Anti-bullying Policy – September 2023 (Reviewed Annually)

Rationale

At Parklands Primary we are committed to providing a caring, happy, friendly and safe environment for all our children, so they can learn in a relaxed and secure place. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell someone and confidently know that incidents will be dealt with promptly and effectively. We do not tolerate bullying of any kind - racial; by disability; family circumstances; sexuality.

What is Expected Behaviour for Children?

Our school rules are based on –

- Caring – we take care of our own and other people's property
- Kindness – we take care of each other by being friendly
- Manners – we listen and are polite to each other
- Safety – we move round school quietly and sensibly
- Punctuality – we always try to be ready and on time
- Schoolwork – we work hard and try our best in whatever we do.

At Parklands we work hard to create a positive, anti-bullying ethos. We expect that every adult and child commits themselves to stamping out any bullying behaviour and knows how to report incidents. Our School takes every incident of bullying seriously. We make informed decisions, based upon evidence, which follow in line with our Positive Behaviour Policy.

What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. It is the intention to seek to harm, intimidate, cause distress or coerce (someone perceived as vulnerable) or other gratification to the bully/bullies. It is done several times on purpose.

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying). – Keeping Children Safe In Education (KCSIE), 2023

Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional**: being unfriendly, excluding, tormenting
- **Physical**: pushing, kicking, hitting, or any use of violence

- **Racist and homophobic**: racial or homophobic name calling, graffiti, unacceptable gestures
- **Verbal**: name calling, spreading rumours, teasing
- **Sexual / discriminatory** : unwanted sexual contact, sexually abusive comments
- **Prejudice:** judging people by any of the above
- **Cyber**: threats by text message, email misuse, Facebook/Instagram
- **Damage to Property or Theft**: children may have their property damaged, taken off them or stolen.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this through our ethos as a school and explicitly via our PSHE curriculum.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and the odd name calling. We all have to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

At home –

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received.

At school –
- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school.

In both locations –
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above.

What Can a Child Do?
If it is someone else –
- Tell an adult, teacher, teaching assistant, Learning Mentor, Head teacher
- Tell their adult at home
- Support the victim by showing that you disapprove of bullying.

If it is you –
- Tell a trusted adult – teacher, teaching assistant, learning mentor, Head Teacher, DSL
- Tell a friend
- Do not agree to keep the bullying a secret
- If possible (but this is not easy), try hard not to show that you are upset
- If you can see that a situation could be dangerous, keep away
- Try to ignore the bully
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back – this often makes things worse.

Telephone Childline (freephone 0800 1111).

What Can a Parent Do?
If your child is being bullied –
- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts

- Talk to someone at school – this may be the Head Teacher, Class Teacher, Deputy Head Teacher, SENCO, learning mentor or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence.

If your child is a bully –
- Keep calm
- Do not bully or hit the child – this will make things worse
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Learning Mentor, Deputy Head Teacher or Head Teacher
- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate.

What Will the School Do?
We take all instances of bullying very seriously –
- Action will be taken in all reported or observed instances
- Incidents are recorded on CPOMS by all staff. This also means they can be referred to at a later date.
- The action taken is reflective of the incident, as dictated by our Positive Behaviour Policy
- Both the victim and the bully will be made aware of the action taken
- Parents will be informed
- Persistent bullies will be closely monitored and supervised in line with our Positive Behaviour Policy. School will take necessary, appropriate action to support both the victim and in some cases, the bully too. In some circumstances, exclusion would be considered - see Exclusions Policy.
- If appropriate, the victim and the bully will receive counselling and/or support
- If appropriate, outside agencies will be involved.

Child on child bullying and abuse

Children are vulnerable to and capable of abusing other children and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. We are very clear that this type of abuse should always be treated seriously, and never just as banter, or part of growing up.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Unwanted sexual comments and messages, including on social media.
- Coercion and threats
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the Positive Behaviour Policy, child protection and safeguarding policy, KCSIE 2023 policy and online safety policy.

We recognise that sexual harassment and/or violence can happen anywhere including our setting. For the purposes of this policy, "sexual harassment" refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. In cases of dealing with sexual harassment and/ or violence within school, staff are expected to follow the school reporting systems who would then follow sanctions for harmful sexualised behaviours accordingly.

At Parklands we have a <u>responsible curriculum delivery</u> which outlines *regular targeted support* for children.

Prevention curriculum (see PSHE curriculum and long term plan)
- Curriculum messages for all year groups with clear teaching of safeguarding mapped out on a long term overview
- Teaching of sex and relationship education (RSE)
- Teaching of emotional literacy – the language of feelings
- Covering body confidence and self esteem
- Exploring and teaching about healthy relationships, consent and having respect for others

- Ensuring children are equipped with functional coping mechanisms – anger management, relaxation, mindfulness, assertiveness
- Teaching of communication, relationships and social skills
- Teaching of how to report concerns – including those about other children and friends
- Teaching of consent for all year groups, from Reception to Year 6.

This takes the form of:
- Our PSHE preventative curriculum
- Anti-Bullying week which takes place in November
- Assemblies – regular safeguarding assemblies, such as NSPCC speak out and stay safe/ PANTS
- Parents – ensuring parents are informed e.g. sharing online safety guidance, parent's guide to being share aware
- Environment – having safe spaces around school, posters with help numbers such as Childline, questionnaires around children feeling safe in school and acting upon the outcomes
- Policies – ensuring our policies are up to date and reflective of current climate and as a whole school we are following them
- Staff training – is up to date and in line with best practice guidance from local authority

Online safety/ E-Safety (see E-Safety Policy)
In some instances, bullying or harassment can take place online using technology devices. This can take the form of harassment or threats made by text message or email misuse, or via social media apps such as: Facebook/Instagram, TicTok, Snapchat. As stated, all forms of bullying, including cyberbullying, are taken very seriously.

Monitoring and evaluation of this policy
The policy will be reviewed by the Governing Body on an **annual** basis.
Parents and children will be asked to complete annual behaviour and safety questions on surveys. These will include specific questions about how safe children feel in our school. Feedback from these questionnaires will be collated, shared and actions communicated.

Reviewed date: September 2023

Reviewed by: Kate Stacey PSHE Lead

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Next Review date: September 2024