



*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

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# PARK SCHOOL

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## ANTI-BULLYING POLICY

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ACADEMIC YEAR 2021- 2022

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## PARK SCHOOL

This policy outlines what Park School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community (this should include children and young people, parents/carers and all school staff) and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Further advice and guidance can be obtained from the DfE:

Behaviour and discipline in schools (January 2016)

Preventing and tackling bullying (July 2014); July 2017

Approaches to preventing and tackling bullying 2018

KCSIE September 2019

Sexual violence and sexual harassment between children in schools and colleges 2018

Mental Health and Behaviour in schools (November 2018)

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## **Aims and objectives**

1. The principal aim is to reduce to a minimum the occurrence of bullying in the school in all its forms, and to create a non-threatening environment for students based on mutual respect and concern for the welfare of each other.
2. To create awareness in the minds of all students and staff of what bullying is and the impact it can have on a student.
3. The strategies in place in school, which help everyone to cope with and resolve any problem associated with bullying.
4. To establish a structure of support for all parties involved in the incidents of bullying, i.e. bullies, bullied, and staff.
5. To emphasise:
  - The unacceptable nature of bullying
  - The notion that extreme cases of bullying would expect to be dealt with seriously
6. To establish confidence in students in that students are able to share the problem with a member of staff. And to be assured this would not create an even more serious situation, but lead to a resolution of the problem.

## **Strategies**

These fall into four main categories:

1. Raising the profile/recognition.
2. Establishing coping strategies.
3. Creating a secure environment.
4. Dealing with incidents/responses.

### **1: Raising the profile**

All staff should be vigilant in their observations of student behaviours and to recognise and take appropriate action where incidents of bullying occur, remembering to record incidents and responses to bullying.

What is Bullying is defined by the DfE 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, cyberbullying 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*

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*because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.*

Anti-Bullying Code will be discussed with all students at the start of the school year, during Tutor sessions

### **(Appendix 1 Respect)**

The subject of bullying should be raised in subject teaching (for example PSHE, English, Citizenship and R.E.) to identify to students the school's understanding of what is meant by bullying. They might include:

- name-calling
- excluding one person from a group
- ceasing to talk to someone
- 'hiding' property
- physical abuse
- isolation
- ridicule
- unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of boys and girls at the school.
- unwanted conduct or displayed attitudes based on race, religion or gender
- Indirect action such as spreading unpleasant stories about someone.

The school will work hard to ensure that all students know the difference between bullying and simply 'falling out'.

All staff in School are to ensure that the students are educated about the potential dangers and effects of Cyberbullying. All students will be involved in Anti-bullying week (November 15<sup>th</sup>-19<sup>th</sup> 2021), where they will learn more about the impact of bullying in tutorials/assemblies/workshops, including those led by the local Community Support Police Officer. This will continue throughout the year, working with a class group and on an individually basis.

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

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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 is not acceptable and help stop negative behaviours escalating.

## **2: Establishing coping strategies**

- The reluctance of students to bring the problem into the open is understandable; nevertheless they should be encouraged to report all instances of bullying. All staff need to be aware of all communication, including facial expressions and body language.
- Appropriate action such as walking away, not retaliating and, in particular, talking to staff about the problem, should be introduced into any discussions with students on the subject of bullying. This may be with a staff member they have built a positive relationship with and have become their trusted adult. (Secure base).
- Victims may be given the opportunity to take a piece of work to show to staff to discuss any difficulties. With a trusted adult.

## **3: Creating a secure environment**

- Staff involved in any reported incidences of bullying should respond with due concern, to reflect the school's policy surrounding bullying.
- In order to give students security and to feel safe within the school environment, students should always feel that they are listened to and to reassure them that concerns will be dealt with swiftly, positively and in a timely manner.
- Students should be encouraged at all times to find any member of staff with whom they can share their concerns. This may be with a staff member they have built a positive relationship with and has become their trusted adult. (Secure base).

