

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*



**PARKSIDE**  
SCHOOL

**Edition: 5 May 2020**

## **ANTI-BULLYING POLICY**

**This policy is applicable to the whole school,  
including the Early Years Foundation Stage (EYFS)**

### **References:**

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)  
Keeping Children Safe in Education (September 2019) (*KCSIE*)  
Working Together to Safeguard Children (August 2018) (*WT*)  
Non-statutory DfE advice: Preventing and Tackling Bullying (July 2017)  
Prevent Duty Guidance: for England and Wales (July 2015) (*Prevent*)  
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)  
Education (Independent Schools Standards) (England) Regulations 2014  
Cyberbullying: Advice for head teachers and school staff (2014)  
Section 127 of the Communications Act 2003  
Protection from Harassment Act 1997

### **1. Introduction**

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

### **2. Scope of this Policy**

The School believes that all bullying behaviour is unacceptable. We recognise the seriousness of bullying, both physical and emotional, and that it can cause long term psychological damage. For children and young people, providing a safe and happy place to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the pupils and school community.

The School recognises that to allow or condone bullying may lead to consideration under child protection procedures, in particular when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and, if necessary, the police, in accordance with the School's Safeguarding Policy.

### **3. Aims**

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To ensure that all at the School are free from the threat of bullying by parents, pupils or other staff.

### **Links to other policies**

- Anti-Cyberbullying Policy
- Discipline & Behaviour Management Policy
- Complaints Policy
- Equal Opportunities Policy
- E-Safety Policy
- IT Acceptable Use Policy
- Learning Enrichment (SEND) Policy
- Mental Health & Well-being Policy
- Parent Contract
- Parent Handbook
- PSHEE Policy
- Safeguarding Policy
- Staff Code of Conduct
- Staff Handbook
- Transgender Policy
- Whistleblowing Policy

#### **4. Definitions**

**Bullying** is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. There may be an imbalance of power between the perpetrator and the victim. It is often motivated by prejudice against particular groups such as those with special educational needs or disabilities (SEND).

**Bullying includes:** peer on peer abuse, name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring in isolation, it quite often takes place in the presence of others.

#### **5. Forms of Cyberbullying**

- **Cyberbullying** is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset, hurt or threaten someone else.
- **Homophobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual and transgender (LGBTQ) pupils.
- **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **Bullying can also take place on grounds of:** religion, culture, sex, gender, special educational needs, disability or because a child is adopted or is a carer.

#### **6. Legal Issues**

- It is unlawful to disseminate defamatory information in any media including internet sites.
- *Section 127* of the most recent *Communications Act* makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The latest iteration of the *Protection from Harassment Act* makes it an offence to knowingly pursue any course of conduct amounting to harassment.

#### **7. Staff**

New members of staff are trained in the Anti-Bullying and Anti-Cyberbullying procedures of the School as part of their induction training. Updates on both these procedures take place as part of regular safeguarding training, so that staff are aware of their legal responsibilities and the actions needed to define and resolve problems and sources of support available. Regular updates are given in staff meetings on the changing nature and sources of bullying. Staff should refer to the Staff Handbook and Code of Conduct in the first instance of being or feeling bullied.

#### **8. Parents**

Parents have access to all School policies and are clear about the part they can play to prevent and/or report bullying. They are required to sign the Parent Contract and may refer to the Parent Handbook if they feel or are being bullied.

#### **9. Signs of Bullying**

Changes in behaviour that may indicate that a pupil is being bullied might include:

- Unwillingness to come to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, producing unusually bad work or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly go missing or are damaged.

- Change to established habits (including accent and vocabulary).
- Diminished levels of self-confidence.
- Frequent visits to Reception with complaints such as stomach pains, headaches, etc.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance, late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, nightmares, etc.
- Talking of suicide or running away.
- Inappropriate language or behaviour.

Although there may be other causes from some of the above symptoms, a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers.

## **10. Reporting Concerns**

All pupils are encouraged to report bullying by:

- talking to a member of staff of their choice (all teaching rooms have a “Who Do I Turn to?” notice, detailing exactly who they can turn to),
- using the email [ask@parkside-school.co.uk](mailto:ask@parkside-school.co.uk) to report any worries they may have, (checked by the DSL)
- contacting local and national support agencies for advice/support,
- using the confidential “Worry Box” in the Crescent Block foyer.

