



# 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". (*School Vision Statement updated September 2021*).

Approval Date	Policy Reviewer	Title	Chair of Governors
10th February 2022	Sally Simpson	Head of School	Jane McCarthy-Penman

# THE PARKLAND FEDERATION ANTI BULLYING POLICY

## 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
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution

To protect the rights of all children to have a safe and secure learning environment, Parkland 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. Peer-on-peer abuse is not tolerated at The Parkland Federation. Peer-on-peer 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 Parkland follow the anti-bullying guidelines laid out in this policy. This will enable them to:

- Identify children displaying unacceptable 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. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour 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 sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the school's Behaviour 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)

### 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).
- **Cyber** bullying sending nasty phone calls, text messages or emails/chat rooms (ICT Acceptable Use Policy).

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## 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
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone

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- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

### **Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or 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
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch

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- difficulty sleeping or frequent nightmares
- declining grades, 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 Parkland, 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. Additionally, Parkland have developed this Anti-Bullying Policy; a copy of which is available from the school office, for parents, staff and pupils to access when and as they wish.

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 Head of School 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 Head of School 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.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Head of School 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 Head of School. If still not satisfied, the complaint may be escalated to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

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## **The Role of the Head of School**

It is the responsibility of the Head of School 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 Head of School will report to the governing body about the effectiveness of the Anti-Bullying Policy on request.

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

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

The Head of School will set the school climate of mutual support and praise for success, so 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 routinely 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 drama, role-play, stories etc. within the curriculum 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.

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 Head of School (Deputy Designated

Safeguarding Lead and Pastoral Care Lead) using a Welfare Concern Form/CPOMs. It is reported on a Welfare Concern Form because there is often an association between bullying and safeguarding.

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The Assistant Head of School will then investigate and collect all the relevant information, to inform an appropriate sanction if one is necessary. All cases are individual and various strategies will be employed by the Assistant Head of School to address the issue, taking children's needs into account. The Assistant

Head of School will then provide a copy of the investigation report to the Head of School in order to be filed. Teachers and support staff will do all they can to support a child who is being bullied.

### **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 Head of School. If they remain dissatisfied, they should informally speak to the Head of School. If the matter remains unresolved, a formal written complaint should be made to the Head of School. 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.

### **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**

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

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## 5. Reporting, Sanctions and Monitoring

### How to report bullying

1. A Bullying Incident Form can be collected from the Assistant Head of School
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 your concerns.
4. The Assistant Head of School 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 Head of School.
5. Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the Assistant Head of School

### Procedures

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

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
3. The Assistant Head of School must be informed immediately which will trigger 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 Head of School 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. A formal investigation into the bullying allegation will take place. The Assistant Head of School 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.
6. Teachers will be kept informed and asked to monitor the situation; reporting their findings.
7. Once the investigation is concluded, parents will be invited to a meeting to discuss investigation outcomes. The Assistant Head of School will discuss whether there is evidence to confirm it is a

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bullying incident.

### **If Bullying is not Confirmed**

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The Assistant Head of School 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 an external caseworker from the Education Support Behaviour and Attendance Service (ESBAS) to 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. Bullying behaviour will be permanently recorded on the school's Information Management 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 and in the event of persistent bullying, permanent exclusion. Where appropriate the Assistant Head of School 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 ESBAS intervention will be put in place.
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 Head of School 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 review the effectiveness of the policy annually and their views given to the Head of School.
3. A pupil questionnaire will be given to a representative cross section of students 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 both centrally and on students' files
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 Head of School will monitor Bullying Logs in relation to child protection records, to determine if bullying is deemed a safeguarding issue.

## **6. Strategies to Reduce Bullying**

Parkland 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 underpinned by the school's values
- The reinforcement of the clear message that bullying has no place at Parkland
- Consultation with the 'Student 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;
- Providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied;
- A clear policy of mobile phones not permitted to be in use during school hours;

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- The celebration of all student's backgrounds and cultures through assemblies;
- The training of a cross section of students as playground 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 Head of School. 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 bully;
- Challenge sexual content within verbal abuse, especially challenging the word 'gay' and other homophobic or racist language.

