

# Park Street C of E Primary School & Nursery



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|   |                         |
| Version   | 1.0                     |
| Name/Department of originator/author:           | Anti-Bullying Policy    |
| Name/Title of responsible committee/individual: | Effectiveness Committee |
| Date issued:                                    | March 2016              |
| Review frequency:                               | Annually                |
| Target audience:                                | All staff / Governors   |

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

| Version | Date       | Notes |
|---------|------------|-------|
| V1.0    | March 2016 |       |
|         |            |       |



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**PARK STREET C OF E PRIMARY SCHOOL AND NURSERY**  
**ANTI-BULLYING POLICY**

The school recognises its foundation in the Church of England and aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Our intention is to provide a happy caring environment in which an individual child can learn to value excellence, achieve his/her potential and discover for themselves a genuine delight in learning.

**Rationale**

Bullying is unacceptable behaviour.

Park Street C of E Primary School and Nursery is committed to creating a safe environment, detailed in our Behaviour Policy, where children can

- learn, work and play
- feel valued
- appreciate differences
- talk about their worries knowing that an adult will listen and offer help.

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the culprits. We will ensure the safety of the child who has been bullied and do our best to support improved behaviour from the child who has bullied.

We believe that nobody should suffer bullying because of the way they look or because of their gender or sexual orientation nor because they have a different cultural background to other pupils.

**The Department of Education (DfE) defines bullying as:**

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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections. ( DfE, July 2017)

**A child-friendly definition might be:**

"People doing or saying nasty or unkind things to you on purpose, more than once, which it is difficult to stop."

[Bullying Involving Children with SEN and Disabilities, Anti-Bullying Alliance.]

**Bullying can be:**

- Physical – pushing, kicking, hitting, pinching and any other forms of violence, threats of violence, theft
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – excluding, tormenting, ridicule, humiliation
- Racist – racial taunts, graffiti, gestures

**Persistent bullying can result in:**

- Depression
- Low self-esteem,
- Shyness
- Poor academic achievement
- Isolation

Unchecked bullying also damages the child who bullies, who learns that he or she can get away with violence, aggression and threats and that this sort of behaviour gets them what they want.

**Prevention & strategies to reinforce Park Street C of E's Policy on Anti- bullying:**

- Anti-bullying week as well as one assembly per half term addressing this
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying
- Children participate in role play work in class as part of PSHE
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricular themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios

- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety frequently discussed and taught
- E-safety Day
- Use of Play Leaders
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

### **Park Street C of E Primary School and Nursery Procedure:**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

Staff in this school will -

- Apply the school's Behaviour Policy, ensuring that they are familiar with its aims and follow the procedures detailed in it
- Encourage the children to talk about bullying and listen to them
- Be sensitive to a pupil's need for privacy and respect
- Act – and be seen to act
- Give positive role models
- Take part in National Anti-Bullying Week each year to maintain awareness of the issue
- Take every opportunity to promote anti-bullying messages
- Include bullying on the agenda of at every meeting of the School Forum

Pupils in this school will be encouraged to recognise each other's rights to

- Be physically safe
- Keep own possessions
- Be free of insult, derogatory terms and teasing
- Be able to associate with other children for companionship and friendship

And to take responsibility for

- Safety of others
- Security of everyone's possessions
- Freedom from hurt by name-calling, teasing
- Including all pupils in play and learning activities
- Informing staff if they know that bullying is happening

### **Special Needs**

We recognise that some children may be vulnerable to bullying because they have specific problems such as poor co-ordination, speech or language difficulties. We are aware that these children may need extra help. Sometimes preparing all the children by discussing issues generally may avoid problems but here sensitivity and the teacher's judgement on the situation should be used.

We aim to sensitively encourage other children to empathise with those who have particular needs or disabilities within the school. Some children may not understand why other children may behave differently and some children's special needs are not immediately apparent –e.g. hearing loss.

### **Racist Incidents**

A racist incident is:

“any incident which is perceived to be racist by the victim or any other person”.

The school’s Policy for Preventing and Dealing with Racist Incidents details procedures for dealing with incidents of racism. It should be followed in all cases where bullying involves racism, including completion of the Bullying and Harassment Record and Monitoring Form. The incident is also uploaded onto the SIMS system.

