

# Parkway Primary School

## Anti-bullying Policy



Summer 2025

## Contents

Introductory Statement	3
Our school community:	3
Definition of bullying	3
Preventing, identifying and responding to bullying	4
The school community will:	4
Involvement of pupils	4
Liaison with parents and carers	4
Roles and responsibilities	5
Procedures for dealing with bullying	6
The first time there is a reported incident the supervising adult will:	6
In any repeated or serious incident the supervising adult will:	6
Pupils who have been bullied will be supported by:	6
Pupils who have bullied will be helped by:	6
Cross Curricular Links	6
School Council	6
Equal Opportunities & Multi-Cultural Awareness	6
Monitoring	7
Evaluation and Success Criteria	7
Legislation	7
Review & Implementation Dates	8
Appendix 1	9
Supporting Organisations and Guidance	9
Cyberbullying	9
LGBT	9
SEND	9
Racism and Hate	9

This policy is based on DfE guidance **‘Preventing and Tackling Bullying’ Advice for head teachers, staff and governing bodies July 2017** and operates in conjunctions with the following policies:

- Inclusion & Special Educational Needs (SEN)
- Equal Opportunities policy
- Behaviour Policy
- Preventing Extremism and Radicalisation Policy
- Child Protection & Safeguarding Policy
- Computing Policy

## **Introductory Statement**

This policy outlines what Parkway Primary School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### **Our school community:**

- Discusses monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

## **Definition of bullying**

Bullying is:

**“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities”. (DfE “Preventing and Tackling Bullying”, July 2017)**

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

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

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

## **Preventing, identifying and responding to bullying**

### **The school community will:**

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop childrens' social and emotional skills, including their resilience.
- Provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Involvement of pupils**

We will:

- Regularly gather children and young people's views on the extent and nature of bullying.
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Roles and responsibilities**

All staff and volunteers should act as positive role models in the way they behave and act towards children and amongst themselves.

*The governing body* will establish, in consultation with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to children and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.

Governors will support the school in maintaining high standards of behaviour.

*The Head Teacher* will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team.

*All staff*, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

All staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

*Parents and carers* will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. **They will be expected to sign a Home-School Agreement when their child starts school.**

*Pupils* will be expected to take responsibility for their own behaviour and will be made fully aware of the school's golden rules and expectations. Children also have a responsibility to ensure that incidents of disruption, bullying and any form of harassment are reported. **They will be expected to sign a Home-School Agreement when they start school. For EYFS children the parents will sign on their behalf.**

## **Procedures for dealing with bullying**

### **The first time there is a reported incident the supervising adult will:**

1. **Be available**- make it known that they are ready to listen and provide immediate support.
2. **Investigate** the incident as soon as possible. Interview all the parties individually to produce an accurate report. Give the child responsible for bullying an opportunity to apologise
3. **Record** the incident. Make time available for children to make a written record of the incident (scribe for younger children) This record will be given to the Assistant Head Teacher
4. **Respond**- inform the class teacher who will record the incident and pass it on to the Assistant Head Teacher
5. **Follow up**- show that they have a committed position on bullying by following up an incident at a pre-arranged time

### **In any repeated or serious incident the supervising adult will:**

- Follow the above procedure
- Inform Assistant Head Teacher who will work with the class teacher, contact the child's parents/carers and may need to institute further sanctions

### **Children who have been bullied will be supported by:**

- being offered the opportunity to discuss the experience with a member of the leadership team or Learning Mentor
- restoring self-esteem and confidence by working with the Learning Mentor

### **Children who have bullied will be helped by:**

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents/carers to help change the attitude of the child
- work with the Learning Mentor

## **Cross Curricular Links**

This policy should be applied at all levels across the curriculum. The application of the responsibilities and self-awareness about behaviours are linked most strongly to PSHE and SMSC aspects of the curriculum.

Roleplay and drama help children to understand moral positions.

Assemblies will focus on key areas of the PSHE curriculum which helps children to:

- recognise and deal with feelings in a positive way
- recognise how their behaviour affects other people
- listen to others and play and work cooperatively
- identify and respect differences between people

## **School Council**

School council meets to discuss a range of issues that affect the life of the school. Issues such as bullying and playground behaviour are discussed. These issues are taken to school council, by the school council representatives who bring back class issues and solutions to the full council meetings.

## **Equal Opportunities & Multi-Cultural Awareness**

This policy operates within the framework of the Parkway Equal Opportunities and Racial Equality Policy, which accords with the National and Bexley Guidelines. It is part of a positive process and assist all

children and staff to develop their full potential and promote an ethos where all pupils, staff and visitors feel welcome and respected irrespective of their cultural background.

### **Monitoring**

This policy is monitored on a weekly basis by the Assistant Head Teacher to ensure all staff are implementing sanction system. Incident reports are monitored as well as informal review through learning walks.

Longer term monitoring is through lesson observations, reviews and SEND discussions. The Senior Leadership Team identifies training needs with staff to support the policy.

### **Evaluation and Success Criteria**

The Head Teacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the anti-bullying policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head Teacher will keep the governing body informed.

Governors will receive reports on progress and attainment and on the quality of teaching and behaviour as part of the regular cycle of review.

Indications that this policy is succeeding could include:

- A reduction in the number of behaviour reflection logs.
- A reduction in the number of incidents referred to the Assistant Head Teacher.
- Positive feedback from teachers, support staff, parents and children.
- Observation of positive behaviour in classrooms, corridors and the playground.

### **Legislation**

There are a number of pieces of legislation, which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

**Review & Implementation Dates**

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents.

The outcome of the review will be communicated to all those involved, as appropriate.

Revision of the above Policy was completed by:

Donna Tume

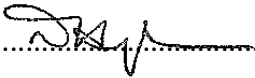
Summer 2025

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date:

Autumn 2027 by Resource Committee

Signature of Chair of Governors

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Signature of Head Teacher

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## **Appendix 1**

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “[Supporting children and young people who are bullied: advice for schools](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)