### 7. Useful Websites

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

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

### Appendix 1: Bullying Incident Reporting Form (Parent or Pupil Making Allegation To Complete)

#### Bullying Incident Reporting Form

**Please complete the form and hand it to Pastoral Lead**

<b>Name:</b>	
<b>Date of Incident:</b>	
<b>Incident Form Written By:</b>	

<b>Where did it happen?</b>
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<b>Who was involved?</b>
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**What happened?**

**Do you think anyone else saw or heard it?**

**Has anything like this happened before?**

**If it has / were the same people involved?**

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**What do you want to happen now?**

**Is there someone in school that you feel comfortable to talk to and to be supported by?**

**Appendix 2: Victim and Investigation Reporting Form (Assistant Headteacher To Complete As Part of Investigation)**

**Victim and Investigation Reporting Form**

<b>Name of Victim:</b>	
<b>Date of Incident:</b>	
<b>Class:</b>	
<b>Report Written By:</b>	

**Where did it happen?**

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**Who was involved?**

**What happened?**

**Do you think anyone else saw or heard it?**

**Has anything like this happened before?**

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**If it has / were the same people involved?**

**What do you want to happen now?**

**Is there someone in school that you feel comfortable to talk to and to be supported by?**

### **Investigation Outcomes:**

#### **For Office Use Only:**

**Incident was bullying (all 3 amber warnings confirmed)**

Hurt has been deliberately/knowingly caused (physically or emotionally)

It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group

Involves an imbalance of power - target feels s/he cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

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### Incident was not bullying on this occasion because it was:

the first hurtful incident between these children

teasing/banter between friends without intention to cause hurt (should not happen again)

falling out between friends after a quarrel, disagreement or misunderstanding

conflict that got out of hand (should not happen again)

a single act of telling a joke about someone

expression of unpleasant thoughts or feelings regarding others not liking someone

accidentally bumping into someone

making other children play things a certain way

isolated acts of harassment, aggressive behaviour, intimidation or meanness

activities that all parties have consented to and enjoyed (check for subtle coercion) but that

got out of hand and there is parental concern

Other \_\_\_\_\_

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If incident was bullying:

**Type of Bullying Behaviour** (tick relevant box(es) \*

<p><b>Physical</b> e.g. hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property</p>		<p><b>Cyber-bullying</b> Sending nasty phone calls, text messages or emails/chat rooms.</p>	
<p><b>Verbal</b> Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm</p>		<p><b>Indirect</b> Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)</p>	
<p><b>Other (specify):</b></p>			

**Circle Cyberbullying Type (if applicable):**

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

**Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial indicate the relevant category:**

Disability / SEND Related	Religion	Gender	Nationality, Ethnicity or Race	Sexual Orientation Transphobic Homophobic Biphobic	Other

**Actions To Be Taken**

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**Sanctions**

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**Arrangements for Communication with Parents**

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**Notes:**

**Appendix 3: Bullying Allegation and Incident Form** (Head to complete for record keeping purposes)

**Bullying Allegation and Incident Form**

<b>Date Reported:</b>	
<b>Date of Incident:</b>	
<b>Reported To:</b>	
<b>Reported By:</b>	

**1. Name of pupil being bullied and class group**

Name Class

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Is the child being bullied have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

### **2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

#### **Name Class**

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

#### **Name Class**

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

**Name** \_\_\_\_\_ **Class** \_\_\_\_\_

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Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

**Name** \_\_\_\_\_ **Class** \_\_\_\_\_

Does the 'bully' have any of the following vulnerabilities:

SEND	Pupil Premium	Ethnic Minority	EAL
LAC	Child Protection Reg.	Traveller Child	More Able
Other:			

**3. Source** of bullying concern/report  
(tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input checked="" type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

