

Anti-bullying Policy

Park Spring Primary School



Approved by: Governing Body

Date: June 2021

Last reviewed on: May 2021

Next review due by: June 2022

School statement on bullying

Park Spring Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe, supportive and happy environment. Everyone at our school is equal and deserves to be treated with respect and kindness. At our school we take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Aims and Objectives of this Policy

1. We aim as a school to provide a safe and secure environment where all children can learn without the threat of or indeed instances of bullying, harassment or discrimination.
2. We will do all we can to prevent bullying through our school ethos & curriculum, which promotes tolerance and respect, including respect for difference and diversity.
3. This policy aims to produce a consistent school response to any bullying incidents that do occur.
4. We will make sure that all children know that they need to speak to a member of staff if they feel they or anyone they know is being bullied and they can be confident that they will be listened to, their wishes will be taken into account in resolving the problem and the bully will be addressed in a way that should not cause harm or embarrassment to the victim and themselves if they are not the victim.
5. We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibility with regard to the eradication of bullying in our school.

Why is it Important to Respond to Bullying?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Bullying has the potential to damage the mental and physical health of a victim with possible lifelong implications.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated, committed with the intention of hurting another child, either physically or emotionally. Bullying results in pain or distress to the victim. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting or making threatening gestures
- Physical - pushing, kicking, hitting, punching or any use of violence

- Racist - racial taunts, graffiti, gestures
- Based on gender stereotypes
- Based on SEN/ financial differences
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic Biphobic or Transphobic (HBT) because of or focusing on the issue of and gender identification.
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - any variations of the above through the use of the internet/email/internet chat/ games consoles or mobile phones.

Bullying takes place when there is an imbalance of power of one person or persons over another, or a perceived imbalance of power.

This imbalance may be in:

- the size of the individual
- the age of the individual
- the numbers or group size involved
- the popularity of the individual
- through anonymity

No form of bullying will be tolerated and all incidents will be taken seriously.

Signs and symptoms of bullying for parents and staff

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong

- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated. These lists ensure that staff and pupils are aware of all the different types of bullying and signs and symptoms to look out for.

Reporting bullying

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult and to report any bullying incidents in school by:

- speaking to a trusted adult – their class teacher or any other teacher, lunchtime supervisor, teaching assistant or someone in the school office.
- telling a friend who in turn can help them tell a teacher or staff.
- telling an adult at home who can notify staff on their child's behalf.
- report anonymously using worry monsters in each class.

School initiatives and strategies to prevent bullying

- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month .
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- Modelling of respectful and considerate relationships between all adults in school.
- School assemblies help raise pupils' awareness of bullying and derogatory language and promote positive relationships and values to strive towards.

The Role of Staff in School

1. Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
2. Any incidents or concerns are recorded and shared on CPOMS (our internal electronic monitoring system).
3. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, after consultation with the Headteacher, wider SLT or Safeguarding and Welfare Officer, the child's parents/carers will be informed.

4. If staff become aware of any bullying taking place between members of the class, they will deal with the issue as soon as practical and provide appropriate support to the victim of the bullying.
5. Teachers attend appropriate training on dealing with bullying and other unacceptable behaviour in school.
6. Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents/ Carers

1. Parents/ Carers who are concerned that their child might be being bullied or who suspect their child might be the perpetrator of bullying should contact their child's class teacher immediately. They should not approach other parents – especially in a confrontational or judgemental way.
2. Parents must not attempt to sort the problem out themselves by speaking to the child whom they think has been behaving inappropriately towards their own child.
3. Parents/ Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.
4. Parents must not encourage their child to bully back or respond with violence.
5. Parents must not encourage older siblings to get involved by physically sorting out the problems of younger siblings

The Role of Governors

1. The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not tolerate any bullying in our school and that incidents that do occur are taken very seriously and dealt with immediately and appropriately.
2. The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of the school's anti-bullying policy.
3. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to the Governing Body.

The Role of the Headteacher

1. It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all staff (teaching, non-teaching and supply staff) are aware of school's policy and know how to deal with incidents of bullying. The Headteacher ensures a record of all incidents of bullying are kept within our electronic system - CPOMS and reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
2. The Headteacher ensures that all children know that bullying is wrong, and it is unacceptable behaviour in this school and its wider community. The Headteacher draws the attention of children to this fact at suitable moments, for example during assemblies. The Headteacher ensures that all staff (including lunchtime staff) receive sufficient training to be equipped to deal with all incidents of bullying.

3. The Headteacher sets the climate of mutual support and praise for success, which makes bullying less likely. When children feel valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Restorative practise

Relationships can be challenging but we aim to enable staff, children and their families to resolve their own conflicts restoratively. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. All language and practice provides the opportunities for everyone to:

- Learn about the effects of their wrongdoing or inappropriate behaviour.
- Take responsibility for making amends to those they have harmed.
- Repair and restore the relationship with those harmed and the school community.
- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right.
- To work with pupils to discover the underlying cause of the bullying.

Monitoring and Review

This policy is monitored by the Headteacher, who reports to Governors on request. The Headteacher, Governors and PSHE subject leader will review its effectiveness annually, and work in consultation with the whole school community including staff, pupils, parents and carers.

Further help and advice

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.bullying.co.uk

www.mindmate.org

Childline – 0800 1111