

The background of the page features three stylized green leaves. One leaf is at the top, another is in the middle right, and a third is on the left side, partially cut off. The leaves are a light green color with a slight gradient.

Anti-Bullying Policy

Park Community School

Park Community School
ANTI-BULLYING POLICY

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Statement of Intent

Our school fosters a welcoming culture of safety, responsibility and respect ensuring a positive climate where all members of our school community feel safe, comfortable, and accepted. We are committed to ensuring a caring, inclusive and safe environment for all of our students to learn in so they enjoy their education. Our inclusive provision assists our students to enjoy their education, feel valued and develop both academically and personally. All students are supported in their learning and encouraged to engage in every aspect of school life. Our inclusive curriculum celebrates diversity and promotes tolerance and mutual respect of others. Bullying of any kind is not accepted at our school. If bullying does occur, all students are able to report bullying and know that incidents will be dealt with promptly, proportionately, and effectively. We are an anti-bullying school. This means that anyone who knows that bullying is happening is expected and encouraged to inform members of staff so action can be taken.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and emotional distress to the victim.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Harmful Sexual Behaviour: Unwanted physical contact or sexually abusive comments
- Gender (sexist bullying):
 - Sexual orientation (homophobic or biphobic bullying)
 - Gender identity (transphobic bullying)
- Verbal: name-calling, sarcasm, spreading rumours, coercion teasing, abuse and threats.
- Ridiculing an individual.
- Cyber: Online abuse such as through email and internet chat rooms. Threats by text messaging and calls, and social-media platforms. Misuse of associated technology, e.g. camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts and can have long lasting damaging effects on an individual. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who bully need to learn different ways of behaving and may need intensive work on what it means to be a positive and empathetic person.

The school has a responsibility to respond promptly and effectively to any issues of bullying.

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Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in our school.

Staff Responsibilities

- To implement procedures to confront bullying of any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action and to refer to tutor/WSG/Head of House/SLT as appropriate
- To record and log any incidents of discriminatory bullying if appropriate (SIMS/MY Concern)
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote the use of interventions which are least intrusive and most effective.

Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts to stammer
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- school work begins to suffer
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money
- has lunch or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings

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- eating habits change
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff
2. In particular cases of bullying, the incidents will be recorded by staff
3. In particular cases parents should be informed and will be asked to come into a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- Consequences such as those in our behaviour policy may take place, up to and including the use of exclusions
- Assertive training
- Counselling with school staff
- Use of report
- Involvement of external agencies
- Monitoring by school staff
- Peer support/peer mentoring
- Formal recording (racism/homophobia and other discriminatory behaviours)
- Use of behaviour contract
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled/ a restorative conversation had
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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ANTI-BULLYING PROCEDURE

The fundamental aim, when bullying occurs, is to address the issue, with seriousness and immediacy, and ensure the victim is fully supported. The perpetrator(s) is dealt with in an objective and timely manner. Including appropriate and effective sanctions/ interventions to change behaviours.

Every case is personal and different and should be treated as so. There is never a 'magic wand' in these circumstances but careful and serious handling, by adults and sometimes 'peer mentors', often leads to the victim being empowered again and back to feeling safe and secure.

The table below outlines both essential actions to dealing with bullying cases and also potential actions/ procedures that may be used.

Obligatory action	Practice/ procedures/ actions that may taken
Bullying incident is reported	
Head of House informed	Other staff may be directly involved (Inclusion team/ Tutors etc)
Statements taken from alleged victim, perpetrator and witnesses. Ensuring immediate safe space for alleged victim(s).	Statements should be standardised, signed and dated and reflect objectively what has occurred.
Parents/ carers of all parties informed at the most appropriate opportunity. Full recording on school system (e .g. SIMS/PARS/My Concern)	
Follow up meetings arranged with parents/ carers where appropriate	There may be instances where meetings raise the need for broader interventions such as 'Early Help' etc
Potential Police involvement in serious cases or indeed as an ongoing intervention for individuals/ groups.	There may be cases where the seriousness merits police involvement or indeed where parents/ carers have actually made that contact themselves
Specific and compulsory, intervention work with the perpetrator(s)	e.g. anger management; behaviour contract; Include; restorative practice*

*The use of restorative practice is a skilled intervention and requires staff training. It is not something that should be 'imposed' on the victim but a clear and agreed strategy.

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Prevention

We will use methods for helping children to prevent bullying. As and when appropriate, these may include:

- following the consequences system
- signing a behaviour contract
- having discussions about bullying and why it matters with a tutor, teacher, WSG
- meeting with parents/carers or other outside agencies
- involving social workers or education psychologist

Helpful Organisations:

Children's Legal Centre <http://www.childrenslegalcentre.com/>

KIDSCAPE Parents Helpline

By phone: 020 7730 3300

By phone: 020 7823 5430 (Mon-Tues, 10am-5pm)

Parentline Plus

By phone: 0808 800 2222

Youth Access

By phone: 020 8772 9900

By Email: admin@youthaccess.org.uk

Bullying Online www.bullying.co.uk