**4. Location** of incidents (tick relevant box(es))\*

Playground	<input checked="" type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

**4. Type** of Bullying Behaviour (tick relevant box(es))

<p><b>Physical</b> e.g. hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property</p>	<input type="checkbox"/>	<p><b>Cyber-bullying</b> Sending nasty phone calls, text messages or emails/chat rooms.</p>	<input type="checkbox"/>
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<b>Verbal</b> Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm	<b>Indirect</b> Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection)
<b>Other (specify):</b>	

**Circle Cyberbullying Type (if applicable):**

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

**5. Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial indicate the relevant category:**

<b>Disability / SEND Related</b>	<b>Religion</b>	<b>Gender</b>	<b>Nationality, Ethnicity or Race</b>	<b>Sexual Orientation</b> Transphobic Homophobic Biphobic	<b>Other</b>

**6. Brief Description of Bullying Behaviour (from source):**

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**7. Frequency and Duration of Bullying Behaviour (tick as appropriate):**

Reported after the first incident	<input type="checkbox"/>
Two or three times	<input type="checkbox"/>
Several times	<input type="checkbox"/>
Persisting throughout the term	<input type="checkbox"/>
Persisting for more than one term	<input type="checkbox"/>

**8. Following Investigation (see allegation log) is it a confirmed case of bullying?**

Yes or No

**Incident was bullying (all 3 amber warnings confirmed)**

Hurt has been deliberately/knowingly caused (physically or emotionally)

It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group

Involves an imbalance of power - target feels s/he cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling,

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etc.)

### **Incident was not bullying on this occasion because it was:**

the first hurtful incident between these children

teasing/banter between friends without intention to cause hurt (should not happen again)

falling out between friends after a quarrel, disagreement or misunderstanding

conflict that got out of hand (should not happen again)

a single act of telling a joke about someone

expression of unpleasant thoughts or feelings regarding others not liking someone

accidentally bumping into someone

making other children play things a certain way

isolated acts of harassment, aggressive behaviour, intimidation or meanness

activities that all parties have consented to and enjoyed (check for subtle coercion) but that got

out of hand and there is parental concern

Other \_\_\_\_\_

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**9. Details of actions taken (tick as appropriate):**

Checked for other known incidents involving the same pupils	
Individual discussion with those involved	
Group discussion with those involved	
Notified class teacher	
Notified parent(s) / carer(s) or relevant contact person	

**Other Actions Taken:**

Medical treatment	
Police involvement	
Report to Governors	
Support from Specific Staff	
Referral to Other Agencies:	
Sanction:	
Notes:	

**Signed** \_\_\_\_\_ (Relevant Teacher) **Date:**

*\*Please see allegation log on server for detailed outcomes of investigation and parental response*

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**Appendix 4: Bullying Allegation Review** (to inform future policy development)

**Bullying Allegation Review**

<b>Date:</b>	
<b>Name of Reporter:</b>	
<b>Name of Child(ren) Involved:</b>	
<b>People Present:</b>	

**How has the situation developed:**

**What does the person who was targeted say they are feeling now?  
Are they feeling safe and satisfied with the action taken?  
If so, how has it helped?**

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**What is the attitude/view of the person(s) involved in the bullying behaviour?**

**PUPIL VOICE of VICTIM**

**Name:**

**Were you happy with the support provided? Y N**

**What did you find most helpful?**

**Was there anything you found unhelpful which we could improve?**

**Did you feel you were fairly treated? Y N**

**PARENT VOICE**

**Name:**

**Were you happy with the support provided? Y N**

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**What did you find most helpful?**

**Was there anything you found unhelpful which we could improve?**

**Did you feel you were fairly treated? Y N**

### Appendix 5: 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?**

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.

#### **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

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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.

### **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

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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 intervention will be put in place from the East Sussex Behaviour and Attendance Service (ESBAS). Mediation between parents of the children will also take place, should this be required.

### **Who monitors bullying allegations?**

The Head and Assistant Head of School 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 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.

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### **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.