PARK SCHOOL – BULLYING POLICY – ISI 10A

This policy applies to the whole school including the whole of the Early Years Foundation Stage ('EYFS')

1.   INTRODUCTION

1.1   Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying may be repeated over time or, Several Times on Purpose (STOP)

1.2   The behaviour may include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; a range of cyber-bullying including inappropriate text messaging, emailing, or sending or posting offensive or degrading images by phone or via social websites and the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

1.3   Where bullying outside school is known by, or reported to, school staff, it should be investigated and acted on.

1.4   Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents/guardians and school staff can be significant.

Pupils can be bullied for a variety of reasons, including but not limited to the protected characteristics as follows:-

- Bullying related to race, religion, gender or culture;
- Bullying related to special educational needs or disabilities (SEND);
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation;
- Bullying of a child who is adopted or has caring responsibilities;
- Bullying due to actual differences between children, or perceived differences.

1.5   Any member of staff wanting to develop their understanding of the needs of, and ways to support, pupils with protected characteristics should speak, in the first instance, to the Headteacher.

1.6   Staff need to be alert to children who may be vulnerable and at risk from bullying. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied.

1.7   This policy has been drawn up having had regard to the DfE publication 'Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies' (July 2017) and 'Cyber Bullying for Headteachers and School Staff (2014)' which is available to view on the government website or via the links below:

Preventing and tackling bullying (publishing.service.gov.uk)

Cyber bullying: advice for headteachers and school staff (publishing.service.gov.uk)

1.8   A bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Such cases will be dealt with in accordance with the school's Safeguarding and Child Protection Policy and Procedures, including Allegations against Adults.

2.   AIMS AND OBJECTIVES

2.1   We aim, as a school, to produce a safe and secure environment where all can learn without anxiety,

and to do all that we can to develop and maintain a school ethos in which bullying is regarded as unacceptable. This policy aims to:

- make all those connected with the school aware of our opposition to bullying;
- help staff and pupils to prevent bullying;
- help staff and pupils deal with bullying when it occurs;
- clarify the roles and responsibilities of staff and pupils with regard to the prevention of, and response to bullying.

2.2   The school acknowledges its primary responsibility to prevent pupils from being bullied and to protect those pupils who have been. However, it also acknowledges the responsibility to nurture and promote positive behaviour patterns in those who are bullies and to support the parents/guardians of both the pupil/perpetrator and the victim throughout. It is the combination of actions that brings about the most satisfactory results.

3.   THE PERPETRATOR AND THE VICTIM

3.1   Bullies often have low self-esteem despite appearing confident. They like to get their own way and will often respond to stressful situations impulsively and by hitting out. The following are signs to be aware of:

- aggressive towards other children and adults;
- prone to breaking the rules and indulge in anti-social behaviour;
- positive about their own behaviour, with no shame or guilt and little sympathy with victims;
- able to communicate well and have an answer for everything;
- adept at getting themselves 'off the hook' and out of difficult situations.

3.2   It is important to identify those liable to attract bullying. Staff should be aware of the following behavioural traits shown by a child which might indicate a bullying problem:

- repeated minor injury;
- deterioration in schoolwork or significant changes in behaviour without explanation;
- aggressive behaviour, tantrums;
- an air of "detachment" or "don't care" attitude;
- overly compliant behaviour, "watchful" attitude;
- the child who is reluctant to go home, to come to school, or is kept away from school by a parent;
- increasing lack of self-confidence, with gradual withdrawal from school activities; has few school friends;
- does not trust adults;
- frequently complaining of feeling unwell - headaches, tummy aches, odd pains; eating problems, includes over-eating and loss of appetite.

4.   PREVENTION

4.1   It is the responsibility of the whole staff to:

- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school
- ensure that all children know what to do if they are being bullied, or if they become aware of others being bullied
- be alert to the possibility of bullying and to be aware of unhealthy relationships amongst pupils, which might indicate the presence of bullying

- help set the school ethos of mutual support, trust, respect for all and praise for success so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4.2 Issues relating to bullying and other forms of anti-social behaviour are reviewed regularly. Staff share names of pupils who are being monitored for pastoral reasons during weekly staff meetings, email messaging or on the monitoring list. Teaching Assistants and Lunchtime Supervisors are informed via emails and staff meeting minutes. All staff are expected to read the staff meeting minutes. It is the responsibility of all staff to be particularly aware of pupils being monitored. The class teacher of each pupil on this list is proactive throughout the week in monitoring the pupil(s) and updates the Well Being Manager in ISAMS. In addition, the Pastoral lead will share strategies with staff to support those involved with monitoring.

4.3 Bullying is a topic that is discussed with children through the teaching of PSHEE in 'Time to Thrive' sessions and assemblies. We do this by discouraging anti-social behaviour, helping children to build resilience, to protect themselves and others and encourage behaviour patterns that seek to improve friendships with a sense of community in the school. This includes discussing with the children of differences between people and the importance of avoiding prejudice-based language. Other educational elements may also be used such as projects, drama, stories, literature, historical events, current affairs and topic work.