Parents are also encouraged to report concerns about bullying and to support the School in tackling it. Trying to resolve bullying directly with pupils or their families can lead to escalation of the problems and is therefore discouraged.

Pupils who are being bullied may not feel they can report it and parents are encouraged to promote open communication with their children, enabling them to share information if there are concerns relating to bullying.

**School teaching and support staff are alert to the signs of bullying and act promptly and firmly against it in accordance with this Policy.**

It is also important to remember that pupils who are bullying others need support to help them understand and change their behaviour.

In all areas of the School it is important that, in addition to the sanctions outlined below, the pupil causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied.
- Recognising the need to take action to begin to repair the harm caused and
- Agreeing a range of actions, in conjunction with all those involved, which will be monitored over an agreed period of time.

## **11. Peer on Peer Bullying**

This is bullying by pupils of the same age, but may also involve older or younger pupils. When dealing with abuse by young people on peers, it is important to follow the School’s Safeguarding Policy and associated documents. Staff need to be aware that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue and should be referred to the DSL.

## **12. Procedures for dealing with bullying incidents**

Records of incidents are kept in order to evaluate the effectiveness of this policy and enable patterns to be identified by the Deputy Head who keep the records.

## **NURSERY EYFS**

It is central to the philosophy of the Nursery that staff members are positive at all times towards the children.

Issues or problems arising with children or parents will be discussed in private with the Deputy Head. Our procedure for dealing with bullying behaviour is outlined below and parents are required to read, sign and return a tear-off slip to the Nursery acknowledging that they have read both this and the Discipline & Behaviour Management Policy.

Bullying within this context includes any form of racist comments, verbal or physical bullying and swearing. Any child who is found to be guilty of bullying will be dealt with by Nursery staff in the following way:

- An immediate verbal response to the action.
- A gentle explanation to the child as to why the behaviour was unacceptable.
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period.
- If necessary, the child will be taken to another room to calm down.
- Parents will be informed if we feel that a child's behaviour is particularly worrying.
- Nursery staff will work with parents to promote wanted behaviour and a consistent approach will be agreed upon between parents and staff to dissuade unwanted behaviour.
- The Deputy Head will provide information to external professionals if this is necessary.

We will follow these procedures in a way that is appropriate to the maturity of the child and the misdemeanour.

### **Record Keeping**

Any incident that takes place in Nursery is recorded in writing and reported to parents. If there is evidence of repeated bullying behaviour this is passed on verbally to Pre Prep staff when the child leaves Nursery.

### **Preventative Measures**

Appropriate behaviour is continually promoted through all aspects of children's life in the Nursery.

## **PRE PREP (INCLUDING RECEPTION EYFS)**

All teaching and support staff are aware of, and follow this policy, taking into account the ages of the pupils concerned.

Pupils are encouraged to report any case of bullying immediately to a member of staff, whether they have suffered or witnessed such behaviour. Retaliation is discouraged.

### **First offence:**

The pupil(s) concerned are interviewed by the member of staff who will then decide upon the appropriate level of response. More often than not, it will prove sufficient to discuss the behaviour, explaining why it is inappropriate, a verbal warning may be given against repetition, and an apology given. This can be accompanied by the shaking of hands.

### **Second offence:**

The pupil will be interviewed by the Deputy Head and the Head. A verbal warning will be given as well as a further explanation as to why the behaviour will not be tolerated. A letter of apology will be written to the victim under the supervision of the Deputy Head. Where appropriate, the pupil may be removed from playtime activities. The parents of the pupil will be invited to discuss the situation and to explore a joint approach to promote consistency and will be advised verbally and in writing that a further incident will result in the pupil's suspension from the School.

### **Third offence:**

A further incident will result in a meeting between the pupil, the parents, the Deputy Head and the Head. The pupil will be suspended for a period decided upon by the Head and the parents will be warned that a repetition will result in the pupil's exclusion from the School.

## **Record keeping**

From 2<sup>nd</sup> offence onwards, a note will be made in:

- The class teacher's notebook (primarily for parental meetings).
- The playtime behaviour book (where appropriate).
- The pupil's personal file / CURA
- When the pupil moves into the main school, any incidents of bullying is passed on to the Head of Pastoral Care, who will then inform the Form teacher and signpost them to CURA where the information is logged.

