



# Anti-Bullying Policy

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**Summary of updates at last review**

## **Foreword**

The Department for Education (DfE) has published advice on preventing and tackling bullying, which is for school leaders, staff and governing bodies. The document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the DfE's approach.

The document replaces previous advice to schools. It outlines, in one place, the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles that underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

This policy on preventing bullying has regard to DfE Preventing and tackling bullying Advice for Headteachers, staff and governing bodies (July 2017)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

## **The Equality Act 2010**

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender, with which schools are already bound to comply, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender reassignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying. UTC Plymouth staff and Governing Body will take heed of the Act and ensure all types of bullying are recognised and acted upon.

## **Anti-Bullying Alliance**

In addition to standard internal review practices, this policy has been revised for 2023 following consultancy with colleagues from the Anti Bullying Alliance; <https://anti-bullyingalliance.org.uk/>

## 1. Introduction

- 1.1. Parkfield School is committed to building positive relationships and therefore preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our school community by proactively dealing with all students, their families and staff to eradicate and promptly deal with all reported incidents.
- 1.2. Bullying is a form of antisocial behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber-bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some, it can lead to serious and prolonged distress and long term damage to social and emotional development.
- 1.3. Parkfield School intends to implement an anti-bullying policy that reflects the aims and policies of the following further recommendations and guidance:
  - Education Act 1996
  - School Standards and Framework Act 1998
  - Education Act 2002
  - Education and Inspections Act 2006
  - School Information (England) Regulations 2008
  - Equality Act 2010
  - The Education (Independent School Standards) (Amended) (England) Regulations 2014 Education Act 2011
  - Schools (Specification and Disposal of Articles) Regulations 2012
  - The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
  - Preventing and tackling bullying Advice for Headteachers, staff and governing bodies, DfE 2017
  - Cyberbullying: Advice for Headteachers and school staff, DfE 2014
  - Anti-Bullying Alliance
- 1.4. Parkfield School understands Anti-Bullying practices to be active and cultural, which means that its statements pay reference to the whole school community, recognising the roles and responsibilities of parents and visitors as well as staff and students.
- 1.5. This Anti-Bullying Policy should be applied in conjunction with the Reach South Dignity at Work Policy, Appropriate Workplace Behaviour Policy and the Equality, Diversity and Inclusion Policy.
- 1.6. Parkfield School always treats the issue of bullying, in all its forms, as a serious matter.

## **2. Purpose**

- 2.1. The purpose of this policy is to reduce the incidence rates of bullying over time and to increase confidence in reporting where it may occur, furthermore challenging all forms of bullying, harassment and discrimination, and create an environment in which everyone feels safe, secure and respected.
- 2.2. At Parkfield School our aim is to prevent or deter bullying or harassment from starting and to deal with it if it does occur and to minimise the opportunity for recurrence. Wherever possible and appropriate, every effort should be made to resolve a situation on an informal basis. The procedure will also encourage pupils to report incidents of bullying.
- 2.3. A pupil who believes that they have been subject to harassment should, in the first instance, state that the behaviour is unwelcome, unwanted, unacceptable and/or offensive and ask the individual(s) concerned to stop.
- 2.4. This policy and procedure provides the guidance and the process to follow in the instance of a harassment or bullying situation experienced by a pupil.
- 2.5. Accordingly, Parkfield school will do the following;
  - Ensure that all students have a clear view of what a good behaviour in relationships look like
  - Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored
  - Ensure anti-bullying initiatives are an integral part of the Curriculum/ Pastoral programme for all years
  - Facilitate peer mentors and other anti-bullying initiatives
  - Provide advice to parents and students in our newsletter, website and student portfolio
  - Ensure the anti-bullying message remains high profile via student voice, displays and notice boards
  - Provide appropriate in-service training for all staff
  - Provide a physical environment that is closely supervised and where students feel safe and secure
  - Enlist the help and active support of parents and outside agencies
  - Listen to students and parents
  - The Headteacher will report to the Governing Body regularly highlighting behaviour/bullying incidents

## **3. Bullying defined**

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

Parkfield School distinguishes bullying from unkindness or distinct abusive acts by defining bullying as patterns of targeted behaviour over time. This means that those involved must be supported to recognise early on that seemingly isolated acts will be monitored closely for their potential to *become* bullying.

