



ANTI BULLYING POLICY

RATIONALE

At Park House English School bullying has no place as it has a negative effect on all those involved: the target, the perpetrator and the bystanders. We want all students to be healthy; stay safe; enjoy life; achieve their full potential; be interested and fully involved in the community they live in.

In particular, students should expect to:

- Be able to grow and develop in safety and free from prejudice and discrimination
- Be listened to and have their views taken into account
- Be treated with respect
- Belong to and be valued in our school community and beyond
- See their needs and interests at the heart of everything we all do.

At Park House English School, bullying includes cyberbullying, prejudice based bullying and discriminatory bullying.

AIMS

The aim of this policy is to help us deal with incidents of bullying, quickly, effectively, consistently and with sensitivity to the needs of the individual.

Specifically this means:-

- To provide a safe and secure environment where all members of the school community are treated in accordance with our school mission and values
- To be proactive in reducing the risk of bullying by developing a school ethos in which bullying is unacceptable and students are confident to report bullying and understand what it is through appropriate education.
- Make anti-bullying initiatives an integral part of the PSHE/ Assembly programme for all years by openly addressing some of the issues that could lead to bullying e.g. religion, ethnicity, disability, gender.
- To facilitate well being worries within the school to support students
- To provide appropriate and effective in service training for all staff. Involve outside agencies or resources for help with particular issues where specific expertise is needed.
- To ensure that parents/carers are clear on our actions against bullying
- To apply consistent and appropriate education to any students who are involved in bullying others and apply sanctions as required.



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- To ensure that all members of staff take all forms of bullying seriously and intervene to prevent incidents from taking place or continuing. Staff are reminded that they should never have an attitude of 'it could not happen here' and/or dismiss anything as 'banter' or as 'having a laugh', but to treat all concerns seriously.

PROCEDURES

ROLES AND RESPONSIBILITIES

Students

Students are expected to promote a positive attitude within school and the community. They have a duty to support others in tackling bullying.

They are expected to:

- Behave positively and avoid discrimination against others.
- Report incidents which may be related to bullying to trusted person, this could include: The Designated Safeguarding Lead, Form Tutor, Class teacher, School counsellor, wellbeing advisor, School nurse, Any staff member who they trust. - Senior Leadership Team - Pastoral Support Assistant - School Counsellor - School Nurse.
- Help change the mindset of others to ensure mutual respect.
- Follow up restorative conversations with full engagement.
- Be receptive to different perspectives when an incident occurs.

Parents/Carers Parents

Parents/carers are expected to support the school policy on tackling bullying including supporting all parties to find a positive resolution.

They are expected to:

- Report incidents of bullying to the Form Tutor or class teacher.
- Remain impartial and report factual evidence.
- Allow appropriate time for investigations to take place.
- Re-assure any victims that a resolution will be found
- Support the restorative approach to educating the bully. We advise that parents/carers also support their child in other ways, for example:
 - Watch for signs of distress in your children, e.g. an unwillingness to attend school, a regular pattern of headaches or stomach aches, becoming withdrawn, loss of weight, difficulty sleeping, bed wetting, threatening self harm.
 - Take an active interest in your child's social life. Discuss friendships, how lunchtime is spent and journey to and from school.
 - If you think your child is being bullied, encourage her/him to talk about the problem calmly and inform school immediately.
 - Keep a written record of cyberbullying, including examples of texts or emails received if bullying persists, providing supportive evidence regarding WHO, WHAT, WHERE and WHEN. Please note that it may be necessary for you to contact the police as well as contacting the school.



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- Seek support from staff in the school to help support your child. Do not encourage your children to hit back or to reply to bullying emails or text messages. It only makes matters worse. Impress upon them the need to inform an adult immediately if bullying occurs.
- If your child is found to have been bullying others, please ensure that you co-operate fully within the school, in order that the situation can be resolved as quickly as possible.
- Attend any additional sessions or request information on key areas if you require further support or guidance

Staff

Staff are expected to promote a safe and secure environment for all users of the school.

- Staff will remain vigilant to incidents of bullying around school, reporting all such incidents.
- Staff will challenge language used in class and around the school that is discriminatory in any way. Staff will also report use of such language to the pastoral team. Staff training on this issue will be given to staff.
- Form Tutors and class teachers will actively promote anti-bullying strategies.
- Members of SLT will act on incidents of bullying and resolve as appropriate.
- Staff dealing with bullying incidents should inform parents at the earliest possible stage.
- All staff will support an educational and restorative approach to bullying.
- Those instigating bullying will be sanctioned in line with the school policy.

INVESTIGATING INCIDENTS

Bullying is unacceptable behaviour and students who bully will be clearly shown that their behaviour is wrong. It happens in all schools and academies and many young people are involved at some time. This School is committed to creating a safe environment where young people can learn and thrive, can talk about their worries, confident that an adult will listen and will offer help. We will make it clear to students, staff, parents/carers and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

Dealing with the incident – The 5 As

When a student, member of staff or parent reports an incident of one or more students being bullied, any action taken will be overseen by the Head of Progress and Learning with the assistance of the Senior Leadership Team, where necessary. Staff investigating an incident may wish to use the '5 As' to guide their investigation.

