



ANTI BULLYING POLICY

At The Parkland Federation, we strive for excellence in all that we do while promoting optimum health, happiness and wellbeing within our school community. Learning is exciting, inclusive, dynamic and challenging. The highest standards of behaviour are promoted at all times. Here, the children are supported to succeed through taking risks and learning from mistakes. Pupils are prepared to become responsible, informed, respectful and creative global citizens who will contribute with insight, understanding, and compassion to the diverse and rapidly changing world they live in”.

Approval Date	Policy Reviewer	Title	Chair of Governors
30th March 2025	Sally Simpson	Headteacher	Jolly Pett

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1. Position and Values

This policy will help staff to achieve the vision of the school and will ensure that the school provides an environment where every child can feel:

- Safe
- Healthy
- Included
- Able to enjoy and achieve
- Able to make a positive contribution

To protect the rights of all children to have a safe and secure learning environment, The Parkland Federation will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. Child on child abuse is not tolerated at The Parkland Federation. Child on child abuse includes, but is not limited to:

- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- Physical and sexual abuse
- Sexual harassment and violence

The staff at The Parkland Federation follow the anti-bullying guidelines laid out in this policy. This will enable them to:

- Take a zero tolerance approach to child on child abuse
- Identify children displaying antisocial behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident while protecting their wellbeing

2. Clarification of Terms

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

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Friendship problems: May be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. This can sometimes be repeated behaviour as children navigate relationships, and at times, may even be accidental. We encourage children to make an effort to resolve any friendship problems with the support of adults. However, we recognise that repeated friendship problems can occasionally lead to bullying behaviour.

Bullying behaviour: This is defined as “**The repetitive and/or intentional hurting of one person by another(s), where the relationship involves an imbalance of power.**” (Anti-bullying Alliance 2011). Essentially, it is someone who **deliberately targets** and sets out to hurt another person **on more than one occasion**.

It is vital to remember that all children have upsets and squabbles during their time at school. This is a natural part of growing up and is always addressed through our PSHCE curriculum. These incidents are **not** classed as bullying and are dealt with through the school's Behaviour and Attitudes Policy.

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled as 'prejudice based bullying', and includes discrimination based on:

- Disability
- Religion (religions, Islamophobia)
- Gender
- Nationality, Ethnicity or Race (Black & Minority Ethnic; Gypsy Traveller Romany; Nationalism)
- Sexual Orientation (transphobic, homophobic, biphobic)

At Parkland, any form of discrimination is dealt with immediately and does not need to be repeated behaviour for an investigation to take place.

Types of bullying

Bullying can take many forms and can seriously affect a child's emotional wellbeing:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).

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- **Cyber** bullying (making unpleasant phone calls, sending unpleasant text messages, voice notes or emails, poor behaviour in chat rooms. (Please refer to our ICT Acceptable Use Policy).

Definition of Cyber-Bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Not including someone in a game
- Accidentally bumping into someone

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- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments or disagreements
- Expression of unpleasant thoughts or feelings regarding others (such as saying you don't like someone)
- Isolated acts of harassment, aggressive behaviour, intimidation or being unkind

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or seen as 'cool'
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The Effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries

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- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or pretending they are unwell
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining attainment, loss of interest in schoolwork or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

At The Parkland Federation, we understand the impact that being bullied has on a child or adult's mental health. If bullying is confirmed, the agreed appropriate support is put in place immediately, utilising our Play Therapist, School Counsellor, Family Liaison Officer or Thrive Practitioners.

We are also aware that it is critical to understand why a child or adult becomes a bully. Understanding the cause allows us to support changes in this behaviour pattern taking advice from the professionals who support our school community.

3. Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate, the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

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The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal written complaint to the Headteacher. If still not satisfied, the complaint may be escalated in accordance with the complaints policy which can be accessed from the school's website.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the Anti-Bullying Policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support, respect and praise success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff will attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use the PSHE curriculum as well as assemblies to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'. Any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately.

