



Anti-Bullying Policy

Member of Staff Responsible:	G Dearman, Director of Pastoral Care
Date policy was previously approved:	July 2020

Agreed by:

J Horton Chair of Governors	July 2020
B Riggott Headteacher	July 2020





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Statement of Intent

At Parkside Community School any type of bullying is always unacceptable and the school will respond quickly to concerns, taking appropriate action where necessary. We believe that the whole school community has a shared responsibility with regard to the prevention of bullying and intervention. At Parkside Community School, we believe that it is our duty to “Safeguard and promote the welfare of pupils”. We want our pupils to stay safe and feel safe , which will enable them to make a positive contribution to the school community.

Pupils must **care** about the **choices** of behaviour they demonstrate and fully understand the impact their behaviours have on their **future**. By making pupils accountable for the choices they make, we believe they develop the characteristics and values that will enable them to be positive contributors to society throughout their time at Parkside and beyond.



Acceptable behaviour and discipline are clearly set out in the school’s Behaviour Policy. We encourage good behaviour and respect for others on the part of pupils and, in particular, through the prevention of all forms of bullying amongst pupils.



1. Definition of Bullying

The Department for Education defines bullying in their Preventing and Tackling Bullying (DfE, 2013) article as

*“Behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally.”*

2. Fostering an anti-bullying culture

We work closely with our pupils to foster a common understanding of what constitutes bullying through regular assemblies, within the curriculum and through the promotion of Anti-Bullying week.

Preventative strategies within school include:

- Anti-bullying awareness - raising key issues through assemblies, the curriculum and pastoral care.
- Participation in Anti-Bullying week.
- Behaviour rules, code of conduct, rewards/sanctions.
- Supervision by staff.
- Support programmes for vulnerable pupils.

3. Summary of the types of bullying

Bullying can take two different forms and is carried out either directly or indirectly.

Direct forms of bullying

- Physical
- Verbal
- Non-verbal

Indirect forms of bullying

- Cyber bullying

Please see **Appendix 1: Types of Bullying** for further details.

Bullying may be carried out for a variety of reasons – all of which are totally unacceptable.

- Appearance
- Ability
- Health
- Family or home circumstances e.g. looked after children or young carers
- Social class
- Race, religion, culture
- Disability/SEN
- Homophobic, Biphobic, Transphobic (HBT)
- Sexist, sexual



4. Roles and responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour and by being clear that we follow the school rules.

The prime responsibility for all members of the school community is to report any incidents of bullying and concerns they may have that someone is being bullied.

The Anti-Bullying Strategic Team forms part of the Parkside Support Centre and has the following core leadership and management structure:



Role	Member	Summary of responsibilities
Governor	Mr J Ryan	Accountability and impact.
Strategic Lead	Mr G Dearman	Director of Pastoral Care. Strategic intent and policy lead. Responsible for serious incident management, liaison with external services as appropriate and resolution.
Pastoral Manager	Mr A Millan	Operations lead responsible for the immediate welfare of pupils, family liaison and resolution.
Early Help and Safeguarding Manager	Mrs S Hodson	Operations lead on bullying issues related to pupil safeguarding, family liaison and resolution.
Pastoral Officer	Mr L Boden	Operations related to the immediate welfare of pupils, family liaison and resolution.

The role of the Governing Body

The school's Governing Body is responsible for the Anti-Bullying Policy and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and staff in the implementation of this policy.
- Be fully informed on matters concerning bullying.
- Regularly monitor incident reports and action taken to be aware of the effectiveness of this policy.

The role of the Headteacher

The Headteacher (Mr B Riggott) is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for ensuring that:

- Bullying behaviour is addressed in the school's Behaviour Policy.
- Bullying is addressed as an issue in the curriculum.
- All staff receive training that addresses bullying behaviour.
- A Senior member of staff is appointed to be responsible for the monitoring of the policy and strategies.



The role of staff

Staff have a vital role to play as they are at the forefront of behaviour management. All members of staff will:

- Provide pupils with a good role model.
- Provide pupils with a good framework of behaviour.
- Behave in a respectful way to pupils and help to create a positive environment.
- Always be aware and take action when there are concerns about bullying.

The role of parents/carers

We expect parent/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and they will support us in helping to meet our aims. We expect parents/carers to:

- Keep informed about and fully involved in any aspect of their child's behaviour.
- Contact the school if they know or suspect that their child is being bullied or bullying another pupil.
- Contact Mr Dearman if they do not feel that their concern has been handled satisfactorily.
- **Please see Appendix 3: Signs and Symptoms that could indicate that a child is being bullied.**

The role of pupils

Without the support of pupils, we will not be able to prevent bullying. That is why our pupils will be consulted in the development of the school as a safe and secure environment for them to achieve and learn. We expect that pupils:

- Will support the Headteacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied.
- Will act to prevent and stop bullying - usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a "bystander" is not acceptable. Silence supports the bullying and makes the "bystander", in part, responsible for what happens to the victim.

5. Procedures for how the school responds to bullying

- All reports of bullying will be addressed quickly and our priority will be to support those being bullied and to stop the bullying.
- The school takes responsibility to assess the seriousness of the bullying and to determine what appropriate action that should be taken.
- We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour.
- The school will determine the appropriate response in line with our behaviour policy and will involve parents/carers where appropriate.
- Bullying behaviour is recorded by the Pastoral Manager.



6. Useful links:

DfE Advice for parents and carers on Cyberbullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Childline: <https://www.childline.org.uk>

NSPCC preventing bullying and cyber bullying <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>



Appendix 1: Possible types of bullying

- Physical assault against a person or group because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Derogatory name calling of an insulting and/or personal nature.
- Verbal abuse and threats.
- Demanding money, material goods or favours by means of threat or force.
- Ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference.
- Graffiti designed to intimidate or embarrass.
- Incitement of others to commit acts of bullying.
- Racist, sexist, homophobic, biphobic and transphobic behaviour.
- It may involve the use of mobile phones or the internet.
- Deliberate exclusion or isolation of an individual or a group.

Appendix 2: What is cyber bullying?

Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This is not tolerated at this school.

There are lots of ways cyber bullies can target someone, some of which may be:

- **Email** - Sending abusive emails to someone, or to a group of people, who may then join in the bullying. Sending inappropriate videos and other content or computer viruses by email.
- **Instant messaging and chat rooms** - Using instant messaging and chat rooms to send threatening or abusive messages to someone and asking others to join in. Using another person's account to send abusive messages to others, without their permission.
- **Social networking sites** - Creating fake profiles for people or leaving abusive messages on existing profiles for others to see.
- **Mobile phone** - Sending abusive text, video or photo messages as well as sharing videos of physical attacks on individuals (happy slapping or blue jacking etc).
- **Abusing personal information** - Posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without your permission.

Appendix 3: Signs and symptoms that could indicate that a child is being bullied

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

- Is frightened of walking to or from school.
- Does not want to go on the bus to 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 perform poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or “go missing”.
- Asks for money or starts stealing money (to pay the bully).
- Continually “loses” dinner or other monies.
- Has unexplained cuts or bruises.
- Comes home extremely 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.