



# **PARKLANDS INFANT AND NURSERY SCHOOL**

## **ANTI-BULLYING POLICY**

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 25<sup>th</sup> March 2025

Signed: \_\_\_\_\_

Mrs S Evitts (Chair of Governors)

# Parklands Infant and Nursery School

## Anti-Bullying Policy

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, July 2017 and it is recommended that this guidance is read:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **1. Objectives of this Policy**

This policy outlines what Parklands Infant and Nursery School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Our intent is for our pupils to feel safe in and out of school, including understanding the issues relating to safety, such as bullying and harassment. We want them to feel confident to seek support from school should they feel unsafe and know how they can seek support.

This policy supports our school mission statement of: “To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences”.

It also supports our whole school ethos of developing the Parklands Person.



2.

## **Policy Development:**

This policy was formulated in consultation with the school community. Our pupils contribute to the development of the policy through the Safeguarding Team, Pupil Council, Circle Time and PSHE/SMSC discussions. The policy is designed to run in conjunction with the school Behaviour Management Policy. The Safeguarding Team will develop a child-friendly version to be displayed in school and go home with children. Parents/carers are encouraged to contribute through taking part in written consultations, parent meetings, parent focus groups.

## **3. Roles and Responsibilities:**

### **- The Headteacher:**

- \* Has overall responsibility for this policy and its implementation
- \* Has responsibility to liaise with all stakeholders
- \* Will appoint an Anti-bullying Lead (Mrs Etchells)
- \* Will liaise with the Anti-bullying Lead and Deputy Headteacher (behaviour management) to manage any incidents of bullying
- \* Will arrange training for staff where necessary

### **- The Anti-bullying Lead: Mrs A Etchells**

- \* Will oversee the development and review of the policy, involving staff, the Anti-Bullying Governor (Mrs Evitts) and parents/carers
- \* Monitor and assess the effectiveness of the policy
- \* Will ensure evaluation takes place and that this informs policy review
- \* Will arrange training for pupils and parents/carers where necessary

Will liaise with the Deputy Head Teacher and Anti-bullying Governor when they have completed the termly behaviour audit which includes the bullying, and Equalities and Diversity Incident logs

### **- Our School Community:**

- \* Will discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- \* Will support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- \* Will ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- \* Will report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn will work with the school to uphold the anti-bullying policy.
- \* Will seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate

### 3) Definition of bullying

“Bullying is behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour as:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed bullying even if the behaviour has not been persistent if it fulfils all other descriptions of bullying. This possibility will be considered in cases of sexual, sexist, racist, or homophobic bullying and when children with disabilities are involved.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

In accordance with DfE guidelines and sections 90 and 91 of the Education and Inspections Act 2006, the school will investigate and act upon any incidents of bullying that may occur outside of the school’s premises.

At Parklands we use STOP (Several Times On Purpose/Start Telling Other People) to help our pupils to begin to understand and identify bullying although they are also taught that bullying is a broad spectrum.

Definitions of specific types of bullying:

Physical: when an individual uses their body and/or physical bodily acts to exert power over peers.

Direct verbal: when an individual uses verbal language to gain power over their peers (eg insults, teasing)

Relational/social: when an individual aims to hurt a peer’s standing within a particular peer group.

Cyber: using technology, the internet, social media to facilitate bullying which can include humiliation, stalking, intimidation/threats, and/or spreading rumours)

SEND: when an individual is bullied because of a disability, impairment, and/or learning difficulty (either seen or unseen).

Prejudiced based: bullying related to perceived or actual characteristics unique to a child’s identity or circumstance (eg: race, gender, sexual orientation, faith)

#### **4) Forms of Bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

There is no hierarchy of bullying – all forms are taken seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

At Parklands we promote equality and diversity and children understand the importance of being respectful to all, that everyone is important and we are all equal.

#### **5) Preventing, Identifying and Responding to Bullying**

Our school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, mid-day supervisors, and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

## **6) Dealing with Incidents :**

Our school has a clear system for reporting bullying – this includes those who are the victims of bullying or have witnessed bullying behaviour.

Any incidents of bullying can be reported to any staff member.

