



## Anti-Bullying Policy



### Rationale

College Park Infant School and Lyndhurst Junior School have undertaken to provide a secure environment where all pupils can feel safe and thrive. Bullying behaviour is therefore unacceptable, will not be tolerated and always be taken seriously.

### Definition

“Bullying” can be a very emotive term, therefore we believe it is vital to identify what we at College Park and Lyndhurst understand by this. There are many definitions of bullying but most have a number of things in common:

- *it is deliberately hurtful behaviour*
- *it is repeated over a period of time*
- *it is difficult for those being bullied to defend themselves*

The Department for Education (July 2017) state “Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally... Many experts say that bullying involves an imbalance of power between the perpetrator and the victim”.

**STOP** : To help parents, pupils and even our youngest children understand and be very clear about what bullying is, we have adopted the initials **STOP** (**S**everal **T**imes **O**n **P**urpose) and that to stop any incident of potential bullying we should **S**traightaway **T**ell **O**ther **P**eople.

However, we also recognise that our pupils come to school to learn about social interaction and developing relationships, so not every dispute, upset or conflict, even if it happens on more than one occasion is necessarily an incident of bullying.

“In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. The table below provides a helpful distinction between bullying and what is referred to as relational conflict.” \*Portsmouth anti-bullying guidance & resource pack for schools (January 2018 edition)

<b>Bullying</b>	<b>Relational conflict</b>
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

### Forms of bullying

Bullying can take many forms but the main types are:

Physical – eg. hitting, kicking, taking belongings

Verbal – eg. name-calling, insulting, racist/homophobic remarks

Indirect – eg. spreading nasty stories, excluding someone from social groups

Non-verbal – e.g. body language, gestures, staring

Cyber – text messages, internet chat rooms, email

## **Who might be bullied?**

In line with the Equality Act (2010) it is unlawful to discriminate against a person on the grounds of: sexual orientation, age, religion and belief, sex equality, pregnancy and maternity, disability, gender reassignment, race, marriage and civil partnership. These are nine protected characteristics.

Whilst this policy mainly concerns itself with pupil-pupil bullying, it acknowledges that other parties/bullying relationships may exist:

staff-pupil                  pupil-staff                  parent-staff                  staff-parent                  parent-pupil  
   staff-staff                  parent-parent

Anybody could be subject to bullying at any time in their life whether at school, in their community or their workplace. It is not only something that affects children and as a child or an adult the effects can be long-term and equally as devastating.

## **Bystanders**

Despite the fact that the vast majority of bullying incidents are witnessed, bystanders are often reluctant to intervene either through fear of the consequences, a sense of loyalty to the bully or lack of awareness of, or interest in, the potential harm bullying can cause. Even if bystanders are not involved in inflicting the bullying, they can be involved in resolving it.

Bystanders can prevent bullying by:

- reporting the incident to a trusted teacher or adult (this can be done anonymously);
- sticking up for the target through disagreeing with what the bully has said and making it clear that their behaviour is not acceptable;
- rallying the support of a group of peers to stand up to the bully and report the incident;
- making a special effort to include others and befriend peers who appear isolated.

## **Bullying which occurs outside of the school premises**

Headteachers have the legal power to make sure that pupils behave outside of school premises. This includes bullying that happens anywhere off 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. In all cases of misbehaviour or bullying, staff can only discipline a pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Purposes of our Anti-bullying work**

- To ensure all pupils feel secure and safe.
- To promote a sense of community where all are valued.
- To deal sensitively with any victim and the person/s who has been bullying.
- To encourage acceptable, caring and safe behaviour.
- To encourage pupils to behave in a responsible and respectful way.
- To confront behaviour that is unacceptable and ensure there are consequences.
- To encourage a whole school approach involving pupils, staff, governors and parents.

## **Processes**

- The school will provide an environment where incidents can be reported confidently and confidentially.
- Any allegation will be investigated thoroughly to ensure that it correlates with our definition of bullying.
- The victim who has been bullied will be helped to feel safe.
- All pupils, staff and parents will know that bullying is taken seriously and will not be tolerated.

- Staff will respond calmly and consistently to incidents of bullying.
- All parties will be protected and supported while the issues are resolved.
- The person/s who have bullied or colluded, will be encouraged to behave in a more acceptable manner.
- Interventions will be monitored and followed up in an appropriate manner at individual, group or whole school level.
- Parents will be involved wherever possible.
- Personal, Social, Health and Emotional activities should be used for promoting anti-bullying in the school.

There are FIVE vital stages (outlined in this policy as below)

### **THE FIVE STAGES:**

1. Be Available: Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.
2. Listen to the Victim: Ask the victim who was involved and how she/he is feeling. Investigate and gather information about the allegation.
3. Record: In all cases ensure the incident is recorded and that reports are collated.
4. Respond: Ensure that our response is non-aggressive and provides a model of positive behaviour. Identify pupils with a long term need, requiring a support or development programme.
5. Follow Up: Review progress and evaluate policies and intervention.

### **Restorative Practice – a proactive approach to preventing bullying occurring in the first place.**

At the heart of Restorative Practice are strong and positive relationships between adults, adults and children and the children themselves, built on mutual respect. Resolving incidents of relational conflict and bullying using the restorative approach means that children are working proactively with each other and adults to resolve incidents. We are committed to continue to embed a Restorative Practice approach within school and to support parents/carers to use this approach at home.

### **Further sources of information**

DfE Behaviour and Discipline in Schools Guidance (updated September 2020)  
 The Equality Act 2010  
 The Education (Independent School Standards) Regulations 2014  
 Portsmouth Anti-bullying guidance and resource pack for schools (January 2018)  
 Keeping Children Safe in Education (September 2020)  
 Working Together to Safeguard Children (July 2018)

### **Review**

When: Annually or sooner if reviewing our Behaviour Policy  
 By whom: All staff then referred to the Local Governing Board  
 Agreed: March 2021