



PARKSIDE
COMMUNITY SCHOOL

Anti-Bullying Policy

Date of original policy:

July 2020

Member of Staff Responsible:

**Shelley Welsh, Senior Leader for Student
Behaviour & Attitudes**

Date policy was previously approved:

January 2024

Next review date:

February 2027

Approved by AKE on behalf of SLT on 17/02/2026

Approved by FGB on 24/02/2026

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'



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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 behavior they demonstrate and fully understand the impact their behaviors 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 behaviors and respect for others on the part of pupils and, in particular, through the prevention of all forms of bullying amongst pupils.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

2. Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

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 A Duffy	Accountability and impact.
Strategic Lead	Mrs S Welsh	Senior Leader for student behavior and attitudes. Strategic intent and policy lead. Will work with external services as appropriate and resolution.
Pastoral Manager	Mr A Fletcher	Operations lead responsible for the immediate welfare of pupils, family liaison and resolution. Responsible for serious incident management, liaison
Heads of Year	Mr M Gould Miss E Huddleston Miss N Raynes	To work alongside the strategic lead to track and monitor data and provide targeted intervention and support for students who are both aggressors and victims of unkind behaviours.
Early Help and Safeguarding Manager	Mrs D Michell	Operations lead on bullying issues related to pupil safeguarding, family liaison and resolution.
Safeguarding and Early Help Officer	Mrs A Browes	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 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 the Assistant Headteacher for Pastoral Care if they do not feel that their concern has been handled satisfactorily.

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. Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

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:

- Unkind behaviours awareness – what is it, why it happens and what to do.
- 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 programs for vulnerable pupils.

Our school is a proud member of the **Anti-Bullying Alliance (ABA)**, a national network committed to creating safe, inclusive environments where every student feels valued and respected. Being part of the ABA means we actively promote kindness, understanding, and respect throughout our community. We follow evidence-based approaches to prevent and respond to bullying, ensuring that all students can learn and grow in a supportive atmosphere.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Head of Year, who will investigate the matter and monitor the situation.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision. Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

9. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

11. Procedures

Minor incidents will be reported to the victim's mentor, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the head of year in writing of the incident and outcome. All acts of unkind behaviour are logged for both the aggressor and victim on Arbor to allow for tracking, monitoring and intervention in the form of education, support or sanction to take place.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

12. Sanctions

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 Senior Leader for student behaviour and attitudes.

13. Reporting

At our school, we believe that everyone has the right to feel safe, respected, and valued. Students are encouraged to speak up if they experience or witness any form of unkind behaviour. Students can report their concerns directly to their mentor, who will listen, offer support, and help resolve the issue. They can also use the Big Red Button on the school website to share their concerns confidentially at any time. Every report is taken seriously, and we work together to maintain a kind and inclusive school community.



14. Support

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>