Park and Parkwall Primary Federation Anti-Bullying Policy

Working together to empower children to become aspirational, global citizens

This version dated	Summary of changes	Next review date
July 2020	Amendment further to FGB review	July 2023

Contents

Introduction

The Park and Parkwall Federation does not tolerate bullying in any form. We always take bullying seriously and we always take appropriate action. Our aims are to:-
- Clarify the definition of bullying
- Condemn bullying in all its forms
- Prevent bullying occurring throughout The Federation through proactive as well as reactive measures.

Roles and responsibilities

All staff are responsible for reporting incidents of bullying in accordance with the procedures set out in this policy.

The Head of School – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies.

Their responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents (on 'My Concern' and to LA if incident of racism)
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Parents/carers – can help staff to resolve bullying issues
by:-
- Attending meetings
- Being open and honest about any problems their child may have which could affect their behaviour or social and emotional development
- Co-operating with action plans
- Working in partnership with the school to prevent further incidences of bullying

Definition of Bullying

Bullying is the severe sustained or systematic verbal or physical abuse of a child or children by another child or children. It can include intimidation, violence, teasing, spitefulness, threats or extortion and may be online.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves. ▪ It is usually persistent.

Bullying is not:-

- <u>One-off</u> insults, arguments (or even fights) between children
- Teasing which stops when corrected
- Loss of temper which afterwards is regretted
- Retaliation to a 'one-off' incident
- Rough play
- Accidental play
- The falling out of friends

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices ⬜   producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours ⬜ excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children bullied?
Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

To promote fundamental British values the Federation will proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt children who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- Children
- Children and staff
- Between staff
- Individuals or groups

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt children who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child because:
- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

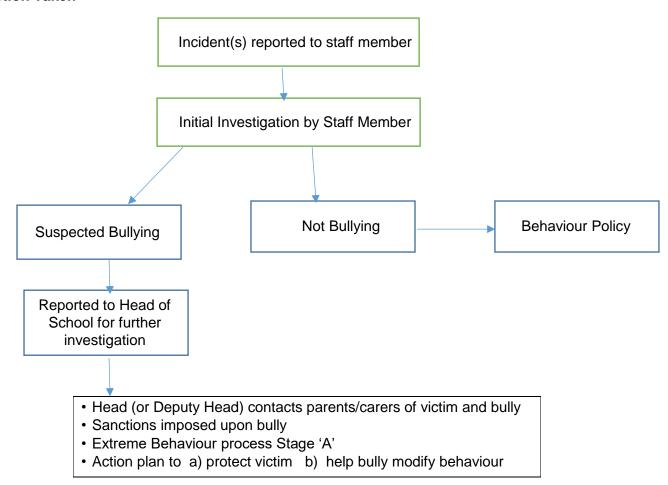## Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will notify the Head, SENCO and/or the Anti-Bullying Coordinator. This communication may be verbal or written.
- Children are encouraged to: Speak to an adult in school/their parents or other family member.
- Off The Record offer drop in confidential sessions.
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

Action Taken

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           ┌─────────────────────────────────────┐
           │   Incident(s) reported to staff member │
           └─────────────────────────────────────┘
                            │
                            ▼
           ┌─────────────────────────────────────┐
           │   Initial Investigation by Staff Member │
           └─────────────────────────────────────┘
              │                    │
              ▼                    ▼                         
┌──────────────────┐    ┌──────────────────┐       ┌──────────────────┐
│ Suspected Bullying │   │   Not Bullying   │ ───▶  │ Behaviour Policy │
└──────────────────┘    └──────────────────┘       └──────────────────┘
         │
         ▼
┌──────────────────────┐
│ Reported to Head of  │
│ School for further   │
│ investigation        │
└──────────────────────┘
         │
         ▼
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┌───┐
│ • Head (or Deputy Head) contacts parents/carers of victim and bully │
│ • Sanctions imposed upon bully   │
│ • Extreme Behaviour process Stage 'A'   │
│ • Action plan to a) protect victim   b) help bully modify behaviour │
└───┘

Action Plan Packs
These will depend upon the specific circumstances but will always contain:-

        a)   A timescale for action
        b)   Named teacher(s) responsible for monitoring
        c)   Monitoring sheet

The action included in the plan may be:-

- Arrangements for "no blame approach" meetings
- Arrangements for protecting the victim at breaktimes
- "Safe haven" arrangements
- Details of sanctions imposed/to be imposed
- Copies of past monitoring logs for future planning
- Copies of letters to/from home and minutes of meetings
- Any referral forms
- A record of action taken
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools actions. This is available online or from the school office
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual

work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded on the school's SMS by the member of staff who deals with the incident and updated by the Head of School upon completion of the investigation. See Appendix 1 for reporting and summary sheets.

Prejudice related bullying/incidents should be reported to the local authority by the Head of School. These should be sent in electronic format, ideally encrypted, with a password sent in a separate email (SOFIE).

Schools are advised that a simple email to the Local Authority stating at the end of the academic year that no incidents have been reported to the school, will suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in weekly staff meetings.

This information will be presented to the governors as a regular part of FGB meetings.

The policy will be reviewed and updated every two years but may be reviewed sooner if necessary or appropriate to do so.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, The Park and Parkwall Federation has developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies
- The assertive disciplinary principles of our Behaviour Policy The use of assemblies to discuss pupils' feelings about bullying
- The day to day ethos of the school applauds positive behaviour and strongly disapproves of negative behaviour
- Encouraging pupils to speak out if they (think) they are being bullied
- Maintaining a high level of supervision during break and lunch times
- Listening to children and helping them to differentiate between what is and what is not bullying
- Developing and maintaining good relationships between home and the school
- Helping children who display tendencies to bully to overcome their behavioural difficulties
- PSHE lessons and cross curriculum.
- Specific curriculum input on areas of concern such as cyberbullying and internet safety
- Modelling positive relationships
- Working with the local PCSOs

2. Reactive programmes for vulnerable groups or groups involved in bullying.
- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

3. **Specific initiatives for identified groups such as children whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.**

4. **Support for parents/carers**
- Parent information distributed by parentmail, newsletters and the school website as appropriate
- Information available on parents' evenings
- Information sessions i.e. e-safety

5. **Support for all school staff**
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links with other Policies
The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

Policy	Why
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
E-Safety policy	Cyberbullying and e-safety
Equality policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Self Assessment	A plan to protect children from the risk of radicalisation.

Equalities Impact Statement
The contents of this policy have been considered in relation to the Equalities Act 2010.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children can live, grow, play and learn.

Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk
Stonewall is an LGBT charity formed in 1989 to support the LGBT community in the UK.

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for children, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance National Documents

Safe to Learn- DCSF Guidelines
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications
Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications