



Parklee Community School Anti-Bullying Policy

School Vision

At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.

At Parklee School and Nursery we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

Aims and Objectives

- To give a clear definition of bullying
- To raise awareness of bullying by ensuring that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching staff and non-teaching staff know what the school policy is on bullying, and to follow it when bullying is reported
- To ensure a whole school approach to bullying by ensuring that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises

What is Bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged
- That it involves an imbalance of power
- That it may be verbal, physical psychological, racist, sexual or homophobic

Bullying can be:

- Emotional (e.g. hiding books, threatening gestures) being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, or any kind of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal teasing name-calling, sarcasm, spreading rumours,

It is important to remember that **not all aggressive behaviour is bullying**. Some children, especially very young children, without the intention or awareness that it causes distress, may exhibit behaviour, which appears to be bullying. **This type of behaviour is taken seriously by the school and will be addressed through the school's behaviour policy**. Adults in school and parents need to be clear about the distinction between bullying and isolated acts of aggression.

It should be stated that usually victims of bullying become so through no fault of their own.

However, on occasions, it is important to recognise that there can be different types of victims, they may be pupils who:

- Are new to the class
- Are different in appearance, speech or background from other pupils
- Suffer from low esteem (but it is not clear whether this is a cause or effect of bullying)
- Are more anxious or nervous

Signs and Symptoms of Bullying

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

- Is frightened of walking to and from school
- Changes their usual routine
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Threatens to run away
- Cries themselves to sleep at night
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what is wrong

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

Parklee recognises that bullying can take place between a variety of individuals for example:

- Children bullying children
- Staff bullying children
- Staff bullying staff
- Parents bullying staff
- Staff bullying parents

Why is it important to respond to bullying?

- Bullying hurts
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving

At Parklee we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

Strategies for the prevention of bullying.

In order to encourage co-operative, non-aggressive play we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. These are:

- Citizens Against Bullying - a project offered by Wigan's Behaviour Support Team or Year 5
- Personal, Social and Health Education along with Sex and Relationships Education delivered throughout the school according to our scheme of work covers topics such as peer pressure, choices and bullying explicitly
- Strategies such as circle time and role play are used as a means to explore different issues as they arise in school
- Posters, books and display boards are used to promote a positive attitude towards behaviour and friendships
- Through assemblies and the Religious Education scheme of work we constantly talk about the importance of friendship and being a good citizen. We seek to promote a happy school
- We seek children's opinions through questionnaires and key issues from these are dealt with through circle time and at school council meetings

Alongside these strategies we encourage co-operative behaviour through:

- Play leaders
- Play equipment on the playground
- Buddies
- Designated non-teaching staff to co-operative games sessions at playtimes
- An annual residential visit focusing on teamwork, co-operation and self-worth
- A series of "Friends of Parklee" events which encourage partnership with parents

Procedures for dealing with bullying

When bullying has been observed or reported then the following steps should be taken:

The "Seven Step Approach" should be used. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Punishment of the Bully may make things worse for the victim and therefore often leads to secrecy rather than

disclosure. This approach is the preferred method of the Local Education Authority.

Reporting Bullying

How can pupils report bullying?

- By telling an adult in school
- By telling a trained Buddy or friend
- Through the class worry box

Action

Designated staff will employ following a report of a case of bullying the "Seven Step Approach". This will take the form of:

- Step one Interview with the victim
- Step two Convene a meeting with the people involved
- Step three Explain the problem
- Step four Share responsibility
- Step five Ask the group for their ideas
- Step six Leave it up to them
- Step seven Meet them again

How will incidents be recorded?

- Immediate note made in class or playground incident book outlining the name of the child making the report, the date and a brief outline of the problem
- Records of follow up action to be taken and notes from meetings with children to be held in designated file in Headteacher's office

Who will respond to a report of bullying?

Incidents should be reported to a member of the Senior Management Team or specifically trained teaching assistants. This will then be dealt with through the "Seven Step Approach"

The Senior Leadership Team, along with the trained teaching assistants will be responsible for co-ordinating the approach and recording the steps taken.

An outline of the incident will be shared with all staff to raise awareness of the situation using the "Keep an Eye on" sheet. (see appendix). More specific information will be shared with individual staff on a need to know basis.

Monitoring and Evaluating the Policy

The Senior Management Team will review the incident book regularly to look for recurring incidents and see if these can be related to particular school routines.

If, on review it is deemed that the "seven Step Approach" has not worked for a particular child or group of children and the bullying continues, then the following will happen:

- The parents/guardians of the victim and the bully(ies) will be informed
- A referral to the Wigan Behaviour Support Team will be made which may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made)
- A fixed term exclusion may be necessary
- The child will be placed on the special needs code of practice at School Action Plus
- The Governing Body will be made aware of the disciplinary action taken

This policy will be reviewed annually by the Governing Body

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