

1. Introduction

Everyone at Queens Park Schools has the right to feel welcome, secure, and happy. We see bullying as a profoundly serious issue. It affects everyone, not just the bullies and the victims. It also affects those other children who watch. All forms of bullying can be damaging to the development of both the person being bullied and the person bullying.

Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. No one person or group, whether staff or pupil, should be subjected to bullying behavior.

Principles – the principles underpinning this policy are:

- All Pupils have the right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- The school, its stakeholders and the wider school community will not tolerate any form of bullying behavior.
- Bullied pupils will be listened to.
- Reported incidents of bullying will be taken seriously and thoroughly investigated.

2. Aims and Objectives

We at Queens Park Schools, aim to create an environment where all members of the school community feel safe, respected and valued and where bullying will not be tolerated. All members of the school have a responsibility to recognize bullying when it occurs and to respond in accordance with the school policy. We aim to ensure that:

- All Senior Management team (SMT), teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is
- All Senior Management team (SMT), teaching and non-teaching staff will

know what the school policy is on bullying and what they can and should do if bullying occurs

- Any member of the school community or parent will be supported if bullying is reported
- Pupils and staff have the opportunity to work in an environment where they are free from intimidation and fear
- The needs of the victim are paramount
- All reported incidents will be taken seriously and thoroughly investigated

3. What is Bullying?

Anti-Bullying Forums defines bullying as ‘the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.’

There are many definitions of bullying, but most have four things in common:

- It can be planned and organized, or it may be unintentional.
- It is hurtful.
- It is repeated.
- It is difficult for the victim to defend himself/ herself against bullying. Bullying can take several forms:
 - **Physical** - hitting, kicking, pushing, punching, biting, spitting, taking, or hiding someone’s belongings
 - **Emotional** – being unfriendly, excluding a child from games/play/discussion, teasing and taunting, ridicule, humiliation
 - **Verbal** - name-calling, sarcasm, spreading rumours, taunting, and teasing, making rude comments
 - **Racist** – racial taunts, gestures, making fun of culture and religion

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- Online/cyber – sending hurtful/malicious text messages or emails, abusive or annoying mobile phone calls, use of chat rooms/ web sites for bullying
- **Sexual** - sexually abusive comments, sexist comments
- **Homophobic**- because of/or focusing on the issue of sexuality
- Any hurtful, negative comments or actions made relating to a disability or special educational needs.

3.1 Bullying is not:

Bullying is not the 'one off' occasion of falling out with friends, name-calling, arguments or when a 'one off' trick or joke is played on someone. Children sometimes have disagreements or say things because they are upset. Incidents of this nature will be dealt with in line with the Behavior Policy.

3.2 Links with other school Policies

Other school policies which link into the Anti-bullying policy are learner's code of conduct; teachers code of conduct; and acceptable device usage policy

4. Participation and Consultation Process

This policy has been formulated using information gathered from the school's key stakeholders, that is, the staff, the pupils, parents, and the Board of Senior Management team (SMT). This was done through a parent's questionnaire conducted in term one 2021, and the summarized findings can be found in the report which is available on request. However, the following are some of the responses with regards to safety and bullying

QPS Parent Feedback survey Report. 176 Grade RR-11				
Participants				
#	Items	Percentage out of 176		
		Agree	Neutral	Disagree
1	Overall, I am happy with my child's experience at this school	80%	15%	5%
2	My child enjoys and likes the school	86%	9%	5%
3	The school keeps my child safe	80%	15%	5%
4	The school deals effectively with any cases of bullying	61%	31%	8%
18	The school deals effectively with unacceptable behaviour	64%	30%	6%

100% of teachers and classroom assistants always or sometimes felt that pupils feel secure and free from emotional and physical harm.

100% of school Senior Management team (SMT) strongly agreed or agreed that the highest standards of child protection and care are in place.

Although some of these responses are encouraging, it is clear to see that some more work needs to be done to ensure that all pupils feel safe and happy when in school.