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If an allegation of bullying has been made against a pupil or bullying behaviour has been observed by a member of staff, they need to report this to the Assistant Headteacher (Deputy Designated Safeguarding Lead and Pastoral Care Lead) using CPOMs.

The Assistant Headteacher will then complete a full investigation and collect all the relevant information. All cases are individual and various strategies will be employed by the Assistant Headteacher to address the issue, taking children's needs into account. The Assistant Headteacher will update the CPOMS behaviour system and ensure that parents are informed.

Teachers and support staff will do all they can to support a child who is being bullied utilising the pastoral care available.

The Role of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the Assistant Headteacher. If they remain dissatisfied, they should informally speak to the Headteacher. If the matter remains unresolved, a formal written complaint should be made to the Headteacher. The school's Complaint Policy should be followed thereafter.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the Home/School agreement.

Parents and Carers should read the Parent Expectation Protocol, which outlines how the school expects parents to act as role models for children. Parent behaviour is expected to be exemplary at all times.

The Role of Pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this. Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

4. Cyber Bullying

The Parkland Federation has a separate policy related to online safety, addressing the use of mobile technology, social media, appropriate online activity, security, access and filtering/monitoring procedures in place. The ICT Code of Conduct is explained and discussed with pupils in assemblies, PSHE classes and Computing classes.

5. Reporting, Sanctions and Monitoring

How to report bullying

1. A Bullying Incident Form can be collected from the Assistant Headteacher. The incident will be

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recorded on CPOMS A bullying investigation form can also be downloaded from this document.

2. All the relevant information must be completed on the form, which can then be shared with all relevant adults.
3. Alternatively, use the 'Stay Safe' button on the school's website to email any concerns.
4. The Assistant Headteacher has overall day-to-day responsibility for dealing with reported incidents and will investigate or delegate to a member of the Pastoral Team, seeking support from the Headteacher
5. Alternatively, any member of staff can be approached to report incidents of bullying and they in turn will report to the Assistant Headteacher

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, a clear account of the incident is recorded in writing by either the victim or member of staff recording the victim's verbal statement. This will be recorded on CPOMS and they will immediately inform the Assistant Headteacher who will complete a full investigation.
2. A formal investigation into the bullying allegation will take place. The Assistant Headteacher or a member of the school's Pastoral Team, will interview all concerned and will record the incident on the school's 'Bullying Incident Report Form.' Observations both in class and on the playground may also take place.
3. The Assistant Headteacher will update an entry into the school's Bullying Allegation Log. The alleged victim, bully and type of bullying will be recorded.
4. The Bullying Log will be viewed in relation to child protection records by the Assistant Headteacher who is also the Deputy Designated Safeguarding Lead. This is to ensure that bullying behaviour which may be an indicator of safeguarding concerns is addressed.
5. Teachers will be kept informed and asked to monitor the situation; reporting their findings.
6. Once the investigation is concluded, parents will be contacted and will be invited to a meeting to discuss investigation outcomes. The Assistant Headteacher will discuss whether there is evidence to confirm it is a bullying incident.

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If Bullying is not Confirmed

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The Assistant Headteacher or Pastoral Team member will meet with the child on a regular basis to ensure no further intervention is required.

Should further allegations be made or the parent/child be dissatisfied with the outcome, the school will ask for external support from the TASS/ESCC link advisor and request they come into school in order to inform an objective second opinion.

If Bullying is Confirmed

1. If the allegation of bullying is confirmed, the parent of the child that is bullying will be immediately informed. The bullying investigation report will be uploaded to CPOMS and permanently recorded on the schools system.
2. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term suspensions and in the event of persistent bullying, permanent exclusion. Where appropriate, the Headteacher may inform the police.
3. If deemed necessary, in-school support and intervention for the bully and victim will be provided by a member of the school's Pastoral Team.
4. Should bullying behaviour continue despite in-school support and intervention, external support from the TASS/ESCC link advisor will be requested
5. Mediation between parents of the children will take place, should this be required.