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## Support

To help the school eliminate bullying:

- Staff need to clearly record and report incidents of bullying and the responses that are given. To understand the whole picture.
- Anti-bullying material is regularly used as a teaching resource.
- Strategies are taught to help students deal with bullies. Some PSHE lessons are used for this purpose
- All students will be involved in Anti-bullying week (November 15<sup>th</sup>-19<sup>th</sup> 2021), where they will learn more about the impact of bullying in tutorials/assemblies/workshops, including those led by the local Community Support Police Officer. This will continue throughout the year, working with a class group and on an individually basis.
- To help the victims of bullying, understand their IWM (Internal Working Model) of what's happened
- Behaviour of concern that are displayed through bullying may be is a cry for help whether it is low self-esteem, need to impress or responding to issues in their lives. Staff need to look past the behaviour of concerns and have an understanding of what is going on for them? (IWM). By working proactively staff can help find strategies to help them to meet their needs in a positive way.

### 4: Dealing with incident

- All reported incidents of bullying will be taken seriously by staff. Staff need to clearly record and report incidents of bullying and the responses that are given. This helps to understand the whole picture.
- Any responses taken will depend on the frequency or severity of the incidence of bullying.

### Responses to support the student involved in bullying incidents

To help the school eliminate bullying, there will be a response to bullies who:

- physically attack other students to hurt them
- mentally torment other students
- make racial or sexual comments
- deprive other students of their property

The following actions may be taken dependent upon the particular incident

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- meeting with Pastoral Team/ Deputy Head Teacher/ Head Teacher
- attend a bullying workshop
- working away from their class group for an agreed period of time
- Reconciliation meeting between “Bully and victim”.
- Restorative Opportunities created

### **Responses to support the “bully” to recognise their behaviours and change the bullying behaviours**

#### **Building their self-resilience by;**

Being supported to set themselves personal goals

Plan goals which help to boost self-esteem and confidence.

Invest time to help build their self-esteem to help build resilience against any forms of adversity

Supporting individuals to understand themselves

Encourage a “Can do attitude” to help individuals believe in themselves and their abilities

Help them develop positive friendships

To help them understand what a friend is.

To embrace change

Learn to problem solve

These are essential skills for all areas of life

Reconciliation meeting between “Bully and victim”.

Restorative Opportunities created

#### **Students who bully must expect:**

- their homes/ carers/parents to be informed
- to be responded to, in an appropriate manner
- Staff need to look past the behaviour of concerns and have an understanding of what is going on for them? (IWM). By working proactively staff can help find strategies to help them to meet their needs in a positive way.

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### **Students who are being bullied must expect:**

- their homes/ carers/parents to be informed to support and understand their emotions
- to be supported an appropriate manner
- given time to process how being bullied made them feel, to be provided with suggestions for coping strategies to help build their **self-resilience**

## **Appendix 1 PARK SCHOOL'S ANTI-BULLYING CODE - RESPECT**

- Every student has the right to enjoy his/her learning and free time without fear of intimidation
- The aim of the school includes mutual respect and understanding, which means that we will not tolerate any unkind actions or remarks even if they were not intended to hurt
- Any action, comment or behaviour which hurts, threatens or frightens will be defined as bullying
- All members of the school should support each other by reporting all instances of bullying
- Bullying will be dealt with as a serious issue
- Park school is a 'telling' school – bullying is too important not to report.

### **What is bullying?**

- Calling people names
- Upsetting others with 'dirty looks'
- Making rude comments about another person's appearance or belongings or family
- Threatening people by what you say
- Physically hurting someone

### **What should a student do/not do if I know someone is being bullied?**

- Do not join in
- Do not try to challenge the bully yourself
- Tell a member of staff

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### **What should a student do/not do if you are being bullied?**

- Do not tackle the bully yourself
- Let the teacher know immediately
- Talk to someone you trust

### **Remember**

- Gossiping and spreading rumours can be hurtful
- Don't contribute towards making someone unhappy
- We are a 'telling' school

## **TO IGNORE BULLYING IS TO CONDONE IT**

### **LINKED POLICIES**

▪ Behaviour and Discipline Policy	▪ Safeguarding and Child Protection
▪ Online Safety Policy	▪ Equal Opportunities Policy
	▪ Subject Policies

This policy will be reviewed annually

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