying records kept in the headteacher's office and on 'CPOMS'
- if the bullying is related to HBT, this will be recorded on the 'CPOMS' system and also in the central 'Homophobic Incidents' record kept in the headteacher's office
- inform the Headteacher
- speak to the alleged perpetrator
- speak to the victims and perpetrator's parent
- actively set up a system to try and prevent future incidents. E.g. inform the learning mentors so that some 1-1 work can be completed with the child.
- ensure that the school rewards and sanctions are followed consistently and that the school behaviour policy is followed.
- If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher.

Teachers and support staff do all they can to support the child who is being bullied.

This may involve:

- counselling and support for the victim, and carrying out the appropriate consequence for the offender.
- Time is spent talking to the child who has carried out the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is being bullied over a period of time, then, after consultation with the Headteacher or Learning Mentor a meeting will be arranged with the child's parents.

The Headteacher/SLT records all incidents of bullying which occur both within school, near school and on the journeys to and from school.

In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the Social Services or the Behaviour Support Team.

Anti-bullying within the curriculum

We are a 'No Outsiders' school and seek to promote diversity, equality and inclusion.

Our school uses a range of methods to help prevent bullying and to establish a climate of trust and respect for all. We use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, develop empathy and practise the restraint required to avoid lapsing into bullying behaviour. Parklands pupils are taught about the UN Convention Rights of the Child. Specific focus is given to those rights that help us learn and feel safe in school. Pupils are taught to stand up not only for their own rights, but also to respect the rights of others.

Circle time is used to praise, reward, and celebrate the success of all children, and thus to help create a positive atmosphere as well as to teach mediation and problem solving skills. Areas such as language surrounding health, racism and HBT are discussed during PSHE and work on British Values (acceptance, mutual respect etc) to ensure pupils have a clear understanding of what language is acceptable and unacceptable.

In addition, children learn about online safety and cyber-bullying within their computing lessons. Related concerns and strategies are further explored when the school participates in annual Internet Safety Week activities. Children learn how to stay safe and what to do if they experience cyber-bullying. Our e-safety message of 'Zip It, Flag it, Block It' is discussed and displayed in each classroom.

Every year, school recognises Anti-Bullying week and uses this time to focus heavily on how to prevent bullying.

We strive to ensure that the contributions of all pupils are valued and everyone feels secure and able to contribute to school life. We challenge stereotypical views and value differences in others whether arising from race, culture, gender, gender identity, sexuality, ability or disability.

The role of Parents/Carers

Parents are asked to actively support our schools anti-bullying policy, behaviour policy and sign the home school agreement which all promote good behaviour. Parents should feel confident that our school does not tolerate bullying and deals with any incidents swiftly and seriously. If they suspect that their child may be the perpetrator or the victim of bullying they should contact their child's class teacher immediately.

If they are not satisfied with the response, they should contact the Headteacher.

Parents are encouraged to support safe use of digital technologies- selecting and monitoring age-appropriate social media and messaging apps. This is supported with the distribution of Digital Parenting magazine each year.

The role of Pupils

Pupils are encouraged to tell someone they trust if they are being bullied, and if the bullying continues, they must keep on reporting it. Pupils are invited to tell us their views about a range of school issues, including bullying, in a number of ways. This could be by speaking to an adult, a school council rep or through worry boxes or individual class systems.

Monitoring, reporting and review

This policy is monitored by the Headteacher, Senior Leadership Team and Governors.

This policy will be reviewed in line with our behaviour policy, every year, or earlier if necessary.