

Parkstone Grammar School



ANTI BULLYING POLICY

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APPROVED BY	Curriculum & Student Matters Committee
NEXT REVIEW	2027-2028
TYPE OF POLICY	Non-statutory



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SAFEGUARDING

Ensuring that all students are free to come to school without fear of threat or intimidation is essential to the safeguarding of all pupils at Parkstone Grammar School. By having a rigorous and consistently applied Anti-Bullying policy we will be supporting and promoting the safeguarding of all pupils in our school.

1. RATIONALE

Parkstone Grammar School does not tolerate bullying behaviour in any shape or form. As a school, we are committed to eradicating any behaviour that is intended to upset or offend any member of our community. This policy embodies the school values of “Commitment, Courage and Compassion” and shows how we will put them into practice through our robust reporting and intervention procedures to ensure that our school community remains fully inclusive. This will ensure that the school provides an environment where every child can feel:

- Safe
- Healthy
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution

To protect the rights of all children to have a safe and secure learning environment Parkstone Grammar will continuously work towards preventing acts of bullying, harassment and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our schools ability to educate children and a child’s ability to learn. If such a case arises, the staff at Parkstone Grammar will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident.



2. CLARIFICATION OF TERMS

Definition of Key Terms

We deliberately choose not to use the term “bully” without our school community as we believe that no individual should be labelled and that, whilst appropriate sanctions will be issued in line with the school’s behaviour policy, all people deserve the opportunity to correct their mistakes and put them behind them. We purposefully use the term “an exhibition of bullying behaviour” to avoid labelling members of our community in this way. Within our community, we make a clear distinction between “mean moments” and “bullying behaviour” (see definitions below). Neither are acceptable and both will be challenged but the response will be graduated depending on the severity of the situation (see attached flow chart – Appendix A).

The following terms will be used within this policy and accompanying documentation:

- **Mean Moment(s)** – Actions carried out by an individual or group of individuals with the intent of upsetting another member of the school community.
- **Bullying Behaviour** - Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. To decide whether an action constitutes ‘bullying behaviour’ we will apply the acronym ‘STOP’ and consider whether it is ‘Several Times On Purpose’.
- **Target(s)** – The person that has become upset by either the Mean Moment or Bullying Behaviour
- **Ring Leader(s)** – The person(s) that initiated and carried out the Mean Moment or Bullying Behaviour
- **By-Stander(s)** – Any person that witnessed the Mean Moment or Bullying Behaviour but failed to challenge or report it. All members of our community are expected to be ‘Up-standers’ rather than By-Standers’.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of bullying behaviour

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.



- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying behaviour

- Not liking someone
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying behaviour

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying behaviour

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.



3. ROLES AND RESPONSIBILITIES

The Education Act 2011, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying behaviour. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally Parkstone Grammar School have developed this anti-bullying policy a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not exhibit bullying behaviour outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher can choose to report bullying behaviour to the police or local council as a result on investigations undertaken in the school. During school hours, including while pupils are taking part in school visits, after school clubs OR ONLINE the school has direct responsibility to ensure children feel safe and secure.

The Role of Governors

The governing body supports the headteacher in all attempts to eliminate mean moments and bullying behaviour from the school. The governing body will not condone actions such as this and any incidents that do occur will be taken seriously, and dealt with appropriately.

The governing body monitors incidents of bullying behaviour that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying behaviour and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with an incident of bullying behaviour can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying behaviour. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the headteacher who must ensure that all children know that bullying behaviour is wrong, and that it is unacceptable. The headteacher will draw the attention of children to this fact at suitable moments.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying behaviour.

The headteacher will set the school climate of mutual support and praise for success, so making bullying behaviour less likely. When children feel they are important and belong to a friendly and welcoming school, bullying behaviour is far less likely to occur.

The Role of the Staff

Members of staff will do all that they can to eradicate mean moments and bullying behaviour and they will ensure that they follow the school's anti-bullying policy.



All members of staff will routinely attend training that equips them to identify bullying behaviour and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use opportunities within the curriculum to aid pupils understanding of the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour.

Members of staff will be vigilant and any incidents of mean moments or bullying behaviour if they occur, must be dealt with appropriately. The incident must be recorded on My Concern and brought to the attention of the relevant pastoral team. They must then decide on the correct course of action in accordance with the Anti-Bullying Stages of Response Flow Chart (**see attached flow chart Appendix A**). It is essential that all interventions are recorded on My Concern and feedback to all of the relevant parents occurs. As a result of any investigations where sanctions are deemed appropriate staff will follow the incident levels guidance in the schools Behaviour Policy.

Bullying in the Workplace

The headteacher, will investigate any reported incidents of bullying by members of staff either towards a student or other member of staff. Where necessary formal procedures will be followed in order to prevent continuation of the behaviour.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

The Role of Parents/Carers

Parents/carers, who are concerned that their child might be the target of bullying behaviour, or who suspect that their child may be a ring leader or bystander, should contact their child's Head of Year. If they are not satisfied with the action taken they should contact the relevant Key Stage Manager. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to tell somebody they trust if they are the target of bullying behaviour, and if this continues they must keep on letting people know.

