



POLICY FOR CONTROL OF BULLYING

SUMMARY

Definition of bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Department for Education July 2013). Unacceptable behaviour that falls short of the formal definition of bullying will be dealt with under the school's Behaviour Management policy.

Pupils who experience bullying

- Pupils who experience bullying can be confident in the school's ability to deal promptly and efficiently with the bullying.

Pupils who engage in bullying

- Pupils who bully others face sanctions commensurate with their actions and are taught why bullying behaviour will not be tolerated.

Whole school community

- Curriculum opportunities are used to address bullying and every chance is taken to celebrate the success of anti-bullying work.

Head, Governors and School Staff

- Take part in relevant professional development, are clear about their roles and responsibilities in preventing and responding to bullying, review and update the school anti-bullying policy every two years.

Parents

- Can complement the school on the anti-bullying policy or procedures and have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary.

The Park Grove School behaviour and anti-bullying policies are available to all parents/carers and staff.

- Pupils are made aware of the principles of the policies through a range of means including assemblies, lessons, school council meetings, notice-boards, planners etc.
- Parents/carers can find the policies on the school website or through the office.
- Voluntary, temporary and supply staff can also find the policies in the schools staff Induction programme, on the network and on the school website.

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PARK GROVE SCHOOL POLICY FOR CONTROL OF BULLYING



Aim

This Policy is part of an overall strategy to safeguard and promote the welfare of children at Park Grove School. We believe that every child should be able to learn in an environment free from bullying of any kind and in which they feel safe and supported.

Objectives

- To promote good behaviour and respect for others.
- To prevent bullying of, or by, any child who attends Park Grove School.
- To enable effective action to be taken when bullying is reported.
- To ensure all children, parents and staff understand what is meant by bullying, how to report it, what action is likely to follow any report of bullying and what support is available.

Linked policies

This Policy should be read in conjunction with all other relevant Park Grove School policies, in particular the policies on Safeguarding, Child Protection, and Behaviour Management.

Statutory context

The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'. The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

General Context

The impact of bullying has a negative effect on the educational experiences and wider development of children. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Department for Education July 2013).

The main types of bullying are:

1. Physical (hitting, kicking, theft).
2. Verbal (name calling, racist remarks).
3. Indirect (spreading rumours, excluding someone from social groups).
4. Cyberbullying (using Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else).

Cyberbullying can involve a wide range of unacceptable behaviours, including harassment, threats and insults that are motivated by hostility or prejudice based on the victim's actual or perceived race, religion, sexual orientation or disability. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults.

It may be that some incidents, commonly thought of as bullying, do not meet this strict definition of *repeated* behaviour with an *intent* to harm, yet are a subject of concern to parents/carers and detrimental to the child. Park Grove School has a strong ethos of encouraging and teaching good behaviour in all children and discourages any behaviour that is unkind, threatening, or creates a negative learning environment for a child. Unacceptable behaviour that falls short of the formal definition of bullying will be dealt with under the school's Behaviour Management policy.

Preventing bullying

A range of strategies are in place at Park Grove School to prevent bullying and to tackle it effectively when it occurs.

Leadership

- Monitor school-site issues and promote safe play areas.
- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies.

Curriculum

- PSHE and Citizenship classes to discuss issues around diversity and draw out anti-bullying messages.
- SEAL programme resources throughout the school to developing social and emotional skills in areas which help reduce bullying.
- Anti-Bullying Week (ABW) events in November of each year.
- Target small group or individual learning for those who display bullying behaviour as well as those who experience bullying.
- Encourage events such as theatre groups, exhibitions and current news stories to prompt further understanding.

Pupil Voice

- Ensure pupils are confident in the school's ability to deal with the bullying.
- Engage pupils in developing anti-bullying policy and practice.

Children's Services

- Staff should work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.
- Park Grove School will work with the LA to ensure that partner agencies such as the Behaviour Support Service, Behaviour and Attendance Consultants, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) are engaged with anti-bullying work with pupil safeguarding as a high priority.
- The LA Anti-bullying Strategy Group will be contacted for support and guidance.