Assess

After a reported incident the staff member should ensure the victim is safeguarded from any further events. This could involve communication with Student Services to share the student's location and/or in the case of physical bullying potentially any First Aid support.

Assure

The staff member should reassure the victim or those speaking on behalf of the victim that they have made the right decision to come forward and disclose the incident. Staff may also need to reassure other students who are linked to the incident.

Ascertain

Students who are victims will be supported by a staff member.

Questions should include;



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- What has happened? - How often has it happened? - Who was involved? - Where it happened? - Who saw what happened? - What has he or she done about it already?

- Any witnesses must provide a written statement that is signed and dated.
- The use of images or screenshots may be used as supporting evidence.
- The alleged 'bully' should be spoken with by a member of SLT
- Parents should be contacted and informed of both the victim and perpetrator and will be kept informed of actions
- At this stage it must be determined if bullying has occurred and if there are wider reasons for this. Staff should refer to the bullying definition in this document for clarification.
- After all evidence has been taken into consideration, the staff member involved should decide on further action. Staff should always consider the age and stage of development of the students involved.

Amend (Refer to Section - 'Resolving Bullying' for further details) In most cases it would best to provide educational support for the bully to modify their behaviour. Where possible we would like the victim and bully to work together on the outcome and potential sanction required. This can take place during break or lunch times and would most likely include some restorative approaches including an apology to the victim.

Applaud

It is vital that a staff member who has dealt with a bullying incident review the progress made by both the victim and bully. This should initially take place, as a minimum, on a weekly basis. Where positive progress has been made, the staff member should acknowledge this e.g. phone call home to parents/carers of both victim and perpetrator

Further information for dealing with Cyberbullying

The victim should keep examples of texts, emails or screenshots received to aid an investigation. To contain the spread of cyberbullying consideration must be given to;

- Confiscating and/or deleting content from phones
- Contacting the service provider or host (e.g. the social networking site)
- Contacting the police (in relation to illegal content). We will follow the up-to-date guidance provided to schools in these cases – see other supporting policies. Members of the school community will be advised on steps they can take to avoid recurrence.

This will include;

- Not to retaliate or reply
- Being provided with appropriate contact details of service providers
- An awareness of changing contact details, blocking contacts, or leaving a chatroom. Recording the incident
- Incidents of bullying will be recorded on the School Information Management System (Engage) with full details.
- Any racial bullying should be recorded specifically as a racist incident. If bullying continues, the picture will be evident through the School Information Management System and dealt with in line with the schools Policy.

RESOLVING BULLYING

There is often a reason for someone to begin bullying, often due to their own past experiences or current emotional circumstances. Education for the bully is fundamental in our approach as a school. Where possible we will look to avoid lengthy sanctions which increase the resentment towards the victim, making a positive resolution difficult to maintain.



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All parties involved must consider the impact of their actions including the needs of others, especially in the case of an imbalance in power over disadvantaged students.

Potential strategies:

- Staff-led discussion with the bully and the victim with empathetic outcome and apology
- Peer mediation for low-level bullying, using Anti-Bullying Ambassadors to find a resolution, with guidance from Head of Progress and Learning as required
- Support and guidance from Anti-Bullying Ambassadors
- Teacher or Tutor discussion with bully
- ***Involvement of the bully's parents with a member of SLT***

Persistent bullying or serious incidents will be dealt with in line with the school's Bullying Policy.

These may include detentions or isolation during free time or lesson time. In the most serious cases fixed term or permanent exclusion may be used if the bullying involves serious actual or threatened violence against another Student and/or amounts to persistent and defiant misbehaviour.

PREVENTING BULLYING

Anti-Bullying promotion in school Bullying can be prevented by removing opportunity but also by educating students and creating an ethos where it is unacceptable to bully.

Prevention can be through:

- Assemblies by raising awareness of what bullying is.
 - Wellbeing worriers having a key responsibility in the requirement to be alert to bullying and the need to take appropriate action to support the victim and to inform a member of staff.
 - Seeking opportunities in all curriculum areas to promote co-operative behaviour. Friendship skills, conflict resolution, tackling prejudice and negotiating are all elements that can be addressed.
 - The school will raise awareness each year during Anti-Bullying week through assemblies, poster campaigns and other events as organised.
 - Educating students through PSHE lessons.
 - A focus in Year 7 during transition activities.
 - Central noticeboards display extra advice on where students can seek help.
 - Advice and support is also published on the school website.
 - Support services such as the School Counsellor and Schools Wellbeing advisor are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to students.
- Students can refer themselves through a member of the pastoral team to the School Counsellor.
- Teachers will challenge language used in class and around the school that is discriminatory in any way.
 - The Computing curriculum will include issues relating to cyberbullying and online safety.
 - Staff will receive training



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Staff support and training

The policy and procedures will be periodically reviewed and if necessary updated in order to ensure effectiveness. Staff training will be given to support the policy. Teachers should consult those with specific skills in dealing with bullying problems – Senior Leadership Team.