5. Anti-Bullying Programmes/Strategies used in school

- A classroom ethos which promotes respect for the individual
- Adults setting an example by practicing basic good manners
- Classroom rules which forbid anti-social behavior
- Participation in the anti-bullying programmes
- Issues will be addressed through, role play, individual class projects,

questionnaires, School meetings, School assemblies etc. The following are examples of themes that may be addressed:

- Stealing
 - Bullying
 - Acting Hastily
 - Doing what is right
 - Controlling your tongue
 - Dealing with issues such as death, disfigurement, divorce etc.
- Each classroom has its own 'Comments Box.'

6. A Positive Anti-Bullying Approach

We believe that the only effective way of dealing with bullying is for the whole school community (teachers, pupils, parents, non-teaching staff, Board of Senior Management team (SMT) to confront the issue and work together in a concerted way to establish a safe emotional and physical environment where bullying cannot flourish.

The main elements of our approach will be:

- A shared understanding of bullying as a problem
- A shared understanding of the different forms of bullying
- A shared resolve to eliminate bullying
- Identification of bullying problems in the school
- The creation of an environment where it is safe to tell and the use of a range of interventions to address incidents when they happen
- Recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with children, other staff, parents, and the community

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- Classrooms that are safe and supportive
- Specialists help and training as necessary
- All community members examine their own behavior including teachers, non-teaching staff and parents
- A classroom anti-bullying curriculum programme in all classes
- Internet blocking technologies will be kept updated and harmful sites blocked
- Security systems will be in place to ensure that images and information about pupils and staff cannot be accessed improperly from outside school
- Ensure that parents are kept informed of the school standards and policies and know that the school has the right to monitor their child's e-communications in school.

We will make our school, as far as possible, a better place for all – pupils and staff:

- We will take action when bullying is reported
- We will encourage in school, an ethos that promotes respect for the individual
- We will make it clear that bullying is an anti-social behavior that will not be tolerated

7. Reporting Bullying

Every child needs to know who to contact if they are bullied:

- The child's classroom teacher
- Any teacher
- Any non-teaching staff
- The Principal
- Parents
- A friend - who also knows that the incident must be reported.
- Make use of a classroom 'Comment's box'

7.1 Procedure on Receiving a Report of Bullying

- Listen to and reassure the victim that the school will do everything to help them.
- Believe them and give them the confidence to tell you exactly what has happened.
- Aim to be non-threatening, the victim should never feel it is their fault.
- Try to ascertain the truth. Listen to the victim or victims separately and have them write down what happened. For younger children write down what they say. Log this in the Class Incident Book/form.
- Meet with the 'bully' or 'bullies' and have them write down what happened or write this down for younger children. Log this in the Class Incident Book/form.
- Make the bully aware that their behavior is unacceptable and explain clearly what behavior is causing distress to the victim.
- Discuss with the children how the rules have been broken and the hurt that has been caused to some children.
- Tell the children that there is no such thing as an innocent bystander. All must help to prevent bullying.
- If physical hurt has been caused, report the matter to the Principal at once.
- If there is a repeated occurrence, report the incident to the Principal and fill out the report form kept in principal's office.
- The parents of the children concerned will be asked to come to school to discuss the matter and will be shown what the children have said.
- A file will be kept in the principal's office with all allegations of bullying which comply with the Anti Bullying's definition of bullying as detailed in this policy will be logged and dated by the person reporting the incident. This will be signed by the principal. **(See Appendix One)**.
- All staff will be made aware of any incident where there has been a report of bullying, so that all staff can monitor the situation around the school,

especially in the following areas:

- Corridors
 - Toilets
 - Playground or playing field
 - Main hall
- Contact external services for support
 - If a bullying issue is identified, the child involved will be supported in keeping a bullying diary (**see Appendix 2**).

8. Responsibilities of all Stakeholders

8.1 Teachers'/Classroom Assistants Responsibilities

- Be alert for signs of bullying, both obvious and less obvious e.g., changes in children's behavior.
- