Anti-Bullying Policy

Key Information	
Written by:	Zara Wright
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At The Park School we aim to provide a safe, caring and supportive environment for all students allowing them to learn effectively, improve their life chances and maximise their potential. We expect students to feel safe in school, on school related journeys and during offsite activities. We help students to understand the issues related to bullying and enable them to feel confident in seeking support from staff if they feel unsafe at any time. We always take incidents of bullying seriously and they are thoroughly investigated and dealt with promptly.

Our mission statement is "Respect and achievement for all."

Specific issues can occur in our setting because a student's developmental age, including their level of maturity, is not in line with their chronological age. Our students need to be taught the importance of respect for each other and understanding diversity. They learn to understand the different behaviour of those with specific special needs or disability. They need to learn to accept and appreciate differences relating to home circumstances, race, religion, culture, gender and sexuality.

This policy has been discussed with a range of stakeholders within our school community, and a student friendly version has been developed.

The Park was awarded Gold Charter Mark for anti-bullying in 2017.

Definition of Bullying

Bullying is the intentional hurting or humiliating of another person. It is usually persistent and often covert. There is often a power imbalance that makes it hard for a victim to defend themselves. Occasionally, an incident may be described as bullying even if it is not repeated or persistent. It can be planned and organised or it may be spontaneous. It may be perpetrated by individuals or by groups of students.

Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings;
- Verbal bullying which includes name calling, teasing and making offensive comments;
- Emotional bullying which includes isolating an individual or spreading rumours about them;
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.

- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Signs and Symptoms of Bullying

A student may indicate through their behaviour that they are being bullied. Staff should be aware of these possible signs and investigate if a child:

- doesn't want to go on the school transport/taxi
- begs to be driven to school
- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- comes home starving (money / lunch has been stolen)
- has unexplained bruises or cuts
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility as part of the investigation.

Roles and responsibilities

Responsibilities of the head teacher and leadership team:
- Liaise with Parents, Students and Governors
- Monitor and assess the policy's effectiveness in practice
- Co-ordinate strategies to prevent bullying
- Assess the need and coordinate training and support for staff

Responsibilities of the Anti- bullying coordinator (Sam Thomson):
- Attend regular anti-bullying training sessions
- Ensure that anti bullying work is incorporated into PSHE lessons across key stages as well as other curriculum areas

- Arrange staff training as and when required
- Organise "Feel Good" and "Respect" themed weeks across the year to reinforce the anti-bullying message
- Oversee mentor programme

Responsibilities of all staff:
- Foster in student's self-respect and respect for others
- Demonstrate by example high standards of personal and social behaviour
- Be alert to signs of distress and other possible indications of bullying
- Listen to students who feel they have been bullied, take what they say seriously and act to support them
- Follow behaviour protocol by reporting and recording incidents promptly to the senior leadership team

Responsibilities of students:
- Refrain from becoming involved in any kind of bullying
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying

Responsibilities of parents:
- Watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advise their children to report any bullying to a member of staff
- Advise their children not to retaliate violently to any forms of bullying
- Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken
- Keep a written record of any reported bullying instances

Reporting and responding to bullying

Who can students talk to if they have any concerns about bullying?
- Tutor
- Year Leader
- Subject teacher
- Mentors
- Designated Safeguarding Lead
- Teaching Assistant
- Support staff

Students can feel confident that any of the above will listen to their problem.
We have clear reporting systems for the whole school community, including adults. All incidents are dealt with immediately, taken seriously and investigated fully. Staff listen to all student's accounts and help individuals to interpret and understand what has happened. This may include helping some students to appreciate the need to "let go" and not remain negative about something that happened a long time ago. Parents are contacted on the day of an incident.

All behavioural incidents are dealt with in a fair way ensuring that everyone is given a voice. A range of responses appropriate to the situation are utilised including:

- Restorative justice
- Supporting the student who has been upset in explaining to the perpetrator the hurt that they caused
- Sincere apology
- Special time for the victim
- Behaviour agreement contract
- Internal exclusion from their group or for a particular activity for the perpetrator

- Liaison with parents /guardian/social worker
- Fixed term exclusion

Consequences take into account the individual's disabilities and degree of understanding. The school ensures that whatever the necessary outcome, including fixed term exclusions, the incident has been dealt with. There is always a "fresh start".
Incident reports are stored on Arbor and CPOMS and used to evaluate what consequences and the impact have been. It is also used to identify trends and inform preventative work in school and policy development.

Strategies for preventing bullying

As part of our on-going commitment to the safety and well-being of our students we have developed a range of positive strategies to prevent bullying and teach respect. These include:

- Involvement in Surrey's anti-bullying charter mark
- Involvement in Healthy Schools' agenda
- Restorative justice
- PSHE work
- Anti-bullying themes incorporated throughout the curriculum and in daily reading groups
- SMSC work, ethos and events
- Annual "Feel Good" and "Respect" weeks
- Praise and prizes for kindness and supporting others
- Team building practices including outings and residential experiences
- Specific sessions on areas of concern such as cyber bullying and internet safety (outside agencies)
- Leadership team follow up of any reported incidents taking place on journey to and from school
- Parent information evenings
- Introduction of Mentoring scheme
- Specific issues raised in whole school assemblies
- Continuous professional development of staff training
- Regular surveys and questionnaires
- Duty rota for staff to patrol key areas of school at break and lunch times
- Information talks from outside agencies e.g. School Police Liaison Officer • Information leaflets for students and families about E-Safety

Unresolved Issues
In our positive culture we feel that all issues concerning bullying should be dealt with quickly and satisfactorily. However, if parents feel that matters have not been dealt with fully or appropriately then they should contact the relevant person.
Class Teacher → Pastoral Lead → Headteacher
All concerns will be responded to within 24 hours and a meeting offered within 48 hours

Anti-bullying advice for Parents/ Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of social media platforms such as Whatsapp, Tik Tok, Snap Chat, Instagram and Facebook. Access to these is out of the school's control when your child is not in school.
- **Talk** to your child on a regular basis, so any problem is easier to share.
- **Listen** to what your child says.
- **Encourage** your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. **Don't stay silent.**

- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve.
- **Try** to be co-operative and calm with our school. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- Always remember that children can't solve bullying on their own. They need the support of parents/carers and our school.

Resources for Parents

National Bullying Helpline 0300 3230169 https://www.nationalbullyinghelpline.co.uk/
Advisory Centre for Education (ACE) 0808 800 5793 https://www.ace-ed.org.uk/
KIDSCAPE Parents' Helpline (Mon & Tuesday only 9.30-2.30, telephone or WhatsApp) 07496 682785 https://www.kidscape.org.uk/advice/parent-advice-line/
Family Lives 0808 800 2222 https://www.familylives.org.uk/how-we-can-help/confidential-helpline
Youth Access 020 8772 9900 https://www.youthaccess.org.uk/
Young Minds https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/
Contact (for families with disabled children) 0808 808 3555 https://contact.org.uk/
Internet Matters (for advice to keep safe online) https://www.internetmatters.org/

Links with other policies

Safeguarding
Behaviour

E-safety
Complaints Policy & Procedure

Related documents and guidance

Surrey anti-bullying
https://www.surreylocaloffer.org.uk/parents-and-carers/family-safety/bullying
https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/how-to-beatthe-bullies-in-person-and-online

DfE guidance https://www.gov.uk/government/publications/preventing-and-tackling-bullying

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-aged children and young people?
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/367 481/NatCen_Social_Research_-_HBT_bullying_-_evidence_review_and_typology.pdf