Bullying is often distinguished by an imbalance of power, where the bullying behaviour is disproportionate to the capacity of the victim to defend or retort.

Bullying, when meeting the definitions above, is determined foremost by its impact on the bullied and cannot be disregarded as bullying even if that was not the intent.

Bullying can manifest itself in any of the following ways:

**Physical** – e.g. assaulting a person or property, or using racist or sexual gestures (direct discrimination)

**Verbal** – e.g. name calling or teasing, or using racist or sexually abusive comments (direct discrimination)

**Indirect discrimination** relating to protected characteristics such as Race, Sex, Gender, Age, etc. such that the consequences of actions towards the individual or group indirectly discriminate, exclude, cause upset or harm.

**Emotional** – damaging the reputation of the character of the victim, socially excluding them from games or conversation or tormenting them

**Cyber bullying** – e.g. using technology, particularly mobile phones and the internet, deliberately to upset someone else

**Any imbalance of power exploited to instil hurt, fear or upset** as defined in sections 3.1 and 3.2

**‘Banter’** can blur the lines of humour between peers/stakeholders and should not be used to dismiss potential bullying behaviour.

The list above is not exhaustive. Bullying affects the ability of a student to fully participate in and enjoy Parkfield School life and it is both an equal opportunities issue as well as a disciplinary offence.

### 3.1. The Bully

A bully is a person or group behaving in a way that might meet needs for status, material gain or group profile and does not recognise or meet the needs and rights of the other people or person who is harmed by the behaviour.

### 3.2. The Victim

A victim is a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

#### **4. Possible signs of bullying**

4.1. Both teachers and parents are in a position to observe changes in the behaviour of a child, which may indicate that they are being subjected to bullying.

4.2. The following is a list of signs to look out for;

- Damage to or loss of items of clothing, property, money or school work. If this occurs frequently, then start to ask questions
- Are there signs of physical injuries, e.g. cuts or bruises?
- Academic achievement is perceived to have changed in a negative way
- Playing truant or a reluctance to travel to and/or attend Parkfield School
- Being aware of children who register, but fail to go to lessons
- A loss of weight that may mean money for meals has been given away
- An unhappy child who may not wish to go out at breaks or lunchtimes
- A child who threatens to self-harm
- Direct reports or reports from other stakeholders or anonymous reports
- Other behaviour patterns demonstrated by the victim, e.g. is the student conspicuously loud or quiet; is their behaviour appropriate when engaged in normal classroom interaction; is there unexplained behaviour changes e.g. moody, tearful, temper, frightened, reluctant to talk to or sit with friends?

#### **5. Homophobic bullying**

5.1. Parkfield will take an active approach to tackle all kinds of bullying, including homophobic bullying, and will follow the guidance in the publication 'Safe to Learn: Embedding anti-bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools'.

5.2. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual & transgendered (LGB&T) people and can be experienced by any one of the following;

- Young people who are, or who are thought to be LGB&T
- Young people who are different in some way and who may not act like others
- Young people who have gay friends or family, or their parents or carers are LGB&T
- Teachers who may or may not be LGB&T



- 5.3. Parkfield School recognises that homophobic bullying looks like other bullying, but may include the following;
- Verbal abuse – including spreading rumours that someone is LGBTQ+
  - Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- 5.4. Cyber bullying – using online spaces to spread rumours about someone or exclude them (this can include text messaging, including picture and video messaging)
- 5.5. Staff will also challenge casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of consequences. (See Behaviour Policy)
- 5.6. Parkfield School will ensure staff and students can openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. We will also make it clear to students that using any prejudice based language is unacceptable.
- 5.7. Whenever necessary, Parkfield School will invest in specialised skills to help staff to understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBTQ+) pupils. We will also work with the wider community, such as the police and children's services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will work with other agencies and the wider community to tackle bullying that is happening outside of school.

## **6. Racist bullying (and Anti-Racism practice)**

- 6.1. Parkfield School is proud of diversity among the student body and families and within the city. It is therefore incumbent on all stakeholders to ensure that anti-bullying policies refer directly to anti-racism and anti-racist practices.
- 6.2. Issues regarding Race are relevant to our communities and our town as well as being long-standing issues. Therefore, Parkfield School takes its role in the tackling of racism, and its explicit inclusion in this policy, seriously.
- 6.3. Parkfield School recognises that 'not being racist' is not enough.
- 6.4. Parkfield School recognises the importance of Anti-Racist practice in reducing the potential for future incidents and any culture of racist bullying - direct, indirect or institutional - as set out in the purpose of this policy, as well as developing all

stakeholders' education around issues of Race.

- 6.5. Often, stakeholders may not immediately recognise racial inequalities in a situation or understand institutional racism when dealing with incidents of bullying, harassment or ill-treatment because incidents are not necessarily overt or recognised as part of a pattern. Parkfield School commits to examining the potential role of Race when investigating incidents of bullying.
- 6.6. As with other protected characteristics, People of Colour – staff, pupils, families - are not one homogenous group. All staff and pupils have identities which are unique to them. These identities include our ethnicity, but also our gender, sex, sexuality, disability, class and religion or belief. However, 'we are all the same' disregards the role Race has played in history and is a dominantly White perspective. Parkfield School commits to actively examining and eliminating any differences in the way that People of Colour – staff, students or family members - are treated based on Race.
- 6.7. The responsibility and expectation of challenging racism should not fall to People of Colour, but they have a unique perspective and have particular understanding and expertise about exclusionary practices and policies. Their viewpoints and experiences should be considered closely.
- 6.8. Racism or racist bullying incidents will be defined by their impact on the victim, not by the intention of the 'bully'.
- 6.9. Parkfield School will educate staff, students and family members around racist language, or any other bullying behaviour. Anybody involved in incidents of racist bullying will be escalated so that issues regarding Race are formative, thus reducing the prevalence over time.
- 6.10. Parkfield School will ensure staff and students can openly discuss differences between people that could motivate bullying, including Race, equipping them with contemporary language and confidence so as to avoid causing distress or discrimination.
- 6.11. All stakeholders will ensure that any bullying incident report that is perceived to have racist implications is addressed without delay and recorded, with actions, on the school's Safeguarding Incident Log (CPOMS) as Child-on-Child abuse.
- 6.12. Actions should not rely on punitive measures but should ensure those involved are made to understand the impact and consequences of their behaviour.

## **7. Other characteristics**

- 7.1. While bullying may include the discrimination or abuse of protected characteristics, it may also apply more broadly to wider aspects of 'difference' in

order to isolate, cast apart or degrade. Parkfield School commits to tackling other aspects of identity such as:

- Appearance
- Socio-economic background
- Young Carers
- Health
- Accent or family background
- Academic attainment
- Special Education Needs (SEN)

7.2. The list above is non-exhaustive but acts as a point of reference for the broad scope of reasons bullying may take place.

## **8. Online Bullying ('Cyberbullying') and the Internet**

8.1. Parkfield School recognises the severe impact of online bullying or 'Cyberbullying' on young people and will address such incidents where they have a significant effect on the student.

8.2. Where incidents occur off the school premises, where in-school safeguards such as filtering or usage restrictions are not in place, staff will endeavour to support families and young people in resolving it, where there is significant impact on the health and wellbeing of the victim in school.

8.3. All stakeholders should recognise the limitations of the school's reach outside of the school day. Therefore, staff will ensure parents, carers and students are advised and supported in their role, in addressing online bullying concerns.

8.4. Parkfield School will follow the DfE guidance on preventing and dealing with cyber bullying, as summarised in the document 'Cyberbullying: Advice for headteachers and school staff'.

8.5. Parkfield School will also follow the latest guidance on safe internet usage and ensure all students are taught how to protect themselves when using the internet. Staff members will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills.

8.6. To raise awareness of and tackle cyber bullying, staff will do the following;

- Ensure the whole Parkfield School community understands, is trained and talks about cyber bullying

- Ensure policies and practices, including acceptable use policies are shared with all staff, students and parents or carers
- Make reporting cyber bullying easier by providing and publicising different ways of reporting it
- Promote the positive use of technology, including e-safety and digital literacy
- Evaluate the impact of preventative initiatives by using surveys, for example, to collect feedback

Parkfield School also protects staff from cyber bullying, which may include (not exclusively):

- The posting of staff pictures online without permission or with the intent to cause humour, distress or other defamatory reason at the expense of the individual
- Targeted hurtful, insulting or defamatory statements in the public realm (e.g. social media, website Comments sections, the online Press)
- in such incidents where this context is created by students or associated family members, it will be addressed and challenged through a formal response from senior leadership. Should the behaviour continue, it will be reported to the appropriate authorities or governing body.

## **9. Bullying - mobile phones**

9.1. At Parkfield School we will make sure that;

- the school operates as a “mobile free zone” within school hours
- Students will be warned about the need for care when giving out their mobile phone number
- A record will be kept of the date and time of any offensive messages
- Students will be encouraged to show the messages to a member of the Safeguarding team
- Students who report bullying online will be taken seriously
- The student’s family may need to contact the police if the cyber bullying is serious and if a potential criminal offence has been committed
- If such bullying is carried out on a persistent basis or if there is a threat of violence, it will be treated as any other serious bullying incident
- Malicious emails will be dealt with in the same manner
- Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.
- In April 2019, ‘Upskirting’ (the act of taking a picture under a person’s clothing without them knowing) became a criminal offence and is therefore a type of Child-on-Child abuse. Any such incident, or the

sharing of any other indecent images via mobile phone or online, will be dealt with seriously, in line with our Child Protection & Safeguarding policy.

## **10. Bullying prevention strategies**

### 10.1. Staff charter

Staff will not misuse a position of power to dominate the students in Parkfield School.

Staff will avoid;

- Sarcastic comments
- Derogatory nicknames
- Dominating and humiliating behaviour

Staff will

- carry out their role in modelling positive, respectful behaviours towards others.
- listen to students when they are willing to talk about bullying.
- respond to reported incidents of bullying promptly, recording and seeking support where appropriate.
- work collaboratively with parents and carers to support children in recognising bullying behaviours where they may be present.
- be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.
- maintain supervision and day to day organisation of the classroom (or workspace), including playgrounds, corridors, toilets and other hidden areas where we may be present so as to be able to protect students. CCTV will also be used to ensure pupil safety.
- Be familiar with, and implement in full: Equality, Diversity and Inclusion Policy, Dignity at Work Policy, Child Protection & Safeguarding Policy, and other relevant policies that support Anti-Bullying practices.

### 10.2. Student charter

Students will recognise each other's rights to the following;

- To be physically safe
- To keep own possessions and money
- To be free of insult, derogatory terms and teasing
- To be able to associate with other young people for companionship and friendship

The culture of Parkfield School will encourage students to ensure the following;

- The physical safety of others
- The security of everyone's personal possessions and money
- The freedom from hurt by name-calling, teasing and the inclusion of all students in play and learning activities
- The requirement to treat everyone with respect and kindness

#### 10.3. Parent and Carer charter

Parents will:

- work collaboratively with school staff to support their own children in recognising bullying behaviours where they may be present.
- routinely monitor their child's communication with other young people.
- support their child with discussions around maintaining 'healthy relationships', including how to 'fall out' with someone in a healthy and respectful way.
- Support children in distinguishing between unkind behaviour and bullying as described in section 3 of this policy.
- allow school staff to investigate bullying incidents within school
- report concerns with factual evidence where available (e.g. copies of text messages)
- never approach a young person, their family or their friends to tackle alleged bullying issues, as this would represent an imbalance of power (adult > child)
- not misuse their position of power (as an adult) to intimidate, threaten or abuse a young person
- recognise that bullying is a complex and emotive issue, and that the best results are educational in order to change behaviours

#### 10.4. Peer support

- Peer support includes students from all years to act as mentors and role models to each other.