There will be a bi-termly audit and analysis of incident logs and interventions to continually improve practice.

We have set procedures to follow in implementing sanctions where a bullying incident has occurred. As described above, sanctions are applied in appropriate proportion to the event and it is expected that parents support the school in its decision.

In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

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Monitoring, Evaluation and Review

1. Governors, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The School Council will share their views with the Headteacher.
3. A pupil questionnaire will be given to pupils every year. The resulting data will be considered in the annual policy review and reported to governors.
4. A record of all such incidents will be kept on the pupil's behaviour chronology.
5. The numbers of incidents will be reported to governors bi-termly or provided to them at any time on request.
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.
7. The Assistant Headteacher will monitor Bullying Logs in relation to child protection records, to determine if bullying is deemed a safeguarding issue.
8. The Assistant Headteacher will review bullying incidents and a pupil voice will be completed to check that there have been no further incidents.

6. Strategies to Reduce Bullying

The Parkland Federation has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion of the school's code of behaviour which requires all pupils to be kind, respectful and tolerant of others which is underpinned by the school's values
- The reinforcement of the clear message that bullying has no place at The Parkland Federation
- Consultation with the 'pupil voice' on appropriate action;
- Take part in initiatives such as Anti-Bullying Week;
- Training for all members of staff on anti-bullying policy and strategy;
- The supervision by school staff of all play areas at lunch times and breaks;

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- Providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied;
- A clear policy of mobile phones not permitted to be in use during school hours;
- The celebration of all pupil's backgrounds and cultures through assemblies;
- The training of a cross section of pupils as playground well being buddies
- During assemblies and PHSCE learning sessions, discuss and explore bullying issues with the children;
- Raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet);
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Assistant Headteacher. Action will be taken and recorded;
- Effective recording systems;
- Work with multi-agency teams including police and children's services as appropriate;
- Contact the parents of both the child being bullied and the person bullying;
- Challenge verbal abuse, especially challenging the use of inappropriate words that are offensive, homophobic, racist or discriminative. .

7. Useful Websites

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org

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www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

Please read this policy in conjunction with our Behaviour and Attitudes Policy, Online Safety Policy, Child Protection Policy and our Parent Expectations Policy.

Appendix 1: Frequently Asked Questions

What triggers a bullying allegation?

The vast majority of allegations are a result of friendship difficulties or as a result of children who find social situations difficult. There are different support measures in place at the school for such problems which is why it is important to differentiate between 'bullying' and 'friendship problems'.

How is a bullying concern reported at The Parkland Federation Federation?

1. Use the 'Stay Safe' button on the homepage of the school's website to email any concerns.
2. Use the Worry Monster/Worry Boxes in each classroom
3. Collect a 'Bullying Incident Report Form' from the school office. Complete this and return it as soon as possible.
4. Speak to the class teacher.
5. Email the Assistant Headteacher

What happens once an alleged bullying concern has been reported?

A written record is automatically started which remains on the school file. This is kept in order to identify patterns regarding the children involved. Next, our Pastoral Team Leader will speak to the child that has reported their concerns. A professional opinion will also be made about whether or not to speak to others involved or whether to observe from a distance over a sustained period of time. Often, observations are not required to take place because after speaking to the children involved the matter is very quickly resolved.

The case is then recorded on the written record as 'closed' and findings will be reported to the parent of the child that has made an allegation. Although the case is closed, The Pastoral Team Lead will continue to check in with the child(ren) on a regular basis to ensure no further intervention is required.

What is meant by 'observe from a distance over a sustained period of time?'

If the Pastoral Team Lead is unable to confidently determine whether or not bullying is taking place, a formal investigation will occur. This means that the involved children will be observed at a distance; both in class and on the playground. Adults that work with the children will also be interviewed in order to gather their views. Other children may also be questioned.

