

# **PARK STREET C of E PRIMARY SCHOOL**

*Together we Learn*



*Together with God*

## **Anti- Bullying Policy Draft**

**REVIEW DATE: JANUARY 2023**

## Our Vision

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

### *'At Park Street, we FLOURISH!'*

#### *Focus on excellence*

*Learn together*

*Overcome barriers*

*Understand our values*

*Respect others*

*Include everyone*

*Strive for success*

*Have fun!*

Our vision is underpinned by our school values of :

Love, Joy, Courage and Truth.

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.

#### **Rationale**

Bullying is unacceptable behaviour.

- Park Street C of E Primary School and Nursery is committed to creating a safe environment, detailed in our Positive 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.

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 perpetrator. 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. At Park Street we recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

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.

## Definition of Bullying

- Bullying can be defined as ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’.  
(DfE ‘Preventing and Tackling Bullying July 2017)
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by Park Street C of E Primary School as being a form of peer on peer abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

## Forms and Types of Bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying) ▪
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

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

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Follow the STEPs, therapeutic approach to support positive behaviours between pupils and challenge inappropriate behaviours between pupils
- High profile of all staff to promote positive behaviours between pupils to help to prevent bullying
- Intervene promptly where necessary to tackle bullying behaviour
- Regular monitoring and review of the school's policy and procedures
- Developing strong relationships between staff and pupils and knowing our pupils well
- Having an awareness of pupils who may be more vulnerable to bullying to implement strategies to prevent bullying and provide support if needed.
- Children having a clear understanding of their right to feel safe and know their concerns will be listened to and dealt with sensitively and promptly
- Making use of curriculum opportunities to raise pupil awareness e.g. through RHE, Computing RE curriculum, cross curricular themes, drama, story writing and literature
- Taking part in initiatives e.g. National Anti-bullying week
- Continual focus on the values of the school. (Love, Joy, Courage and Truth)
- Working closely with parents/carers and keeping them informed
- Dealing promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeking to learn from good anti-bullying practice elsewhere

### **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

- Deal immediately with an incident by the member of staff witnessing or receiving a report of perceived bullying, applying the school's Positive 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
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of perceived bullying incident(s) will be recorded by the school using Form 1 of appendix , uploaded to CPOMs record keeping system under perceived bullying icon
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies

- Where the perceived bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

## **SEND**

- 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 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 SEND needs are not immediately apparent.

## **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 will be upload onto the CPOMs system using the perceived racial incident icon.

## **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."
- As part of our RHE curriculum, at Park Street 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 The incident is also uploaded onto the CPOMS system using the perceived HBT icon

## **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. 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)
- Any incident will be recorded on CPOMs using the perceived cyberbullying icon.

(1 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.)

### **Appropriate action that will be taken in the event of 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
- 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
- Consider lessons, class discussions, assemblies about bullying

### **For the pupil experiencing bullying will be helped by :**

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Advising to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support

### **For the pupil who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Educational and Protective consequences in line with school Positive Behaviour Policy
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- Where necessary, working with the wider professionals
- If online, requesting that content be removed and reporting accounts/content to service provider.
- In extreme or repeated cases fixed-term or permanent exclusions.

### **Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

### **Adults who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools’ behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support, advice and guidance through local or national organisations

### **Adults who have perpetrated the bullying will be helped by:**

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.

- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required

**Monitoring and Evaluating**

- This policy will be monitored by the SLT in the following way:
- Reviewing CPOM logs half termly and reporting to termly governor safeguarding audit
- Follow up with victims and their parents
- Whether culprits repeat their action
- Discussion/review by staff
- Surveys of pupils.
- Surveys of parents/carers
- At least annual policy review

**See also –**

- Positive Behaviour Policy
- RHE Policy
- Religious Education Policy
- School Equality Policy
- Online Safety Policy

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

<ul style="list-style-type: none"> <li>• Completed by name and role:</li> </ul>	
<ul style="list-style-type: none"> <li>• Date:</li> </ul>	
<ul style="list-style-type: none"> <li>• Name and role of individual/s making the allegation e.g. pupil, mother, midday supervisory assistant:</li> </ul>	
<ul style="list-style-type: none"> <li>• Form of referral e.g. verbal report, letter, phone call:</li> </ul>	
<ul style="list-style-type: none"> <li>• Details gathered to date:</li> </ul>	
<ul style="list-style-type: none"> <li>• Action taken to date:</li> </ul>	
<ul style="list-style-type: none"> <li>• Completed by :</li> </ul>	<ul style="list-style-type: none"> <li>• Date:</li> </ul>

## 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.

### 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*		
Gender		
Sexuality		
Size		
Other		

\*See County Guidelines on Dealing with Racist Incidents

### Manifestation/s of Bullying/Harassment. Perception of individual: feelings of being bullied/harassed (indicate those that apply)

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:	

### Those involved:

Target	Person/s giving offence

### Description of incident(s) – bullet point



### Action taken: bullet point



### Summary of those notified and/or involved

Head Teacher		
Chair of Governors		
Class teacher		
'Target' parents/carers informed		
'Offending person/s' parents/carers informed school by		
Others (specify):		

**Reporting member of staff:**

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