



ANTI-BULLYING POLICY Whole school and EYFS

Statement of intent

At Parsons Green Prep, we are committed to providing a caring, friendly and safe environment for all our children, parents and staff so that they can engage with one another in a relaxed and secure atmosphere. We believe that relationships are based on mutual respect, trust, caring and consideration for others, rather than on power and strength.

Bullying of any kind is unacceptable at our school. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Parsons Green Prep School has a responsibility to respond promptly and effectively to issues of bullying. In the event that bullying does occur, all children should be able to tell an adult at Parsons Green Prep and know that incidents will be dealt with promptly and effectively.

In the case of adults being bullied, they should speak to the headteacher. If an adult feels they are being bullied by the headteacher, they should speak to the principal. We are a 'telling' school. This means that anyone who knows that bullying is happening is expected to speak out.

This policy has had regard to 'Supporting children who are bullied 2014', 'Preventing and Tackling Bullying' (October 2014 DfE guidance), 'No Place for Bullying' (Ofsted Guidance Report July 2012) and the Equality Act 2010. The headteacher has overall responsibility for behaviour. If the headteacher is not present, a member of the senior leadership team takes on the responsibilities.

Aims and objectives of this policy

The aims of the school Anti-bullying Policy and intervention systems are:

- To provide a caring, safe environment for everyone in our community.
- To ensure that all staff understand that bullying is not acceptable at Parsons Green Prep and will not be tolerated.
- To ensure that all staff are familiar with this policy, understand what bullying is and what processes to follow when bullying is reported.
- To ensure that all children and parents know what our policy on bullying is and what they should do if bullying arises.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the child who has experienced bullying and to trigger sources of support for the child.
- To apply disciplinary sanctions to the child causing the bullying and ensure that they learn from the experience, possibly through multi-agency support.



What is bullying?

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology.

Bullying can take different forms, but the main types are:

- physical - hitting, kicking, and taking or hiding belongings including money
- verbal - name-calling, teasing, insulting, and writing unkind notes

Physical and/or emotional bullying may cause psychological damage.

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

- bullying related to race, religion or culture
- bullying related to having learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers or vulnerable children or otherwise related to home circumstances
- sexist or sexual bullying
- cyberbullying

Bullying is not an appropriate term to describe losing your temper, not getting your own way, retaliating, having cross words, making people be friends with you, not agreeing with or falling out with your friends.

Bullying can take place:

- between children
- between children and staff
- between staff
- between staff and parents
- between parents
- by individuals or groups
- face to face or indirectly
- using a range of cyberbullying methods

What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.



Incidents may include:

- verbal abuse by name-calling or offensive mimicry
- pretending not to understand/using gibberish
- physical threats or attacks
- mockery of physical appearance
- mockery of country of origin
- wearing of provocative badges or insignia
- having racist leaflets, comics or magazines
- defacing of property
- graffiti
- inciting others to behave in a racist way
- mockery of a person's demeanour or way of speaking
- mockery of person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)
- mockery of dress, religious observance or dietary habits

What is bullying related to learning difficulties or disabilities?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Incidents may include:

- verbal abuse by name-calling or offensive mimicry
- physical threats or attacks
- defacing of property
- graffiti
- inciting others to behave negatively towards those with disabilities
- mockery of a specific difficulty or disability
- mockery of a person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)

What is homophobic bullying?

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Incidents may include:

- verbal abuse by name-calling or offensive mimicry
- physical threats or attacks
- mockery of subject and career choice
- defacing of property
- graffiti
- inciting others to behave in a homophobic way
- mockery of a person's demeanour or way of speaking
- mockery of person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)



What is sexist bullying?

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.

Incidents may include:

- verbal abuse by name-calling or offensive mimicry
- physical threats or attacks (eg hitting, kicking, theft)
- inciting others to behave in sexist way
- inappropriate and uninvited touching
- sexual assault
- display of pornographic material
- mockery of physical appearance
- wearing of provocative badges or insignia
- having sexist leaflets, comics or magazines
- sexual innuendo
- defacing of property
- mockery of a person's demeanour or way of speaking
- mockery of person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)
- rumour-spreading - excluding someone from a group
- mockery of clothing
- mockery of subject and career choice

What is cyberbullying?

In cyberbullying, a person is targeted through technologies, which can happen inside and outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click. Please refer to our E-safety Policy for more information on online safety.

While all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident.