## **Curriculum**

Pupils are taught about the many types of bullying and this is reinforced in class, at playtime, at lunchtime and during assemblies. Pupils are taught that bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring in isolation, it quite often takes place in the presence of others. Children are guided in the right responses if they witness bullying.

## **PREP (Years 3-8)**

### **First offence:**

It is the duty of all staff members observing any incident of bullying to put an immediate stop to it. Dependent on the age of the child and the seriousness of the incident, the following courses of action may be taken:

- The staff member will explain to the pupil why his conduct was not acceptable, and then report the incident to the Form Teacher.
- The Form Teacher may decide that the seriousness of the offence requires it to be handed to the Deputy Heads, or the Head. Once this stage is reached, the incident **must** be dealt with consistently by all parties (see **2<sup>nd</sup> offence** onwards).
- The Form Teacher may decide that the incident can be best dealt with within the form but will log it on CURA and pass this to the Discipline Lead / Deputy Head, in case of further incidences.

### **Second offence:**

The aggressor(s) and victim(s) will be interviewed separately. The parties may be asked to write their version of events. A written record of events will be filed on the Incident Report form and on CURA.

If substantiated, the record of bullying will remain on the boy's file. The parents of the aggressor(s) are notified by telephone and a brief follow-up meeting.

- A written record of this meeting (whether in person or by telephone) will be made by the Form Teacher and attached to the Incident Form.
- Counselling and support (Head of Pastoral Care) is offered to both parties to explain on the one hand why an action or form of behaviour and its effects was viewed so seriously, and on the other to determine how long the victim has been suffering and, if appropriate, to discover why the behaviour has only just been reported. It may also enable one to discover why the aggressor acted in the way he did in the first place and, if he was goaded into his aggression, how better the situation might have been resolved.
- Follow-up meetings with one of the Deputies will take place two or three days later to ensure that there has been no further incident.
- In all cases we try to rebuild the bridges between the parties.

### **Third offence:**

A final meeting takes place between the Head, the Deputy Head or the Head of Years, the pupil and the parents. A change of school may be suggested; the pupil is excluded.

**In the case of serious bullying, the Head may proceed directly to the final stage of this process.**

### **Record keeping**

Incident Report Forms (found on Staff Share/Document Forms/Incident Report Form) are handed to the Deputy Head, who then places them on the files of the boys involved and CURA (both the perpetrator and the victim). As part of the handover process for the next academic year, the boys' files will be viewed by their new Form Teachers.

### **Curriculum**

Pupils are educated about bullying through PSHEE (set out in a separate policy), assemblies, projects, drama, stories, RE lessons, literature, with discussion of differences between people and by highlighting the importance of avoiding prejudice-based language.

If any incidents of bullying occur, the Form Teacher/Head of Year will devote time during Form Periods to remind the boys about how to respond to bullying and why it is wrong.

Every year, activities take place during our Anti-Bullying Week, which educates the children about the definitions of bullying, how to report it and what to do if they become bystanders.

### **Preventative Measures**

The School is pro-active in encouraging positive behaviour, thus taking measures against rather than just reacting to incidents of bullying.

To this end, good behaviour is encouraged, recognised and rewarded throughout the School as much as behaviour that shows a lack of consideration for others should be disapproved of.

This recognition is given through the rewards and sanctions (Merits) system and also through the weekly awarding of the 'Spirit of Parkside' badge to a member of each form, for particularly responsible, polite and considerate behaviour.

By ensuring that all pupils have an opportunity to receive recognition for their achievements, the School hopes to give each pupil a real sense of self-worth and a healthy respect for others. To successfully combat bullying, this philosophy permeates all aspects and areas of school life. The adoption of a consistent approach to anti-bullying is the responsibility of all members of the School; staff, pupils and parents. Pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

The School has clear policies which are communicated to parents, staff and pupils and we create an environment of good behaviour and respect, where success is celebrated and staff are committed to setting good examples through their own behaviour.

### **13. Cyberbullying**

The School is aware that, with the increasing availability to children of electronic devices that give unrestricted access to the internet, cyberbullying is an increasing problem. With this in mind the School has separate Anti-Cyberbullying, IT Acceptable Use and E-safety policies.

### **14. Monitoring, Evaluation and Review**

This Policy is monitored, evaluated and reviewed on an annual basis by the Senior Leadership Team in conjunction with the DSL.

**NP**

**Reviewed: Summer Term 2020**

**Approved by the Governors Education Committee: 13.5.20**

**Next review: Summer Term 2021**