



Anti-bullying Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

Prepared by:
Mrs S Waller
Head

Approved by:
Finance and Resources Committee

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PARKSTONE PRIMARY SCHOOL

Anti-Bullying Policy

1 Introduction

1.1 At Parkstone Primary School we are committed to providing a caring, secure and supportive environment in which pupils can live and work happily and without fear. We regard all forms of bullying as totally unacceptable regardless of race, religion, gender, sexual orientation or disability. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

1.2 The development of this policy has been based on:

- the guidance in the DfE document – ‘Preventing and tackling bullying; (July 2017)
- OfSTED – ‘No place for Bullying’
- input from children when bullying issues have been a focus (eg: SEAL unit of work)
- input from parents following sharing of policy
- input from staff and governors.

2 What is Bullying?

2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and 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.

Bullying is therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult for those being bullied to defend themselves.

2.2 It can take many forms but the main types are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, making insulting, racist or offensive remarks)
- Indirect (spreading nasty stories or rumours, excluding someone from social groups)
- Cyber bullying

2.3 Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racial bullying;
- Sexual bullying;
- The use of homophobic language;
- Bullying of pupils with special educational needs or disabilities;
- Cyber bullying through emails, mobile phones, texts or social networking sites

2.4 Classes considered their views of bullying and felt that this involved the following behaviours:

- Fighting, pushing or kicking people around
- Saying nasty, hurtful things
- Being mean and name calling
- Hassling or threatening others
- Stopping you from doing something you want to do
- Stealing things from you

2.5 The children believe that if you deliberately do this to make someone unhappy and stop them wanting to come to school, then this is bullying. Bullying is also something that happens over time and one-off incidents should not be regarded as bullying but should still be dealt with.

2.6 The school has an **Anti Bullying Statement** which is prominently displayed around the school and was arrived at after discussion with the School Council.

It states:

“Bullying is **deliberately** and **repeatedly** doing or saying something that hurts or upsets someone else. If you are being bullied tell an adult.”

3 Creating an anti-bullying climate – aims and objectives

3.1 Our school’s Behaviour Management Policy explains the importance we place upon promoting positive behaviour to create an environment where pupils behave well, where they take responsibility for each other’s emotional and social well-being and include and support each other.

3.2 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we intervene immediately to stop any further occurrences of such behaviour. Issues are addressed throughout the school using the SEAL programme and Circle Time activities. It is not always simple to eradicate bullying but we do everything in our power to ensure that all children attend school free from fear.

3.3 Our aims are:

- To raise awareness of bullying and our anti-bullying policy;
- To create a positive, caring ethos where bullying is regarded as unacceptable and a safe and secure environment is created for everyone to work and learn in;
- To increase understanding for victims and help pupils to constructively manage their relationships with others;
- To deal effectively with incidents of bullying in our school community and to put preventative measures into place.
- To outline procedures that will be followed when bullying is reported.
- To create a school ethos that encourages disclosure of bullying whereby children, parents and staff feel able to discuss any incident causing concern.

- To involve pupils, staff, parents, governors and outside agencies in the development of this policy;

4 Reporting Bullying

4.1 All teaching and support staff, including lunchtime supervisors, are aware of and alert to any signs of bullying in school. We foster an open approach where both pupils and parents are able to share their concerns about a bullying incident with any member of staff, although a parent's first point of contact will often be the child's class teacher.

4.2 Procedures to follow:

- 1 The person making the report is listened to carefully and any relevant details are noted. Reports of bullying are never ignored. Support staff report the incident to class teacher initially.
- 2 The reported incident is investigated. Incidents of bullying, together with outcomes, are recorded. These are monitored and discussed with staff and parents where appropriate. The Headteacher is involved when the bullying behaviour is more serious, ie: not an isolated incident, and keeps a log of more serious incidents. We value the support of parents and aim to keep them fully informed.
- 3 We support restorative practices which actively engages the children in a process which separates the 'deed from the doer', allowing participants to make amends for the harm caused.
- 4 A monitoring period will follow to ensure that bullying has not resumed. Pupils involved are made aware that their behaviour will be monitored.
- 5 If the bullying behaviour continues then further action will be considered such as enlisting the advice of outside agencies or the involvement of the Special Needs Coordinator and consideration given to setting up an individual education plan (IEP).

5 Strategies to prevent bullying

Parkstone Primary has adopted a number of strategies to raise awareness of bullying and how to prevent it from taking place.

