Parkdale School

PARKDALE PRIMARY SCHOOL

Learning to Love . Loving to Learn

Anti-Bullying Policy

At Parkdale Primary School, we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

We believe that every child has the right to come to school without the fear of being bullied.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governors meetings, training,

- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents' guide

- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version to be displayed ……., and/or go in planners

This policy is available

- Online at the school website: www.parkdale.notts.sch.uk,
- From the school office
- Child/Family friendly versions (the Anti Bullying Charter) are on display, in welcome packs for new pupils. This is reviewed in conjunction with review of this policy.

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: - The Head Teacher, Peter Hillier

The 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
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: - Mrs Susan Edwards

Definition of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

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.

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:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- 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 and young people bullied?

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and 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 young people 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 persons 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.

Where does bullying take place?

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its affects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

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

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Parkdale's anti-bullying policy is a sub section of the school's Behaviour Management Policy and links with the school's mission statement and Equal Opportunities Policy. Staff will discuss bullying with their class at the start of each term to heighten awareness of this subject. The issue of bullying will also be addressed through SEAL, PSHE, Citizenship, Religious Education and assembly work.

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, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Pupils are encouraged to report incidents of bullying in the first instance to their Class Teacher.
Pupils are also encouraged to report any negative behaviour that concerns them. This must be logged and the log must be regularly reviewed (weekly) by the class teacher. Where there is repetition of 'minor' or unverified negative behaviour, the class teacher should discuss it with the Pastoral Lead or Head to consider escalating the matter to a bullying concern.
Children are also made aware of the role of the Pastoral lead, to whom reports may be made. The Pastoral Lead will also maintain an anonymous reporting system.
The class teacher will record the details onto a concern form – **all** alleged incidents or repeated complaints (see above) will be recorded.
A copy of the concern form will be kept in a secure file by the Class Teacher
A copy of the concern form will be passed to the Head Teacher, who will keep a copy in a secure file
The Class Teacher, Head Teacher or Pastoral Lead will, in all instances, inform the parent(s) of the child raising the allegation that a complaint has been received.
The response to the incident, including any sanctions arising for the perpetrator, will vary according to the circumstances, but will be in keeping with the school's Behaviour Management Policy.
In the event of bullying, as defined, support will be made available for the victim.
In the event of bullying, as defined, support will be made available for the perpetrator, with the aim of helping them to change their behaviour.
Where deemed appropriate, outside agencies will be involved to support the target and/or perpetrator.
The Pastoral Lead and/or Head Teacher will review all cases, including those deemed 'resolved', half-termly.

Reporting by Adults

All adults working in school will be reminded that they should report any incidents or disclosures to either: the Class Teacher or the Head Teacher. This information will be included in the school's Safeguarding Summary leaflet which is presented to all visitors and new employees.

Parents will be reminded that they should report any concerns to the Class Teacher or Head Teacher. This direction will be included in a summary of this policy, to be sent annually to parents. It will also be included in the School Prospectus and on the website.

All allegations reported by adults will be recorded on the reporting form, as per an allegation from a child.

Anonymous Reporting

A simple self-reporting form will be made available to children.
A secure box will be made available for these to be posted into, anonymously if necessary.
It is the duty of the Pastoral Lead to monitor and maintain this system.

Reporting and Statistics

The Head Teacher will collate termly reports for Governors

Procedures

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

- Recording all allegations on a pro-forma
- Passing of a copy of the reporting pro-forma to the Head Teacher
- All parties will be interviewed
- Parents of target and alleged bully will be informed
- Sanctions will be administered in accordance with the severity and nature of the incident and in line with the school's Behaviour Policy
- All incidents will be reviewed half-termly, including those deemed resolved.
- A range of responses and support appropriate to the situation will be considered - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, 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.
- Using the Early Help (EHAF) process where appropriate to involve other agencies who may be able to support.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Parkdale Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. An ongoing programme and philosophy which makes it clear that there is no tolerance of bullying and that targets will be supported.
    - A Behaviour Policy based on the reward of good behaviour and relationships with others
    - Regular Assembly input on the management of bullying
    - Delivery of the SEAL or equivalent including Anti-bullying unit or equivalent.
    - Continuing involvement in the Healthy Schools Programme
    - Participation in Anti-Bullying week annually in November.
    - PSHE/Citizenship lessons and cross curriculum.
    - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
    - Student voice, school council
    - Peer mentoring schemes and/or Playground Buddying

2. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
    - Restorative Justice
    - Counselling and/or Mediation schemes

3. Support for parents/carers
    - Parent groups/extended schools
    - Parent information events/information

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

Links with other policies and why

Policy	Why
Behaviour Policy	**Rewards and sanctions**
Safeguarding Policy	**Child protection**
Acceptable use policy	**Cyberbullying and e-safety**
Equalities policy	**Hate crime(homophobia, race and disability**
Confidentiality Policy	**Reporting and recording**
PSHE/Citizenship	**Strategies to prevent bullying**

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)
Anti-bullying Policy Development: Guidance for schools (2009)

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 and young people 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
The lesbian, gay and bisexual charity

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 young people, 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
Strategies for preventing bullying

Review

The Head Teacher and staff will review this policy during Summer Term 2021. Any suggested amendments will be presented to the Governing Body.