



ANTI-BULLYING POLICY

Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: July 2024

Date of next review: July 2025

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 and bullying on the basis of protected characteristics is taken particularly seriously. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Parsons Green Prep 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 Head. If an adult feels they are being bullied by the Head, they should speak to the Proprietor. 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 Head has overall responsibility for behaviour. If the Head 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 a one-off or repeated behaviour that 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 in person or online.

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 and
- use of social media and cyberbullying

Physical and/or emotional bullying may cause psychological damage.

Bullying can happen to anyone. It is often targeted at people who exhibit the protected characteristics set out in the Equality Act 2010, 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 or merely on the grounds of gender
- bullying of young carers or vulnerable children or otherwise related to home circumstances

Staff should be aware that such children are more vulnerable to bullying.

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 including child-on-child abuse
- between children and staff
- between staff
- between staff and parents
- between parents
- by individuals or groups
- face to face or indirectly
- through initiation ceremonies



- 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 bullying related to appearance or health conditions?

People with health conditions or who are self-conscious about their appearance may be at risk of bullying.

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 such conditions
- mockery of a specific health condition or aspect of appearance
- mockery of a person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)

What is bullying related to sexual orientation?

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
- upskirting
- 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 bullying vulnerable children and home circumstances?

People with unusual home circumstances may be at risk of bullying. This may be because they are involved in the care of an adult, may live in a non-traditional family set-up or are otherwise perceived as 'different' on account of their home life. 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 such a home life
- mockery of that child's home life
- mockery of a person's contributions to work
- refusing to cooperate in work and play (eg refusing to sit next to someone)

What is cyberbullying?

In cyberbullying, a person is targeted through technologies, which can happen inside and outside school and not only in term time. 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.

Other instances of bullying

Many instances of bullying cannot be ascribed to a protected characteristic. Staff are reminded to look out for all instances of behaviour designed to cause unpleasantness to another. Peer-on-peer abuse can take many forms, from gratuitous meanness to more concerted campaigns.

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 the following methods for helping children to prevent bullying. As and when appropriate, these include:

- 'Who Do I Talk To?' posters in every classroom
- Anti-bullying week celebrated in school
- use of worry boxes in the classroom
- discussion of British Values
- reminders in assembly
- setting challenges throughout the year that promote good behaviour
- 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, PSHCE 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 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

Children are given guidance on this at the start of term

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. Staff should not accept that banter is an excuse for bullying. We will always consider whether there is a safeguarding angle to any allegation of bullying and will include the DSL as appropriate.

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 will be sent to the DSL. The Head will be kept informed throughout any process where bullying is alleged.
- The DSL or other appropriate person will interview all concerned and will record the incident on safeguarding live document.
- Parents of the bully and the victim will be kept informed.
- The parents of the bully will be asked to communicate with the DSL to discuss ways in which the problem can be worked through and will be given the support as needed.
- The DSL will communicate with the parents of the child who has been bullied to explain the way in which the bullying is going to be dealt with.
- 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
- 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.

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. After two temporary exclusions it is likely (but not inevitable) that the bully will be permanently excluded.
- 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 as set out in our Behaviour Policy, 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.
- 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.
- Parents inform the school office staff.

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

Any incidents of bullying are logged on a spreadsheet to which only the Head and the DSL have access. The log will identify instances of bullying which relate to a protected characteristic as defined in the Equality Act 2010.

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
- look for potential bullying patterns
- 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 Head 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 and Child Protection Policy

Help organisations and links:

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

0845 1 205 204

Parentline Plus

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk



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