Tackling Bullying

All staff at Park Grove School must be alert to reports and signs of bullying and act promptly and firmly in accordance with school policy.

Pupil reporting systems:

- Pupils have confidential and varied routes to report bullying. Pupils who get bullied should report bullying and get help by going to an adult for example one of the Children's Champions.
- Pupils are listened to.
- Pupils have their reports of bullying addressed effectively with a fair investigation.
- Pupils are given guidance to help them feel safe again and how they can resist further instances of bullying.
- Follow-up systems are in place to ensure that agreements are sustained.

- Pupils can leave notes in worry box to alert the Pupil Support Team

Sanctions, Rewards and Learning Programmes

These strategies are used to signal to other pupils that bullying behaviour is unacceptable and to deter them from behaving in that way.

We believe that the imposition of sanctions leads to resolution, which gives the best chance that bullying will not be repeated. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children.

Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it will be made clear that their actions are wrong and appropriate sanctions imposed.

- Pupils who bully others face sanctions commensurate with their actions.
- Pupils are taught why bullying behaviour will not be tolerated and it is impressed on the perpetrator that what he/she has done is unacceptable.
- Pupils are made to understand the effects bullying can have on the victims of bullying in order to deter him/her from repeating that behaviour.
- Time is spent developing the positive roles pupils can play in this process.
- Park Grove School uses reward and celebration strategies

Pupil involvement

Class, circle or tutorial time is used in order to understand the needs of the children's peers. They learn about the anti-bullying stance taken, the roles that can be taken in preventing bullying, including the role of bystanders and they help promote a school climate where bullying and violence are not tolerated and cannot flourish.

The children:

- Develop the roles pupils can play to prevent bullying, including the role of bystanders, promoting the idea of 'defenders'.
- Train peer mentors or mediators.
- Form groups that support pupils who have been bullied, where the ultimate responsibility lies with those involved in the bullying.
- Teach assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.
- Encourage an active participation in the SEAL programme.
- Contribute to the reward and sanction policy, ensuring their ownership.

Parents and carers

We recognise the importance of working with parents/carers to help them to understand all issues of bullying and to engage promptly with them, whether their child is the pupil being bullied or the one doing the bullying.

Parents/carers are made aware of how to work with the school and how they can seek help if a problem is not resolved. Parents are directed to the complaints procedure.

Some parents may need specific support to help deal with their child's behaviour and, if appropriate, support will be provided by school. Alternatively they will be assisted in accessing other channels of help.

When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought.

Parents and carers should:

- Understand that the school does not tolerate bullying.

- Understand the procedures to use if they are concerned their child is being bullied or does not feel safe to learn.
- Have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child.
- Be aware about ways in which they can complement the school on the anti-bullying policy or procedures.

Monitoring and Evaluation

Data-Collection Management

The DFE recommends that schools should record all incidents of bullying, including by type, and report the statistics to their LA. Information and data on the views and experiences of pupils, staff and parents in relation to bullying enables the school to monitor and evaluate its anti-bullying work better.

We keep information on:

- The date and type of incident.
- What action the school took and the impact this had on the bullying.
- The range of data from pupil surveys including quantitative data and perception data.
- Records of peer-mentoring initiatives or projects such as playground 'buddying'.
- Parental complaints to the school or LA regarding bullying.
- Records of the Educational Welfare Service identifying where bullying is a factor in nonattendance.
- Exclusions data related to bullying.
- Requests for transfer due to bullying or harassment.
- Evidence collected under the National Healthy Schools theme of 'emotional health and well-being' (including bullying).

We use bullying data to:

- Provide monitoring reports to pupils (e.g. through the school council) and staff.
- Create evaluation reports for pupils, parents and staff in order to demonstrate openness and to celebrate progress.
- Inform governors in order to monitor the anti-bullying work of the school.

Keeping records of bullying incidents helps us to make sure that:

- Individual cases are managed effectively.
- The effectiveness of strategies are monitored and evaluated.
- The anti-bullying work of the school is celebrated.
- Defensible decision-making is demonstrated in the event of complaints being made.
- Multi-agency teams are engaged and informed as necessary.

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