5.1 Staff training

Staff have been made aware of the signs and symptoms of bullying and how to recognise bullies and victims. Staff will receive ongoing training in dealing with bullying incidents and preventative measures.

5.2 Staff awareness

Staff are made aware of potentially vulnerable pupils, both existing and new.

5.3 Pupil awareness

Pupils are made aware of issues surrounding bullying through a variety of means. Personal, Social, Health and Citizenship Education (PSHCE) lessons, SEAL (Social and Emotional Aspects to Learning) materials and Circle Time all offer opportunities for discussion and sharing experiences and feelings. Assemblies and drama activities provide other opportunities to raise awareness about bullying. A range of activities are

undertaken during the National Anti – Bullying week each year using the SEAL 'Friendship' unit. Children are encouraged to talk to each other about friendship and support for each other.

- 5.4 School Council
Children from Y1 upwards are represented on the school council. It provides pupils with a forum to share ideas and issues important to them.
- 5.5 Staff supervision
At playtimes staff supervise all areas of the playground and the field, when in use.
- 5.6 Playground support
Our school councilors act as role models and support other children at playtimes. They interact positively by encouraging play, organising games or simply being there to talk to. Teaching assistants are also used across lunchtime to organise games and activities for the children.
- 5.7 Home–school agreement
The home-school agreement makes it clear that pupils should respect other people and 'behave in such a way that everyone in school can feel happy and safe', observing the school and class rules for good behaviour.

5 Bullying outside school

6.1 School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

6.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

7 Sanctions for bullying

- 7.1 Sanctions will apply for incidents of bullying when appropriate. These will be in line with the school's Behaviour Management Policy and is structured as follows:
- Class teacher
 - Phase Leader
 - Headteacher

The following may also be involved:

- Special Educational Needs Coordinator, if the pupil is identified for a behavioural IEP
- Advice may be sought from external agencies
- Fixed term exclusion for serious or persistent incidents

- In extreme cases, where serious violence is involved or other strategies have not resolved the problem, then permanent exclusion may be considered.

7.2 Parents may be involved in the early stages. If the incident is deemed serious then it will proceed quickly up the process with the intermediate stages being missed.

8 Information on the signs and symptoms of bullying

8.1 Identifying victims

One or more of the behaviours listed below, over a period of time, may indicate that a child is being bullied.

- Unwilling to come to school – feigning illness like headaches, upset stomachs etc;
- Concentrate less in class, stop producing good quality work;
- Reluctance to go outside at playtime;
- Cling to adults on the playground;
- Isolate themselves on the playground, becoming withdrawn;
- Becoming distressed very easily;
- Have temper tantrums, impulsively hitting out;
- Have unexplained bruises or scratches;
- Possessions keep going missing or are damaged;
- Scared to walk to or from school if unaccompanied by parent/carer;
- Anxious and insecure;
- Refuse to say what is wrong;

8.2 Support strategies

- The curriculum offers opportunities for issues surrounding bullying to be raised and discussed;
eg PSHCE, SEAL and Circle Time, Role play stories etc;
- Assemblies focusing on behaviour or bullying
- Being vigilant on the playground and in the corridors and toilets;
- Help pupils clarify ideas and suggest school council as a forum where appropriate;
- Always listen to complaints about bullying and follow them up;
- Take a calm, unemotional problem solving approach when dealing with incidents of bullying. Often this approach of identifying facts, resolving tensions and conflicts, and identifying a positive way forward is the best. If the response is one of blame and punishment then victims and onlookers may be unwilling to talk about it;
- Follow agreed procedures outlined in the Anti-Bullying and Behaviour Management Policies.

9 Monitoring and evaluation of the policy

9.1 This policy will be regularly monitored and evaluated by staff and governors.

9.2 All staff, all pupils and their parents / carers have an active part to play in the development, maintenance and success of the policy

9.3 The Anti-bullying policy links with the guidance from the LA 'Dealing with Homophobic bullying' (see attached) as well as a number of other school policies:

- Behaviour Management Policy
- Home School Agreement
- Equal Opportunities Policy

- Attendance Policy
- SEND policy
- Child Protection Policy
- Complaints Procedure

This policy will be reviewed every year.

Anti – bullying incident

Date incident occurred:

Pupils involved:

Staff involved:

Details of incident:

Parents informed

Follow up: