



Parsons Heath C of E Primary School

Anti-Bullying Policy October 2024

Approved by Staff on:	October 2024
Adopted by Governors Serving on the Full Governing Board Signed: Date: October 2024	October 2024
Recommended Review Date	October 2026

Parsons Heath C of E Primary School

Anti-Bullying Policy

Aim

At Parsons Heath C of E Primary School, we have worked to develop and consolidate a shared expectation of how we treat each other; this shared expectation is underpinned by our Christian values; Belonging, Kindness and Resilience. We seek to be a secure, caring, supportive environment where children can both learn successfully and play happily without the fear of bullying.

Objectives

- To aim to eliminate all bullying.
- To reduce to a minimum the number of incidental cases of bullying.
- To encourage all members of the school community to feel a sense of responsibility in telling an appropriate adult when they feel someone is being bullied.
- To develop all children's self-esteem so that they are less likely to be bullied or to bully.

Background information

All schools experience incidents of bullying, but these are unacceptable, whether they be a one-off incident or a persistent problem affecting one or more children.

Bullying is a complex issue and it is felt that if it is to be dealt with effectively, this policy must dovetail with our other pastoral policies, particularly our Positive Behaviour Policy and our Equal Opportunities policies.

As it is such a serious matter, it is important that we are always open about incidents occurring and do not try to ignore or minimise a problem.

Bullying is a community issue as it affects pupils, families, teachers, other members of staff and governors and the solution will necessitate the involvement of several and sometimes all of these groups.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power

can manifest itself in several ways, it may be physical, or psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

School Approaches

We are determined to confront and eliminate any bullying that occurs at Parsons Heath C of E Primary School. We encourage both parents and children to inform us of any incidents. Those children who report such incidents are to be reassured that they will not be accused of telling tales.

Teachers and other staff are constantly vigilant. The emphasis is on encouraging and developing positive approaches throughout the school in all members of the school community.

In order to prevent online bullying, Parsons Heath C of E Primary School has in place a number of strategies to support pupils and staff. Children are not allowed to use mobile phones on the school site. Once on school property, mobile phones are to be handed in to the school staff and then collected by children at the end of the school day.

The school uses London Grid for Learning (LGfL) to provide its internet access. This is a filtered service which has built in protection for children and staff.

Children are educated about the impact and effects of online bullying through the school's Computing and PSHE Curriculum.

In all cases of online bullying, victims need to report the concern and then the school's Positive Behaviour policy will also be actioned.

Parsons Heath C of E Primary School encourages all bullying targets to tell a teacher, but when they are reluctant to do so, bystanders should know it is their duty to make the report themselves.

How the policy works in practice

Stage One

For relatively minor episodes, or for situations in which it is difficult to attribute blame, one or more of the following strategies will be used:

Teacher Support

The victim is interviewed by the teacher, this could include the child being asked to draw a picture about the effect bullying has had. A meeting is then held between a teacher and a group of children including the bullies, those who may have seen the incidents and others who are not directly involved and are perceived as positive role models, but not the victim. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution. This approach encourages the bully to see the impact of their behaviour on the victim, whilst making the bystanders aware that by doing nothing, they are condoning the behaviour. Again, teachers need to use this strategy with caution as some parents may view this method as the bully 'getting away with it'.

Restorative Justice

The two children talk issues over with a mediator, usually the class teacher and find a way forward to end the cycle of bullying and complaints. This strategy is most effective when dealing with children who are friends but have fallen out, but it may not be appropriate if the bullying is more serious.

For any of these strategies, support for the victim will be given through a counselling approach and the child may be offered a 'safe place' if they are anxious about future bullying.

We are very much aware that the degree of success depends on the positive support of parents, so we will involve them wherever appropriate or possible in any of the above strategies.

Stage Two

For recurrent cases of bullying, or a serious offence:

1. The name of the child to be documented in the 'Behaviour Log' and the school's rewards and behaviour policy to be applied.
2. Steps to be taken immediately to prevent reoccurrence of the bullying.
3. Communicate to all parents involved and request a visit to the School. If the matter is serious enough, the Headteacher or another senior manager is to be involved.
4. Communicate to all other 'interested' parties.

In some instances, it may be relevant to put in place a behaviour support plan, supervision of the children by key adults and agreed targets for future behaviour and sanctions if applicable.

Set a time/date for reviewing the situation to ascertain whether agreements have been kept. If they haven't, refer to Headteacher.

Stage Three

The Headteacher must always be involved at this stage and special measures will be implemented depending on the circumstances. As a last resort, the Headteacher may need to consider some form of suspension.

Preventative Strategies

- Constant and rigorous supervision and close vigilance, particularly if there are concerns; particularly in out-of-the-way places; particularly when children are not in the classroom.

- Encouragement of a positive, caring and safe environment by all members of staff through consistent reinforcement of the School's Christian Values.
- Adequate facilities/activities at playtimes, lunchtimes and wet playtimes in the classroom to avoid conflict.
- Good communication between all members of staff, but particularly between teachers, midday assistants, teaching assistants, so that all staff working with children know when to be vigilant and support specific children.
- Dealing with bullies quickly and immediately, communicating to all involved how serious this is.
- Supporting children with low self-esteem, or where it is suspected there is potential for bullying, teaching them about assertiveness and dealing with difficulties.
- Good communication with parents, particularly if there are any concerns, whether about a bullied or bullying child.