Assessment, Monitoring, Evaluation and Reviewing

The conduct of student behaviour will be reviewed through discussion with the Student Voice Group on occasions. Any feedback from staff, parents or students will be forwarded to SLT for consideration. The Student Voice Group will support the review and implementation of this policy. The recording of behaviour through the School Information Management System will provide information on the effectiveness of this policy.

DEFINITIONS & SUPPORTING MATERIAL

Definition “Bullying is the repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.” Diana Award Definition of Bullying 2019

Bully – Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Victim - A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour

Types of Bullying behaviour which conforms to the above definition can take different forms:

- Verbal - the repeated negative use of speech, sign language or verbal gestures to intentionally harm (hurt) others e.g. swearing, offensive language, discriminatory language.
- Indirect – repeated negative actions, which are neither verbal nor physical, to intentionally hurt others e.g. isolating someone from a group, damaging/taking somebody's property, physical intimidation, being the subject of malicious rumours
- Physical – repeated negative use of body contact to intentionally hurt others e.g. punching, kicking, spitting at someone.
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature e.g. misuse of social networks. (See Cyberbullying section)

Vulnerable groups

There are specific groups of individuals who are more vulnerable to experiencing bullying that staff in the school need to be aware of:



Children with SEND

- Children with disabilities or special educational needs may be more vulnerable.
- Children with special educational needs are 2 or 3 times more at risk of being bullied
- They are also more at risk of taking part in bullying others
- Particular characteristics may make them an obvious 'target'
- In some mainstream settings children may be less well integrated socially and lack the protection against bullying which friendship give

Racist and Religious Based Bullying

Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. Where any form of behaviour such as this takes place, the school will work to educate the students who are involved in this, as well as putting in appropriate sanctions.

Sexual and Sexist Bullying

Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by individuals. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender-linked.

Cyberbullying

All bullying can be disturbing, but cyberbullying is particularly damaging. Not only is there often the threat of anonymity, but the bullying does not stop at the school gate as it might have done in the past. Cyberbullying on the internet endures and is repetitive by virtue of the fact that any further viewing and commentary will increase the abuse. Also, owing to its remoteness, the perpetrator will not necessarily see the subsequent, ongoing effect on the victim and may deem the comment as 'just a bit of fun'.

Cyberbullying can include any of the following;

- Denigration - sharing information about another person that is false or damaging. Sharing photos of someone for people to make fun of, spreading fake rumours and gossip.
- Flaming - the use of extreme and offensive language/ insults. The aim of flaming is to cause reactions and people often get enjoyment of the victim's distress.
- Catfishing – creating fake profiles on social network sites, apps and online.
- Outing – coaxing someone into revealing secrets and forwarding it to others – usually involving screenshotting.
- Cyber stalking – repeated messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for his or her safety.
- Exclusion – this is when others intentionally leave someone out of a group e.g. group messages, online apps, gaming sites. This is also a form of indirect bullying.
- Online Sexual Harassment – Sending unwanted images (youth produced sexual imagery) or messages of a sexual context. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with. Whilst some cyberbullying is clearly deliberate and aggressive, it must be recognised that some incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences.



SUPPORTING RESOURCES

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the AntiBullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <https://www.antibullyingalliance.org.uk/>

BeatBullying: A bullying prevention charity with an emphasis on working directly with child and young people. In addition to lesson plans and resources for parents. 'BeatBullying' have developed a peer support programme for young people affected by bullying. <https://www.antibullyingalliance.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <https://www.kidscape.org.uk/>

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It w achieve this by identifying, training and supporting school anti-bullying ambassadors. <https://dianaaward.org.uk/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. Stonewall is a member of the Equality and Diversity Forum, a network of national organisations committed to progress on age, disability, gender, race, religion and belief and sexual orientation issues. <http://www.stonewall.org.uk/>

The Proud trust is a life saving and life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. [http:// www.theproudtrust.org](http://www.theproudtrust.org)

Cyber-bullying ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves www.childnet.com

12 Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk>

Digizen: provides online safety information for educators, parents, carers and young people <http://www.digizen.org/>

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online. CEOP: Child Exploitation Online Protection Agency <https://ceop.police.uk/safety-centre/>

SEND Mencap: Represents people with learning disabilities, with specific advice and information people who work with children and young people. <https://www.mencap.org.uk/>

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the AntiBullying Alliance on developing effective anti-bullying practice. Racism Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. <http://www.kickitout.org/>

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. <https://annefrank.org.uk>