Signs and symptoms

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 or unwilling to go to school
- changes their usual routine
- is taking unusual absences
- becomes withdrawn anxious, or lacking in confidence
- is clinging to adults
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or is feigning illness



- begins to do poorly in school work
- has a lack of concentration
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened or refuses to say what's wrong
- gives improbable excuses for any of the above

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

Prevention

At Parsons Green Prep we use Kidscape methods for helping children to prevent bullying. As and when appropriate, these include:

- continually reinforcing school rules and asking children to write these with us (appendix 1 and 2)
- setting challenges throughout the year that promote good behaviour towards one another
- promotion of the TAG system (appendix 3)
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up roleplays having discussions about bullying and why it matters
- use of buddy benches in the playground

Additional preventative strategies include:

- effective school leadership that promotes an open and honest anti-bullying ethos
- use of curriculum opportunities (in particular, PSHE classes can be used to discuss issues around diversity and draw out anti-bullying messages)
- use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year and whole school assemblies)
- engaging children in the process of developing the school Anti-bullying Policy and promoting open and honest reporting
- implementation of an e-Safety Policy
- improving the school environment, looking in particular at staff supervision patterns, the physical design of the building(s), and joint work with partners such as transport service providers
- targeting our attention on key times and locations where bullying is more prevalent and working with children to establish when and where those times and locations are

The TAG system

The TAG system is designed to help children report any issues of bullying. It also



contributes to the ethos at Parsons Green Prep that bullying is not acceptable and will not be tolerated. Children using the system feel supported and empowered because their actions have stopped bullying. The TAG system is also a form of resilience training. TAG stands for:

- **T** – Tell them how you feel
- **A** – Ask the person to stop behaving in this way towards you
- **G** – Get an adult

The key message is that if you follow TAG you will feel much better, i.e warm and fuzzy, not cold and prickly (see appendix 3).

Beating the bullies leaflet (appendix 4)

Each child is given a personal copy of this booklet and there are copies available in classrooms and key spaces in the school. The booklet contains parts of this policy written in a more child-friendly style. It explains what bullying is, how it can be reinforced and what can be done to stop bullying. It also has details about cyberbullying. The booklet was agreed by the school council and they chose a logo, drawn by a child during our anti-bullying awareness week, to be on the front cover. Teachers go over the contents of this booklet with their classes and parents are also encouraged to read it with their child.

Responding to bullying

If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached.

First steps:

- Listen carefully to the child and ascertain the facts.
- Further discussions and counselling of a victim may be required even where bullying behaviour is perceived rather than proven.
- Investigate the incident as soon as possible.
- Identify the bully/bullies.
- Obtain witnesses if possible.

After an incident:

- A clear account of the incident will be recorded on Engage, the school's database. A copy will be printed, signed and dated and given to the headteacher. If physical intervention has been used to avert immediate danger or personal injury this will be recorded and parents will be informed the same day or as soon as reasonably practicable.
- The headteacher will interview all concerned and will record the incident on Engage.
- Parents will be kept informed.
- The parents and child of the bully will communicate with the headteacher to discuss ways in which the problem can be worked through and will be given the support needed.
- The parents and the child who has been bullied will communicate with the headteacher to discuss ways in which the bullying is going to



be dealt with. This may include implementing disciplinary sanctions. Corporal punishment will not be used or threatened.

- If necessary and appropriate the police and social services will be consulted.

Children who have been bullied will be treated as being 'at risk' and will be supported by:

- offering an opportunity to discuss the experience with a member of staff of their choice
- reassuring the child and offering continuous support
- agreement of effective ways for the child to quickly report any further incidents
- end of day meetings with a member of staff to assess the day
- training about how to use the TAG system
- restoring self-esteem and confidence
- an action plan which will be used to summarise and review support (appendix 5)
- ongoing support from all staff within the school

Children who have bullied will be treated as being 'at risk' and be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrongdoing and need to change
- informing parents/carers to help change the attitude of the child
- ongoing support from all staff in the school

Discussions with the alleged bully/bullies should focus on the facts. They should be encouraged to tell the truth about the situation/incident. **Make it clear that bullying is not acceptable at Parsons Green Prep.**

All discussions with the children should address the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult should remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each child must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying from reoccurring.

Outcomes

- The bully (bullies) may be asked to apologise.
- The bully may have a sanction which will be designed to assist them in accounting for their behaviour and to understand the harm that they have caused.
- In serious cases the bully/bullies may be excluded from the school.
- If possible the children will be reconciled.
- Monitoring will take place to ensure that the bullying is not repeated.
- Other children will see that bullying is not acceptable and not tolerated at Parsons Green Prep.



Additional strategies

In conjunction with disciplinary sanctions, there are a range of other strategies that the school may use to combat bullying. These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying.
- Ensuring that parents are aware of the school's Complaints Policy and procedures.
- Developing the roles that children can play (e.g. as trained peer mentors).
- Establishing Safer School Partnerships with local police.
- Restorative justice approaches which hold children to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

Reporting and recording incidents of bullying

We encourage children, parents and all staff to report bullying using a variety of methods:

- Children may speak to their teachers.
- Children put a note in the Worry Box in their classroom.
- Children speak to a peer.
- Parents speak to their child's teacher or use email or the book bag message book to inform the teacher.
- Parents inform the school office staff.

