



## Anti Bullying Strategy

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At Pallister Park Primary School we take great pride in providing a safe, caring and fun environment for learning. Relationships are key to be able to have a school where we can discuss our emotions and learn to understand the impact of our behaviour has on others.

As a school, we have adopted the following definition of 'bullying' outlined by the Anti-Bullying Alliance:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

### Preventing Bullying

Our aim at Pallister Park Primary is to prevent bullying from happening. As a result, we have built into the curriculum, activities which help children develop the skills of building relationships and help them to understand the needs and feelings of others.

- Our PSHE scheme of work addresses these issues and we use the SCARF program for promoting Emotional Health and Wellbeing. We also promote equality and celebrate difference.
- Our children are encouraged to take responsibility and we have a School Council in which all children's views and ideas are represented. Older children may also volunteer to be playtime 'buddies' to help support younger children at break times.
- The children help to develop class, school and playground rules in their PSHE lessons.
- School assemblies reflect moral issues and help to develop the whole school ethos. We also present current issues and the children are encouraged to think about their role in school and the wider community.
- We show children by example how to behave appropriately towards one another and help them to develop respect for both children and adults.

All of this will help to prevent bullying.

### Responding to incidents

We would like to stress again that our aim at Pallister Park Primary School is to prevent bullying. However, should incidents happen, we will take them seriously and action will be taken. There are clear procedures which will be followed:

- If a child is being bullied they should tell their class teacher, teaching assistant, lunchtime supervisor or another adult in school
- The matter will be dealt with sensitively and promptly
- A written record of bullying incidents are made and investigation can be started
- This will involve the children concerned, teachers and the parents of both the bully and the child who has been bullied
- Support will be provided for a child who has been bullied to help them regain confidence and feel safe
- There are a number of sanctions, which can be used with a child, who has bullied others, as outlined in our Behaviour Policy, but it is also important to understand why the child has bullied and support that child too, helping them to learn how to behave appropriately
- If a parent or carer is concerned about their child and feel that they may be being bullied, they should not hesitate to contact the school



We have introduced strategies to support our children to recognise bullying and to ensure they talk to an adult so that we can deal with the situation in school to help your child. This is done by using the STOP reminders below;

	<b>When is it bullying?</b>	<b>What should I do?</b>
<b>S</b>	Several	Start
<b>T</b>	Times	Telling
<b>O</b>	On	Other
<b>P</b>	Purpose	People

In school we always encourage children to tell an adult if they have any concerns about bullying or someone being unkind to them. We have many staff who are always available to speak to such as;

In Class	Class Teacher Teaching Assistant
Vulnerable Pupil Support Team	Mrs Felgate Mrs James
Senior Leadership Team	Mrs Newbold Mr Ahmed Mr Oliver
Head Teacher	Mrs Adams

If you have any concerns about your child please come and speak to us.

### Types of bullying

Bullying can be:

- **Physical:**  
pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal:**  
name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional:**  
isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual:**  
unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online/Cyber:**  
posting on social media, sharing photos, sending unkind text messages, social exclusion
- **Indirect:**  
can include the exploitation of individuals.

### Prejudice related language

It is the school's policy to challenge any language used by staff, parents or pupils that may be perceived as 'prejudice related language'. This includes the following areas:

- **Homophobic Language** (terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBTQ+)
- **Racist Language** (terms of abuse used towards others because of their race/ethnicity/nationality)
- **Transphobic Language** (terms of abuse used towards those who are perceived as transgender or do not fit with the gender 'norms')
- **Disablist Language** (terms of abuse used towards those with a learning or physical disability)



## Monitoring

Any incidents will be monitored and help to inform future policy as we can decide how best to prevent events happening again. Any prejudice driven bullying will be dealt with seriously and any incidents will inform policy and planning for helping our children to understand and respond to difference in a positive way.

## Links with policies

Below is a list of policies that should be read in conjunction with the Anti-Bullying Strategy. This is not an exhaustive list.

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Procedures and information linked behaviour
Attendance Policy	Our expectations in relation to attendance
Safeguarding Policy	Child protection and peer on peer information
E-Safety Policy	Cyber bullying and E-Safety
Equality Policy	Expectations for race, culture, religion, SEND
Complaints Policy and Procedures	Guidelines for complaints
SEND policy and Information report	Guidelines and responsibilities
Reasonable Force Policy	Procedures in relation to de-escalation