### **Homophobic and biphobic and transphobic incidents**

A homophobic and biphobic and transphobic incident is:

“any incident which is perceived to be Homophobic, biphobic or transphobic incidents by the victim or any other person.”

At Park Street C of E Primary School and Nursery we discuss differences between people that could motivate bullying, such as gender or sexuality. We teach children that using any prejudice based language is unacceptable. Any report of Homophobic and biphobic and transphobic incidents, will be recorded on the incident log and involve the completion of the Bullying and Harassment Record and Monitoring Form. The incident is also uploaded onto the SIMS system.

### **Cyberbullying**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline (DfE July 2017)

<sup>1</sup> Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

### **. Possible signs of Bullying**

Some of the following signs may indicate there is a bullying problem

- Being frightened of walking to or from school
- Being unwilling to go to school
- Begin doing poorly in their school work
- Begin to bully others
- Refuse to say what’s wrong
- Become aggressive and unreasonable

### **When Bullying Occurs**

The aims of any intervention:

To make the child who has been bullied feel safe.

To ensure better behaviour from the child who has bullied and colluders.

To ensure that there is no repeat.

We will

- Take the problem seriously
- Investigate the incident
- Interview children who have been bullied and those who have bullied separately
- Interview any witnesses
- Determine whether there is any pattern to the behaviour
- Establish facts!

### **Appropriate action**

We will

- Obtain an apology from child doing the bullying to child experiencing the bullying
- Ensure that the child doing the bullying takes responsibility for his/her actions
- Encourage the child doing the bullying to consider his/her behaviour
- Impose sanctions against the child[ren] doing the bullying
- Inform parents of child[ren] doing the bullying– Talk through our school policy and approach.
- Inform parents of the child who has been bullied- Talk through our school policy and approach.
- Insist on any “borrowed” or stolen items being returned
- Insist that child[ren] doing the bullying compensate victim
- Hold lessons, class discussions, assemblies about bullying
- Provide a safe haven during school hours for the child who experiences bullying
- Hold a follow up meeting with parents of child who has been bullied to report progress
- Hold a follow up meeting with parents of child who has bullied
- Inform all members of staff about the incident(s) and the action to be followed

### **Reporting and Recording Incidents of Bullying**

Bullying will be

- initially investigated using Form 1 [incident to be placed on the SIMS behaviour system]
- reported to the Head. If the Headteacher is unavailable, then Mr McDonough or member of the SLT
- investigated by the Head or Assistant Head responsible for bullying.
- recorded on the Integrated Bullying and Harassment Record and Monitoring Form [Form 2], maintained in the log kept by Head. [Copy attached].
- All details to be entered on the behaviour section of SIMS

### **Monitoring and Evaluating**

This policy will be monitored by the SLT in the following way:

- Examining the Log of Incidents of Bullying and Log of Incidents of Racial Harassment (RM staff. Incident folder)
- Follow up with victims and their parents
- Whether culprits repeat their action

- Discussion/review by staff
- Surveys of pupils.
- Surveys of parents/carers
- It will be reviewed annually

**See also –**

- Behaviour Policy
- PSHE Policy
- Religious Education Policy
- Equal Opportunities Policy
- Policy for Preventing and Dealing with Racist Incidents
- School Equality Policy
- Community Cohesion Policy
- Multicultural Policy

**Review**

Reviewed by Mr McDonough September 2013

Reviewed by Mr McDonough September 2014

Reviewed by Mr McDonough October 2015

Reviewed by Mr McDonough March 2016

Reviewed by Mr McDonough September 2017

**PARK STREET C OF E PRIMARY SCHOOL AND NURESERY  
Initial Investigation into Allegation of Bullying - FORM 1**

|   |
|---|
| Completed by name and role:   |
| Date:   |
| Name and role of individual/s making the allegation e.g. pupil, mother, midday supervisory assistant: |
| Form of referral e.g. verbal report, letter, phone call:  |
| Details gathered to date:   |

|   |
|---|
|   |
| Action taken to date:                                   |
| Completed by : <span style="float: right;">Date:</span> |

Sept 2013

**PARK STREET C OF E PRIMARY SCHOOL AND NURSERY  
Bullying and Harassment Record and Monitoring Form – FORM 2**

For each incident please complete one form and return to the Head for collation and monitoring.