Any incidents of bullying are recorded and may be reported to the local authority on request.

Any incidents of bullying are identified by the headteacher and are kept in the behaviour file, which is kept in the headteacher's office. Keeping records of bullying incidents will enable the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary

Monitoring and review

In addition to immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and ensured that the child being bullied feels safe again.

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure that staff training reflects the Anti-bullying Policy and practice. The school will ensure that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. The



school will identify where to source specialist skills to understand the needs of their children, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children. Where specific training needs have been identified for particular members of staff, the headteacher will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Links to other policies

This Anti-bullying Policy should be read in conjunction with the following related policies:

Behaviour Policy

E-Safety Policy

Safeguarding Policy

Help organisations and links:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

Parentline Plus

Youth Access

Bullying Online

Children's Rights Director

Childline

0845 1 205 204

0808 800 2222

020 8772 9900

www.bullying.co.uk

08005280731

080011111



This policy will be reviewed annually		
Reviewed: September 2010	By: J Richardson	None
Reviewed: April 2011	By: J Richardson	Names
Re-written August 2012	By: M McLachlan	Merge of Behaviour and Anti-bullying Policies into one document
Rewritten 25 October 2013	By: P.Hogg-Andrews	Anti-bullying separated from former Anti-bullying and Behaviour Policy TAG and Beating the Bullies added
Reviewed: 11 November 2014	By: Pippa Hogg-Andrews Checked by: Helen Stavert	Reference to 'Supporting children who are bullied 2014' added Physical intervention note added to 'after an incident' section More detail added to staff development section. Pupil action plan added to appendix 5 changed to Parsons Green Prep
Reviewed: 4 August 2015	By: Helen Stavert	Added new DfE advice from 'Preventing and Tackling Bullying' October 2014. Removal of deputy head. Taken new definition of bullying from ISI handbook. Inserted paragraph on physical, emotional and cyberbullying. Updated Action Plan template.
Reviewed: 1 August 2016	By: Helen Stavert Checked by: Lucinda Waring	Removed behavior contract. Changed the way an incident is reported.
Reviewed: 12 June 2017	By: Helen Stavert	No changes
Reviewed: 25 September 2017	By: Tim Cannell	No changes
Next review: 1 August 2018	By: Tim Cannell	



Appendix 1

Golden Rules

- Be respectful
- Be helpful
- Be truthful



Appendix 2

PLAYGROUND RULES
Suggested by the School Council

Playground Rules

Do not go behind
the shed or hedge.

Play quietly in the quiet area.

Do not play ball games in the
front garden.

Use the equipment sensibly.

Reception children are only allowed in the reception
playground.

use the blocks in the front playground.

Leave the play equipment in the quiet area.


Do not go in the shed or greenhouse
without an adult.





Appendix 3

Do you feel someone has been a little...




we use **TAG** to help solve
our problems independently

T - Tell them how you feel
If they continue...

A - Ask them to stop
If they continue...

G - Get an adult

Then everyone can
feel...





Appendix 4

Say 'no' to Bullying

What is Bullying?

Any behaviour which is **repetitive** and makes you feel intimidated or hurt or which is intended to do these things, is bullying. It can include the following:

- Name-calling or saying nasty things about someone.
- Spreading unpleasant rumours.
- Any form of violence e.g. hitting, kicking, pushing, pinching etc.
- Deliberately damaging someone's property.
- Deliberately ignoring someone and encouraging others to do the same.
- Threatening violence or unkindness to somebody.
- Sending nasty messages by phone, note or email.

What can be done to help?

If you are being bullied it is very important that you tell someone.

You can tell:

- A friend
- Your teacher
- Your parents
- Someone you trust

Don't keep things to yourself. If you tell then

- The school will help and support you.
- You can feel happy and safe again.
- The bullies will be helped too!

use the TAG

system

T- tell them how you feel...

A- ask them to stop

if they continue....

G- get an adult

then everyone can feel....



Don't be a bystander

If you are worried about a friend being bullied or you see someone being bullied it is very important to ask a grown up for help, don't keep it to yourself.

- Don't join in with the bullying behaviour.
- Tell anybody who is bullying that they must stop doing it.
- Give support to anyone who is having a difficult time.
- Tell a grown up about what is happening. You must not keep it to yourself.

**REMEMBER SAY NO TO
BULLYING.**



Appendix 5

ACTION PLAN

Name of Child:	
Date of Birth:	
Class:	
Who raised the concern:	
Nature of concern:	
MEETING Date: Present:	
Agreed strategies	Evaluation