- The incident will be dealt with immediately by the member of staff who has been approached/witnessed the incident.
- A clear and precise account of the incident will be recorded on the relevant log (appendix A or B), copied and given to the head teacher (or Deputy Designated Safeguarding Lead/Anti-Bullying Lead in the absence of the head teacher). If the incident is witnessed by a member of staff who is not a teacher, that staff member will assist the class teacher in recording an accurate account of the incident on the relevant log.
- All parties involved (including any bystanders and witnesses) will be interviewed by either the head teacher or the Anti-bullying Lead
- The head teacher and Anti-Bullying Lead, will decide on the appropriate action and sanctions in consultation with all parties concerned. Any action taken/resolution will be recorded on the incident log.
- Teachers (and those working with the pupils) will be kept informed and parents/carers must be notified and kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools Behaviour Policy and this policy. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre or cyber bullying. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.
- If necessary and appropriate, the police or other local services will be consulted
- Support will be offered to those involved.

- Responses and strategies used to resolve issues and prevent further incidents will be dependent on the nature of the incident and also the children involved.
- If bullying persists then further actions will be carried out and sanctions will be made
- All logs and reports held by the school will be used to ensure that individual incidents are followed up. They are also used to identify trends and inform preventative work in school and the deployment of this policy.
- A termly audit of all logs will be carried out by the Anti-Bullying Lead and Link Governor for Anti-Bullying. This information will be presented to governors in an anonymous format.

## **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support, making sure they understand that they have done the right thing and praising them for having the courage to speak out.
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

## **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/head teacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools Behaviour Policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

## **7) Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum, SMSC, and our Parklands Person Ethos
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Ensure that pupils have been consulted in the review of this policy.
- Enlist the help of pupils to create a 'child friendly' version of this policy and share it with all pupils.
- Encourage all pupils to sign the Anti-Bullying Pledge (being launched on Anti-Bullying Day).

## **8) Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **9) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy



- Complaints Policy
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Special Educational Needs and Disabilities Policy (SEND)

## **10) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006,
- DFE (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## **11) Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Mrs S Evitts

The named member of staff with lead responsibility for this policy is: Mrs K Callaghan

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

## Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.



# PARKLANDS INFANT AND NURSERY SCHOOL

## Bullying Log

Date of incident:	
Time of incident:	
Type of behaviour displayed/experienced: (eg: isolated, physical, on-line, repeated recorded incidents on behaviour logs)	
Reported by:	

Names of individuals involved (tick if any previous involvement in bullying):

		Gender	Year Group	Role*
1				
2				
3				
4				
5				
6				

\*Role: **V** Victim      **P** Perpetrator      **A** Associate      **B** Bystander

Where did bullying behaviour occur?

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Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

Description of incident (please use supplement space if needed):

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**Action taken**

Action taken with each individual involved (noted on page 1), include details if incident referred on and include any sanctions, exclusions, parental involvement, involvement with external agencies, support for victim:

In "Action Taken", include any sanctions, exclusions, parent/carer involvement and views, involvement with external agencies, support for victim, perpetrator views.

**Victim's 'Voice'**

<b>Form completed by:</b>	<b>Date:</b>
<b>Signature</b>	
<b>Role</b>	

**PARKLANDS INFANT AND NURSERY SCHOOL****Equalities and Diversity Incident Log**

<b>Date of incident:</b>	
<b>Time of incident:</b>	
<b>Type of incident (eg: racist, homophobic)</b>	
<b>Reported by:</b>	

**Names of individuals involved (tick if any previous involvement in similar incidents):**

		Gender	Year Group	Role*
1				
2				
3				
4				
5				
6				

\*Role: **V** Victim      **P** Perpetrator   **A** Associate      **B** Bystander

**Where did the incident occur?**

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**Description of incident (please use supplement space if needed):**

**Action taken**

Action taken with each individual involved (noted on page 1), include details if incident referred on and include any sanctions, exclusions, parental involvement, involvement with external agencies, support for victim.:

In 'Action Taken', include any sanctions, exclusions, parent/carer involvement and views, involvement with external agencies, support for victim, perpetrator views.

**Victim's 'Voice'**

<b>Form completed by:</b>	<b>Date:</b>
<b>Signature</b>	
<b>Role</b>	