#### 10.5. The Curriculum

The topic of bullying will be a focus in mentor and whole school briefings. These times will also be used to ensure all students are aware of the actions to take and reporting procedures if they are being bullied, know of someone within the school that is being bullied or witness someone being bullied.

This will be reinforced during the PSHE lessons where there will be a focus on dealing with the subject of bullying in a variety of different ways. These sessions

will also be vitally important in teaching students some of the skills necessary to avoid and resist bullying behaviour such as reasoning and the ability to open dialogue and build cooperative relationships with others.

Bullying will also be explored as a cross-curricular theme in subjects such as English Literature and History.

## **Bullying must never be kept a secret**

### **11. Dealing with bullying - Responsibilities and Actions Overview**

- 11.1. Responsibilities include – It is the duty of every member of the school to take responsibility for their behaviour and modify it if necessary: harassment or bullying is not acceptable under any circumstances. In the event of a failure to do so, disciplinary action may be a consequence. All members of the school community must take appropriate action to ensure that harassment and bullying does not occur in their environment, which includes to and from school, and on school transport. In some cases, until it has been brought to their attention, the bully/harasser(s) may be unaware, or claim to be unaware, that their behaviour is perceived as inappropriate or offensive. It may occasionally happen that words or actions have been genuinely misconstrued.
- 11.2. In line with best practice, Pastoral Leads and the DSL will monitor incidents of bullying
- 11.3. Incidents of bullying can be reported to any member of staff, and it is advised that concerns are reported to someone with whom the victim has a close pastoral relationship, such as their mentor or Pastoral Lead.
- 11.4. The following steps may be taken when dealing with incidents:
  - If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached
  - A clear account of the incident will be recorded and dealt with by the teacher, Pastoral Team
  - The teacher or Pastoral Team will interview all concerned as required, and will record the incident. This will determine the nature of the concern and which policy statements to apply
  - Senior Leadership will be kept informed if the behaviour persists and if further sanctions are applied
  - Parents will be kept informed
  - The Behaviour Policy will be used as appropriate
- 11.5. Pupils who have been bullied will be supported by offering a prompt opportunity to discuss the experience with a member of staff. The main focus will be reassuring

the pupil and parents and offering continuous support, thus restoring self-esteem and confidence.

- 11.6. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, mentor time, briefings and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- 11.7. Where bullying behaviour relates to students with Special Educational Needs or a Disability (SEND), either as bully or victim, additional resource will be used to ensure positive impact from the intervention
- 11.8. At Parkfield School we will also involve pupils and parents as much as we can. We will:
  - Canvas children and young people's views on the extent and nature of bullying
  - Ensure pupils know how to express worries and anxieties about bullying
  - Ensure 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
  - Publicise the details of helplines and websites
  - Offer support to pupils who have been bullied
  - Work with pupils who have been bullying in order to address the problems they have
  - Ensure that parents / carers know whom to contact if they are worried about bullying
  - Ensure parents know about our complaints procedure and how to use it effectively
  - Ensure parents / carers know where to access independent advice about bullying
  - Work with parents and the local community to address issues beyond the school gates that give rise to bullying
- 11.9. Action which cannot be resolved on an informal basis, which is serious, or which continues following a request to stop, will be subject to investigation. A formal investigation may also be conducted where a complaint or observation is made by a person or persons other than the individual being bullied or harassed.