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How long does a formal investigation (and observations) last?

It depends on each individual case and will continue until the Pastoral Team Lead is 100% certain whether it is bullying or not. It usually lasts no more than two weeks.

Why does a formal investigation have to take place and why for so long?

A bullying allegation is extremely serious and has considerable repercussions. The term 'bullying' should therefore not be used loosely. If bullying is confirmed, the child will be sanctioned and it can also ultimately result in permanent exclusion. The school therefore has to be certain.

What happens if bullying is confirmed?

The parent of the child that is bullying will be immediately informed. Bullying behaviour will be permanently recorded on the child's records which are transferred to all new schools. A range of sanctions will be used as appropriate, in proportion to the event. These sanctions could include: verbal or written warnings, restriction of break and lunchtime activities, fixed term exclusion and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.

What do I do if the school tells me that my child is bullying?

If you have been told that your child has been bullying another child, it is difficult for any parent to accept. Please trust that the school would have undertaken a comprehensive formal investigation which is a compilation of professional judgements, views and observations. We hope that you would work with the school to support your child to understand that their actions are wrong so that they don't repeat this behaviour again. Please also support the school with the proposed sanction.

What support is provided to prevent it from happening again?

In-school support and intervention for the bully and victim will be provided by members of the school's Pastoral Team. Should bullying behaviour continue despite in-school support and intervention, external support will be requested from TASS - The ESCC inclusion team support.. Mediation between parents of the children will also take place, should this be required.

Who monitors bullying allegations?

The Head and Assistant Headteacher are responsible for keeping the written records up- to-date. Governors, the Head and relevant staff review the policy every year to assess its implementation and effectiveness. The Headteacher produces a report to governors annually, analysing bullying incident reports.

What is the school doing to help children who have persistent friendship problems?

Class teachers know the children in their class extremely well and are therefore quick to anticipate any friendship problems. These are therefore dealt with on an informal and ongoing basis. The class teacher will only notify parents if problems persist. The school uses a PSHE Scheme of work which supports all

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children to develop social skills and emotional resilience. The school has clear expectations for behaviour and robust policies in place. The school is a THRIVE accredited school so is able to identify and appropriately support children who display bullying tendencies through intervention. The school has its own Pastoral Team and staff are highly trained in key areas such as Anti-Bullying, THRIVE, Social Skills, Mindfulness, Anxiety and a wide range of therapies. Interventions are put in place for children who have less developed social skills and/or resilience.

I believe my child is being bullied. Should I take matters into my own hands and approach that child's parent?

Please report any concerns to the school and trust us that we have the correct procedures in place. The school's Pastoral Team are highly trained and skilled in their specific areas. The school will not necessarily be able to resolve matters straight away, depending on the complexity of the situation, but are here to listen and help. Please support the school in helping your child to develop resilience strategies so that they are successful if confronted with similar problems later in their schooling career or life. The school will not tolerate verbal or physical abuse from anyone and support from the school's police liaison officer will be requested and external mediation may be offered if deemed needed.

What should I do if I have concerns about whether the school's Anti-Bullying Policy is being followed?

The school has many policies in place which are rigorously adhered to. If however, you are concerned that this is not the case then please informally contact the Head. If you are still not satisfied, you should follow the school's Complaints Policy which can be located on the school's website and is available upon request.

My child is having problems with another child. What should I do?

Listen to your child and try to give them strategies for how to deal with the other child (Explaining how they feel etc). Then decide whether you think it is a friendship problem or if it is indeed bullying. We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses by the school to friendship problems will be different to the strategies used to address bullying behaviour. Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental. In some cases, friends may fall out with each other more often. This is perfectly normal and part of growing up. Bullying is the REPEATED, INTENTIONAL and TARGETED hurting of one person by another(s). If it is a friendship or bullying problem, speak to your child's class teacher in the first instance. If the problem persists, please speak to our Pastoral Lead.