All students at Parkstone Grammar School are expected to be 'up –standers' against mean moments and bullying behaviour and therefore challenge and report such behaviour if they witness it.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.



Cyber Bullying

Parkstone Grammar has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The acceptable use policy is displayed prominently on the login screen of computers to inform users of their responsibilities as members of the school community.

4. REPORTING, SANCTIONS AND MONITORING

Mean moments or exhibitions of bullying behaviour must be reported to any member of staff by any member of our school community or parent. Such behaviour should be recorded on My Concern and brought to the attention of the relevant pastoral team who will work with the school's Anti-Bullying Champion to decide on an appropriate course of action in accordance with the Anti-Bullying Stages of Response Flow Chart (**see attached flow chart – Appendix A**).

Any intervention must be recorded as an 'update' on the relevant 'concern' on My Concern and feedback provided to the relevant parents via the appropriate pastoral team.

Where sanctions are necessary as a result of mean moments or bullying behaviour the school behaviour policy will be followed, using the incident levels as a guide to decide on an appropriate sanction.

Monitoring, Evaluation and Review

1. Governors, the headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy biannually and their views given to the headteacher.
3. An approved DFES pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors
4. A record of all such incidents will be kept both centrally and on students' files
5. The numbers of incidents will be reported to governors annually or provided to them at any time on request
6. Data held regarding mean moments and bullying behaviour will be analysed to reflect and re-design further strategies to improve procedures

5. STRATEGIES TO REDUCE BULLYING BEHAVIOUR

Parkstone Grammar has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that mean moments and bullying behaviour has no place at Parkstone Grammar
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of lunch times (including lunchtime supervisors) and breaks
- providing information to all parents on the symptoms of bullying behaviour and the steps to take if the suspect their child is a target
- a clear policy of mobile phones not permitted to be in use during the school day.



- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and wellbeing lessons discussing and exploring issues such as mean moments and bullying behaviour with the students
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are monitored using an external filtering and monitoring service. This software screens the language used in all documents, emails and websites. Where rude or offensive emails, websites, documents are revealed Key Stage Managers will act accordingly, interviewing the child and taking appropriate steps as governed by the school behaviour policy. Action will be taken and recorded
- effective recording systems and a clearly defined system to respond to reports of mean moments and bullying behaviour.
- work with multi-agency teams including police and children's services as appropriate
- contact and feedback to the parents of the target(s), ringleader(s) and bystander(s)
- challenge sexual content within verbal abuse (child-on-child abuse) – for instance challenging the word 'gay' and other homophobic language.

6. USEFUL WEBSITES

www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk



APPENDIX 1

Stage 1 – Form Tutor Stage

Report of unfriendliness/mean moment recorded on “My Concern”. If there has already been a pattern of bullying behaviours go to stage 2. Informal discussion with ring leader(s) and bystander(s) to make them aware that what they are doing is upsetting for the victim. Informal warning given to ring leader(s) and bystander(s) via relevant form tutor.



Stage 2 – Pastoral Middle Leadership Stage

Report of unfriendliness/mean moments recorded on “My Concern”. If this is defined as ‘bullying behaviour’ using the STOP (several times on purpose) acronym then pass directly to stage 3. Discussion between HOY and Anti-Bullying Champion to agree next steps, including teacher led mediation. Formal warning issued to with ring leader(s) and bystander(s) that any reoccurrence of the behaviour will be labelled as ‘bullying behaviour’ and appropriate sanctions will be issued. Details on discussion recorded on MyConcern/SIMs. Feedback to parents of with ring leader(s) and bystander(s) and target(s) via HOY/AHOY



Stage 3 – Head of Year (HOY) and Anti-Bullying Champion Stage

Report bullying behaviours recorded on “My Concern”. This is now labelled as ‘bullying behaviour’ using STOP acronym). An appropriate sanction is now issued by HOY with discussion with Anti-Bullying Champion, in-line with school behaviour policy. Mediation meeting arranged and facilitated by appropriate member of pastoral staff (HOY, AHOY, KS Manager). Parents of ring leader(s) and bystander(s) and target(s) are invited into discussions to discuss next steps. Review date agreed and details of discussions and outcomes recorded on MyConcern/SIMs.



Stage 4 – Senior Leadership Stage

Report bullying behaviours recorded on “My Concern”. HOY refers issue to Key Stage Manager. Parents of ring leader(s) and bystander(s) and target(s) are invited in to speak separately to discuss why next steps agreed at stage 3 have not worked. A new resolution is agreed with all sets of parents. A more serious sanction is issued in line with behaviour policy. Review date agreed, discussions and outcomes recorded on My Concern.



APPENDIX 2

Anti-Bullying Mediation Meeting Proforma

Date of mediation meeting: _____ Location: _____

Date(s) of incident(s): _____

Student Name	Tutor Group	What happened?
1)		
2)		
3)		
4)		



5)		
6)		

What impact have these events had?

Empty response area for the question: What impact have these events had?



What would a successful resolution look like?

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What might prevent this successful resolution?

Solution

What might prevent this successful resolution?	Solution



Student Signatures

By signing below, you are confirming that you agree with that all of information written on this form is accurate and you are making a commitment to doing all that you can to bring about a successful and long lasting resolution.

Student 1	Student 2
Student 3	Student 4
Student 5	Student 6