## **12. Procedure to support a student who reports being bullied**

- 12.1. The following is the procedure that should be followed to support a student who reports being bullied;
  - Talk to the student away from other students, but with other staff close by
  - Listen to the student's account of the incident



- Reassure the student that reporting the bullying incident was the right thing to do
- Make it clear to the student that they are not to blame for what has happened
- Ask the student to write a statement or make a note of what the student said
- Explain that the student should report any further incidents to a member of staff immediately
  
- Ask/discuss with the student for the following information;
  - What has happened?
  - Whether or not this was the first incident; if not, how many other incidents have there been?
  - Who was involved?
  - Where did it happen?
  - Who saw what happened (staff as well as students)?
  - What has the student already done about it?
  - Depending on the severity of the incident- parental contact

- 12.2. Ideally, the student should be given the time and appropriate accommodation to say what has happened and for this to be recorded by the student themselves or an adult if this is helpful.

This is jointly checked by the student and staff member, and where necessary, amended to ensure clarity. This information should be passed on as soon as possible to a Pastoral Lead (or SENDCo in cases of special educational needs) and/or SLT depending on the severity.

It is usual to remove the accused bully and any witnesses from the site of the bullying as soon as possible in order for them to write statements on their own about the incident.

Staff members who witnessed the incident should be asked to write down the relevant details as soon as possible and give these to the staff member investigating.

- 12.3. The victim should be consulted regarding their return to learning activity and, where possible, their views heeded.

### **13. Supporting students further**

It is likely that the Pastoral team will work with a student that has been bullied, it is essential that the students are fully supported during this traumatic time, through appropriate contact with staff and with students. Support will be

provided by trusted adults as appropriate by the Headteacher / Leadership team / Pastoral team / SENCO or Mentor.

#### **14. Students who have bullied**

Where a student has been identified as the perpetrator of serious bullying behaviour, they will receive counselling and monitoring, to prevent further incidents. Often, bullies themselves have previously been victims. Usually, the Mentor with the support of the Pastoral Team and SENCO will carry out this role and “check in” about how things are going, progress and friends.

- Staff will do the following;
  - Ask for what reason they acted as they did
  - Explain that bullying is wrong, is likely to affect others’ physical and mental health, and is intolerable.
  - Discuss with the student how to join in with others without bullying
  - Give the student lots of praise and encouragement for the times when they are being kind and considerate to others
  - Inform and involve parents or carers, when appropriate
  - If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise or explain their actions, i.e. as part of a process of restorative justice

#### **15. Reporting and recording incidents**

Bearing in mind the seriousness of bullying incidents, it is imperative that:

- They are promptly dealt with
- They are recorded as a Child-on-Child abuse concern (CPOMS) where appropriate
- The Headteacher reports behaviour incidents/bullying regularly to the Governing body.

## Flowchart of response for students

You witness bullying or feel you have been bullied

Report it to an adult straight away  
**Bullying must never be kept a secret**

Tutors and pastoral team gather more information from everyone involved.

The senior leadership team will be kept informed and will support sanctions to be applied

**Restorative conversation, Detention, Suspension or Permanent Exclusion**

Support provided to victim or victims

**At Parkfield we are a community and do not accept any form of bullying**

## Supporting victims of bullying

Supporting victims of bullying at Parkfield School requires a comprehensive and collaborative approach involving educators, parents, and the community. Here is a list of strategies to help support victims of bullying:

### **Create a Safe Environment:**

- Foster a positive and inclusive school culture where all students feel safe and respected.
- Establish clear anti-bullying policies and communicate them to students, parents, and staff.

**Educate Students and Staff:**

- Implement anti-bullying programs that educate students about the different forms of bullying and the impact it can have.
- Train teachers and staff on recognizing and addressing bullying behaviours promptly.

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**Encourage Reporting:**

- Establish a confidential reporting system for students to report incidents of bullying.
- Ensure that students feel comfortable reporting bullying without fear of retaliation.

**Provide Counselling and Support Services:**

- Offer counselling services for victims of bullying to help them cope with the emotional impact.
- Train school counsellors to identify signs of bullying and provide appropriate support.