**1. Focus of Bullying/Harassment**

Please tick all elements which apply in your understanding of the incident(s):

|                                 | Definitely applies | Possibly applies |
|---------------------------------|--------------------|------------------|
| Ability/Disability              |                    |                  |
| Age/ Maturity                   |                    |                  |
| Appearance                      |                    |                  |
| Class/Background/Socio economic |                    |                  |
| Ethnicity/Race*                 |                    |                  |
| Religion/Belief*                |                    |                  |
| Geographical area of home       |                    |                  |
| Gender                          |                    |                  |
| Sexuality                       |                    |                  |

|      |  |  |
|------|--|--|
| Size |  |  |
|------|--|--|

\*See County Guidelines on Dealing with Racist Incidents

**2. Manifestation/s of Bullying/Harassment (indicate those that apply)**

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

**3. Those involved:**

| Targets/wronged/distressed person/s<br>(including ethnicity) | Person/s giving offence<br>(including ethnicity) |
|--|--|
|  |  |

**4. Description of incident(s)**

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

**5. Action taken:**

Please record all steps (including meetings, letters, investigations, sanctions)

**6. Summary of those notified and/or involved**

| (Delete italic options where applicable)   | Tick | Any details (e.g. dates) |
|--|------|--------------------------|
| Head Teacher   |      |                          |
| Chair of Governors   |      |                          |
| Class teacher  |      |                          |
| 'Target' parents/carers informed school by <i>letter/telephone/in person</i>             |      |                          |
| 'Target' parents/carers notified by <i>letter/telephone/in person</i>                    |      |                          |
| 'Target' parents/carers invited to the school  |      |                          |
| 'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i> |      |                          |
| 'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>        |      |                          |
| 'Offending person/s' parents/carers invited to the school                                |      |                          |
| Local Authority: SEA, Bullying advisor or MECSS  |      |                          |
| Police   |      |                          |
| Others (specify):  |      |                          |

**7. Reporting member of staff:**

Name ..... Date .....

**PARK STREET C OF E PRIMARY SCHOOL AND NURSERY  
SUMMARY OF THE PROCEDURES FOR RESPONDING TO  
ALLEGED/WITNESSED BULLYING INCIDENTS**

An alleged or witnessed incident is reported to or witnessed by a member of staff.

Incident is investigated to establish the nature, roles and seriousness of it and those involved and Form 1 is completed

**Staff should look for evidence that the behaviour:**

- Has occurred before or by its nature has caused repeated experience  
e.g. cyberbullying
- Was deliberately intended to cause distress and/or harm
- Has created a sense of powerlessness on the part of the individual being bullied
- Consider whether any aggravating factors such as equalities dimensions have

been taken into account and been addressed

| <p><b>Further action that school staff should take if no evidence of bullying is found:</b><br/>Form 1 Initial Investigation into allegation of bullying - copy attached</p>   | <p><b>Further action that school staff should take if evidence of bullying is found:</b><br/>Form 2 CSF Integrated Bullying and Racist Incident Record - copy attached</p>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Establish the nature of the incident and record details of the alleged incident on Form 1</li> <li>• Provide support to those involved</li> <li>• Inform parents/carers of the pupils involved in the allegation</li> <li>• Decide if any action needs to be taken in accordance with the school's Behaviour policy</li> <li>• Provide PSHE/SEAL/Circle Time sessions if needed</li> <li>• Engage and inform external agencies if necessary e.g. the Local Authority about serious incidents</li> </ul> | <ul style="list-style-type: none"> <li>• Forms 1 and 2 are completed</li> <li>• Provide support to those involved</li> <li>• Inform parents/carers of those involved in the incident and the subsequent action that the school will be taking</li> <li>• Decide if any action needs to be taken in accordance with the school's Behaviour policy</li> <li>• Provide PSHE/SEAL/Circle Time sessions if needed</li> <li>• Engage and inform external agencies if necessary e.g. the Local Authority about serious incidents</li> <li>• Consider informing the Police</li> </ul> |