4.4 Online safety is part of both safeguarding and bullying arrangements. The School's expectations with regards to the use of technology by pupils, staff and visitors within the school setting and beyond, are clearly set out in the following policies:

4.5 Acceptable Use & Digital Safety policy,

4.6 the Safeguarding and Child Protection Policy and Procedure, including Allegations against Adults

4.7 Agreement signed by all parents/guardians about the use of the Internet by their children.

4.8 Above all we stress to all pupils that it is right to tell someone if they, or someone else, are being bullied and we reassure them that staff will listen and respond appropriately. We stress to pupils the part that they can play in preventing bullying by not being a bystander.

5. INVESTIGATION OF BULLYING INCIDENTS

5.1 All members of staff investigate and act upon any bullying that they witness, or which comes to their attention. This should be done as soon as possible after the act and where possible before the end of that school day. If that member of staff is not the class teacher of the pupils involved, they must refer the situation to the class teacher(s), as soon as possible, and where possible before the end of that school day via the Wellbeing Manager. SLT must also be informed of any bullying concerns.

5.2 Above all, it is imperative that we create an ethos where bullied pupils are encouraged to talk and to trust that their situation will be improved by talking to us. Pupils will often talk to their class teacher, but they may also choose to speak to other staff, parents/guardians or anyone else they trust.

5.3 It will usually be right to involve both the parents/guardians of the victim and of the perpetrator. If parents/guardians are to be involved, this should be done as quickly as possible after the incident. parents/guardians

5.4 Staff keep written records of all investigations into bullying incidents, which are shared and stored in the Wellbeing Manager under the concern 'bullying'.

6. ACTION TO BE TAKEN

6.1 There is no one remedy and each case is different. The following is a non-exhaustive list of the options that may be considered:

6.2 Action involving the pupils

- Support for the victim of the bullying, usually directed by the Pastoral lead;
- Time spent talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future;
- Following consultation with the Headteacher and with the parents/guardians, a pupil may be placed on our behaviour report which monitor and supports the behaviour of the child.
- Sanctions against the child who has bullied (see our Behaviour policy, including sanctions). These may include sanctions such as exclusion in cases of severe or persistent bullying. Support is also provided by the Pastoral lead to direct positive behaviours in future and find out if there are any underlying issues that could have contributed to these unwanted behaviours.
- Strict talk to a group or groups of pupils, or to the whole school;
- In the case of cyberbullying, a child may be asked to remove any material deemed to be inappropriate or an internet service provider may be contacted to remove content. Internet access may be suspended at school for specific users for a period of time.

Action involving the parents/guardians

- If a child is put on a behaviour support system, the parents/guardians are notified and involved in the process
- A meeting with the parents/guardians attended by the Class Teacher and the Pastoral Lead. Such a meeting will be called by the Class Teacher. The primary purposes of such a meeting are to discuss ways of improving the concerning behaviour and to make parents/guardians aware of the consequences of continuing concerning behaviour which may include sanctions such as exclusion in cases of severe or persistent bullying. If the sanction is deemed as a case of severe or persistent bullying, a meeting with the parents/guardians attended by the Headteacher to discuss the decision to permanently exclude a child would be made only in consultation with the Forfar Education. Following the meeting, a letter will be sent to the parents/guardians by the Headteacher summarising the meeting.

7. ACTION INVOLVING OUTSIDE AGENCIES.

7.1 In more extreme cases, for example where these initial discussions have proven ineffective, the Pastoral Lead may contact external support agencies.

8. RECORD KEEPING

The Class Teacher also records these incidents within the Wellbeing Manager.

It is the responsibility of the class teacher to ensure that written records are kept for each individual pupil. All incidents of significant misbehaviour must be recorded on the Well Being Manager in ISAMS with an email being sent to the SLT to make them aware of the entry.

9. THE ROLE OF PARENTS/GUARDIANS

- Parents/guardians who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents/guardians have a responsibility to support the School's Bullying policy and to actively encourage their child to be a positive member of the school.

10. THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to ensure that this policy is known and implemented by all staff (both teaching and non-teaching) throughout the school.

The Headteacher will take any action that is appropriate to ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher ensures that all staff receive appropriate training to be equipped to implement this policy effectively and ensures that the prevention of, investigation of, and the response to bullying is appropriately discussed in staff meetings and training days.

The DSL reviews the concerns added to the Wellbeing Manager. This log is reviewed in conjunction with the First Aid log, Safeguarding and absence records to identify patterns and concerns are shared with the Headteacher. These concerns may lead into further actions such as topic assemblies, PSHEE lessons or class discussions.

11. THE ROLE OF THE SCHOOL GOVERNANCE BOARD (FORFAR EDUCATION)

The School Governance Board supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the School Board will not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The School Governance Board monitors the incidents of bullying that occur and this policy, together with the procedures outlined here in, are reviewed annually by the Headteacher and the School Board. The School Board requires the Headteacher to keep accurate records of all serious incidents of bullying and to report to the School Board annually about the effectiveness of the school's -bullying strategies.

The School Governance Board responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the School Governance Board notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the School Governance Board.

12. MONITORING AND REVIEW

The content and effectiveness of this policy is monitored on a day-to-day basis by the Headteacher and DSL. Any changes to this policy are shared with all staff. The Headteacher reports to the School Board about the effectiveness of the policy at least annually.

This Bullying Policy is the School Governance Board's responsibility, and they review its effectiveness annually. They do this by examining the School's Wellbeing Manager, and by discussion with the Headteacher. The format of the Wellbeing Manager is such that patterns of bullying incidents can be identified and the Headteacher, DSL and the School Governance Board can analyse recurring triggers or situations.