**Promote Empathy and Respect:**

- Incorporate empathy-building activities into the curriculum to encourage understanding and compassion among students.
- Implement character education programs that focus on respect, kindness, and tolerance.

**Implement Restorative Practices:**

- Use restorative justice practices to address conflicts and repair relationships.
- Encourage open dialogue between victims and bullies under the guidance of trained facilitators.

**Involve Parents and Guardians:**

- Keep parents informed about the school's anti-bullying policies and procedures.
- Encourage parents to talk to their children about the importance of empathy and respect.

**Monitor and Supervise Common Areas:**

- Increase supervision in areas where bullying is more likely to occur, such as hallways, lunchrooms, and playgrounds.
- Implement strategies to address bullying on school buses.

**Provide Peer Support Programs:**

- Establish peer mentoring or buddy systems to connect students with positive role models.
- Train older students to intervene when they witness bullying and report incidents to school staff.

**Collaborate with Community Resources:**

- Work with local community organizations and resources that specialize in bullying prevention and victim support.
- Collaborate with law enforcement, if necessary, especially in cases of severe bullying or threats.

**Review and Update Policies:**

- Regularly review and update anti-bullying policies to address emerging issues and trends.
- Seek feedback from students, parents, and staff to improve the effectiveness of anti-bullying measures.

**Provide Ongoing Professional Development:**

- Offer regular training for teachers and staff on the latest research and best practices in bullying prevention.
- Foster a continuous learning environment to enhance the school's ability to address bullying effectively.

**Supporting students who have bullied**

Supporting young people who have been bullied to change their behaviour involves a combination of counselling, education, and creating a positive and inclusive school environment. Here are strategies to help facilitate behaviour change:

**Individual Counselling:**

- Provide individual counselling sessions to understand the underlying issues contributing to the student's behaviour.
- Help the student develop coping mechanisms and strategies to manage emotions and stress.

**Group Counselling or Support Groups:**

- Facilitate group counselling or support groups to create a safe space for students to share their experiences and learn from each other.
- Focus on building empathy and promoting positive communication within the group.

**Restorative Justice Practices:**

- Implement restorative justice practices to address the harm caused by bullying behaviour and to encourage responsibility and accountability.
- Involve all parties (victim, bully, and other affected individuals) in a structured dialogue to promote understanding and resolution.

**Social Skills Training:**

- Provide social skills training to improve the student's interpersonal and communication skills.
- Offer guidance on appropriate ways to express feelings, resolve conflicts, and interact with peers.

**Anger Management Programs:**

- Offer anger management programs to help students recognize and manage their emotions in a healthy way.
- Teach alternative methods for expressing frustration or anger without resorting to bullying behaviour.

**Positive Reinforcement:**

- Reinforce positive behaviour through a system of rewards and recognition.
- Highlight and celebrate instances where the student demonstrates positive interactions and respects others.

**Educational Workshops:**

- Conduct workshops on bullying awareness and its impact on individuals and the school community.
- Address the root causes of bullying and help students understand the consequences of their actions.

**Mentorship Programs:**

- Pair students who have displayed bullying behaviour with positive mentors or role models.
- Encourage positive relationships with adults who can provide guidance and support.

**Involve Parents or Guardians:**

- Collaborate with parents or guardians to address the behaviour at home and reinforce positive values.
- Keep parents informed about the progress and involve them in creating a supportive environment.

**Peer Mediation:**

- Train students in peer mediation to empower them to resolve conflicts peacefully.
- Encourage peers to support positive behaviour change and intervene when they witness inappropriate behaviour.

**Behaviour Contracts:**

- Establish behaviour contracts outlining specific expectations and consequences for the student.
- Involve the student in creating the contract to foster a sense of ownership and responsibility.

**Regular Check-Ins:**

- Conduct regular check-ins with the student to monitor progress and address any challenges.
- Provide ongoing support to reinforce positive changes and address setbacks.

**Collaborate with External Professionals:**

- Seek assistance from external professionals, such as psychologists or behavioural specialists, to provide targeted interventions and support