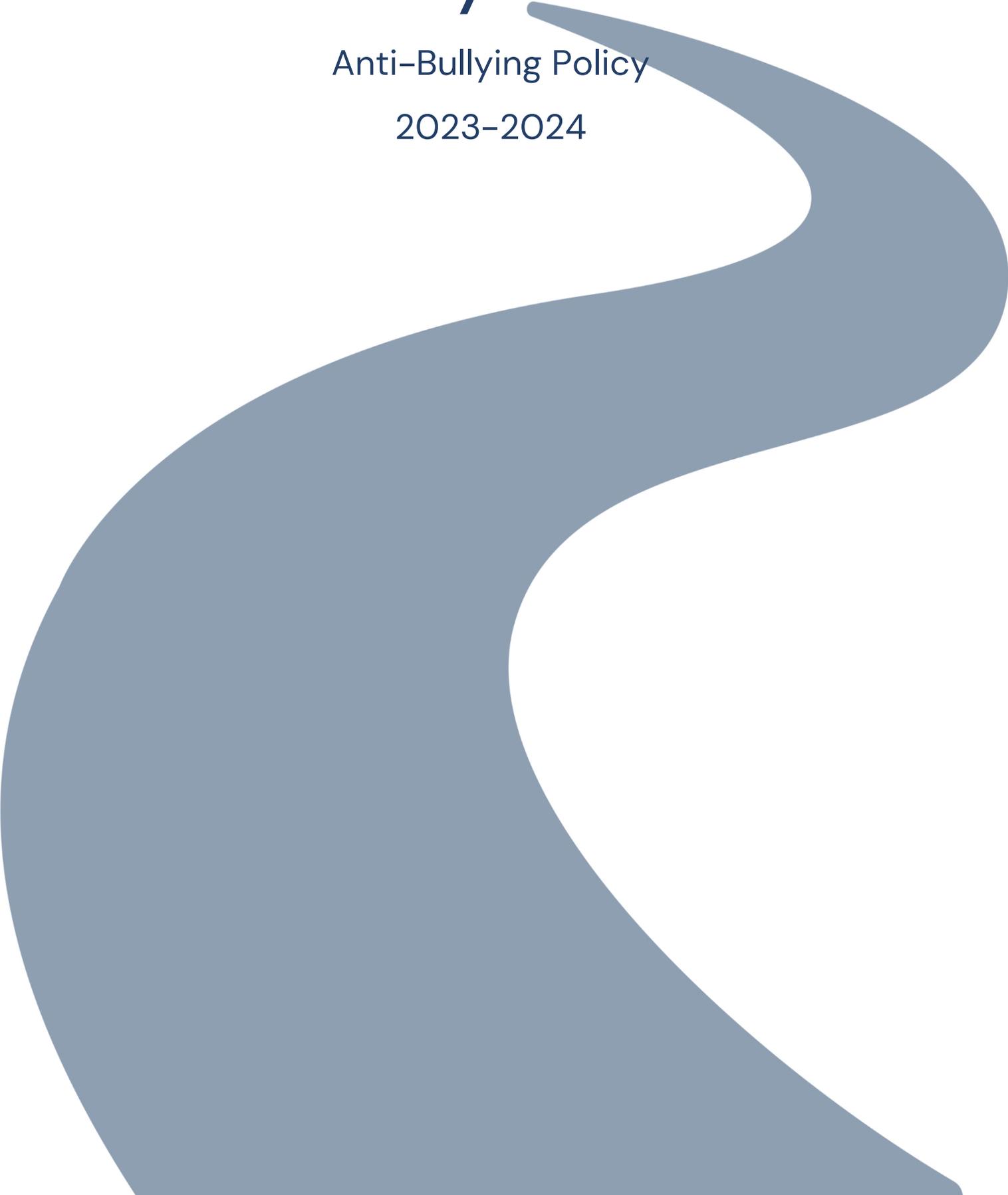# Parson Street Primary School

Anti-Bullying Policy

2023-2024

Introduction and ethos statement

Parson Street Primary School is committed to the creation of an empowered learning community which fosters connection and respect and where all are valued and lives flourish. We are an inclusive school that respects the equal opportunities of people of every age, disability, gender, gender identity, race and nationality, religion and belief, sexual orientation, including those who are pregnant, married or in a civil partnership. We do not accept prejudice in any form. This is embodied in our vision statement, "Live and Learn." It is the aim of the Governing Body of Parson Street Primary School to support the implementation of policies and procedures which develop the skills our children need to achieve our vision.

Policy Statement and Aims

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and research from the Anti Bullying Alliance (ABA). It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 (updated Sept 2021). This policy takes account of the School's public sector equality duty as set out in section 149 of the Equality Act 2011.It should be read in conjunction with the following policies:

- o Safeguarding Policy
- o Peer on Peer Abuse Policy and Guidance
- o Behaviour Regulation Policy
- o Online Safety Policy

Through the operation of this policy we aim:

- to create an atmosphere which is caring, protective, and supportive where no one feels humiliated, intimidated, or abused.

- to deter Bullying behaviour, detect it when it occurs, and deal with it using Restorative practice to tackle any underlying issue which has contributed to a child engaging in bullying, either by mentoring, external services such as counselling to support the pupil who is experiencing bullying, and / or disciplinary sanctions and, if necessary, by permanent exclusion.

Policy Scope and Review

This policy applies to all pupils and staff at the School irrespective of their age and whether or not a pupil is in the care of the School when / **if** Bullying behaviour occurs. While this policy focuses mainly on the Bullying of pupils by other pupils, it is recognised that other forms of Bullying may occur.

Bullying behaviour is always unacceptable and will not be tolerated at Parson Street Primary School because:

- it is harmful to the person who is bullied leading to both short and long-term effects

- it is also harmful to those who engage in Bullying behaviour, and to those who support them

- it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation

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- it is contrary to all our aims and values, our internal culture and the reputation of the School.

This policy will also apply to Bullying behaviour outside of the School of which the School becomes aware.

This policy will be reviewed every three years to assess its effectiveness, and will be updated as necessary. In undertaking the review the Headteacher will take into account the results of the monitoring, as well as any changes in legislation and / or statutory guidance and other relevant information gathered (such as through a Bullying survey).

Definitions

• Bullying is "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: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

• This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. 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 can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. Accepting and complying with bullying is the same as bullying itself.

Forms of bullying covered by this policy

Bullying can happen to anyone. Recognising bullying in all its forms is a vital part of addressing it.

This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying

Bullying may be carried out in various ways, including:
- Bullying via technology, known as online bullying or cyberbullying
- Physical bullying
- Verbal bullying
- Exclusionary behaviours
- General unkindness such as spreading rumours or writing unkind notes, or phone messages.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns

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or deal directly with the matter. Children may not be aware that they are being bullied. Key factors can make children more likely to experience bullying such as individual characteristics, relationships, or the community context.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

Prevention and reporting

All staff at Parson Street Primary School actively encourage the 3 Simple Rules - Ready, Respectful and Safe behaviours. Our School's Core Values promote positive behaviours which are regularly celebrated and recognised. Staff discuss behaviour expectations and Team Talks provide an opportunity for Teachers to guide group discussions reflecting on how to improve behaviours. These conversations inform children that we are serious about dealing with bullying behaviours and lead to open conversations and an increased confidence to report any incidents and concerns. Staff reinforce expectations of behaviour as a regular theme in line with the 3 Simple Rules, STOP Bullying guidance and Anti-Bullying Promise. Pupils can report bullying by:

- tell his / her parents, his / her class teacher, or another trusted member of staff or a responsible older pupil; alternatively

- share a worry using the Worry Box

- speak to the named lead on Anti-Bullying as PDWB AHT

- speak to the HUB team

- contact Childline (0800 1111); or

- contact Children's Services (telephone: 0117 903 6444) for advice.

- Speak to a parent who can inform a member of staff

Parents who are concerned that their child is being bullied should inform their child's class teacher or a Designated Safeguarding Lead without delay.

This policy focuses mainly on the Bullying of pupils by pupils although it is recognised that a

staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the TiLA's Dignity at Work Policy. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

Challenging Behaviours

By challenging unacceptable behaviours, we will help reduce the incidence of bullying and will help create an atmosphere of tolerance and acceptance.

- o We need to support pupils in their response to bullying.
- o Parson Street Primary School will record all incidents on CPOMS incident form
- o We will take an account of any evidence and all points of view.

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- o We will offer support to the child reporting and will be mindful of the fact that many of our pupils may be vulnerable to bullying behaviours.
- o We will offer support and advice to the reported perpetrator.
- o We will ensure that all parties are kept informed.
- o We will operate a system of recognition and consequences in line with the school policy on behaviour management (Behaviour Regulation Policy)

Procedures

- o At the first report of an incident, statements will be taken and an investigation carried out by a named teacher. NB. All investigations will safeguard both the victim and alleged perpetrator. responses should not necessarily focus on the 'ringleader' but on a) breaking down the power of the group by acting on 'assistant 'and 'reinforcer 'roles as well as building support through harnessing the positive power of the 'defender' and 'outsider' roles; prevention can also be enhanced with this knowledge because it means that pro-social/social opportunity strategies can be seen in a relevant context

- o Any bullying behaviours should be recorded on CPOMS. The Assistant Headteacher (responsible for PDWB) will be alerted to all bullying issues through the CPOMS record. This will enable us to note patterns, both in relation to individuals and across the School as a whole. Incidents of bullying will be discussed with the Governors regularly.
- o Follow up actions should be devised, recorded and aimed at addressing bullying behaviours (see Appendix 5). Support strategies will be developed with the consent of all parties. Any agreed strategy will be shared with all relevant staff.
- o At this stage, the possible outcomes for an incident which is not too serious include:
    - o there has been a misunderstanding which can be explained sympathetically to the alleged target with advice to the alleged ringleader; or

    - o the complaint is justified in whole or in part, and further action will be needed to CHALLENGE the bullying behaviour (see range of action, below).

- o Those reporting bullying behaviour will be supported by the Inclusion Team to assess for any levels of distress and as appropriate take positive action to ensure the child feels safe in the short term. Further support, guidance and interventions will be put in place by the Inclusion team if it is deemed appropriate.
- o It may be appropriate to notify parents or carers. If necessary and appropriate, police will be consulted.
- o External support may be sought if the behaviour continues. consideration of the motivation behind the Bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the Bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed.
- o In extreme cases, exclusion may be considered.
- o Where the bullying takes place off school site or outside of normal school hours (including Online Bullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with the school's Behaviour Regulation Policy.
- o Monitoring will involve ongoing vigilance, engaging with parents/cares, liaison between Senior Leaders to review and draw out whole- school learning.

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- If the victim or his / her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure published on the School website.

Online bullying

The School has both an Online Safety Policy and an Acceptable Use Policy which deal with Online Bullying. Online Bullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.

When responding to Online Bullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the parent/child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school')
- Ensure that consequences are applied to the person responsible for the online bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience as appropriate to their needs with their teacher, the designated safeguarding lead, or a trusted adult
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils

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- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling/therapy, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change as appropriate to their level of understanding.
- Informing parents/carers to help change the attitude and behaviour of the child.
- taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils
- Providing appropriate education and support regarding their behaviour or actions.
- working restoratively to deal with Bullying behaviour

- If online, requesting that content be removed and reporting accounts/content to service provider.
- The primary aim will be for the bullying to cease, not to sanction the behaviour unless this is necessary and in line with the school Behaviour Regulation Policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Pupil responsibilities:

- We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, in particular:
- older pupils have the opportunity for duties (i.e. Play leaders, Peer Mediators) but those who do not wish to have extended responsibilities are not coerced
- the responsibilities of older pupils are appropriately limited, and
- children with responsibilities receive training at the beginning of the academic year on how to work with other pupils sensitively – they will not administer sanctions.

Environment
The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for other. e.g. Anti- Bullying posters visibly displayed around the School, an Anti-Bullying Promise is discussed and agreed to by children in each class (see Appendix 2). Anti-Bullying messages are given in assemblies and are revisited regularly throughout the year Once a year we hold an Anti-Bullying week during November.
- Employ proactive, preventative strategies in the four main areas – whole-school, classroom, playground and peer support. e.g. The STOP mneumonic is used with children to ensure they understand how to define bullying and are equipped with key strategies to prevent it (see Appendix 3)
- Be vigilant especially at key transition times e.g. in the lunchhall, at playtimes, before the start of lesson and the end of the day.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).

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- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. Equal opportunities and positive attitudes are fostered through the curriculum.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children.
- Celebrate success and achievements to promote and build a positive school ethos.
- Regularly discuss bullying or friendship patterns in meetings between School Leaders; the School Council and/or Class Teachers and Pupils in order to is to gether information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing concerns and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent Bullying incidents.

Education and Training

The school community will train staff to:
- identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- awareness of the difference between relational conflict and bullying
- awareness of groups who are more likely to experience bullying than others (disabled children, young carers, LAC pupils, children who are or are perceived as LGBT+, children of other races or faiths)
- Inclusion Nurture Leaders develop counselling skills (including bereavement).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, etc as appropriate to the level of understanding of the child.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

And in classes/around the School, ensuring that:
- there is an adequate presence of staff
- staff are actively involved with pupils in all areas of the School when they are on duty
- measures are taken to avoid boredom and lack of purpose among pupils
- there is space available for pupils' quiet withdrawal
- good behaviour and discipline is maintained.

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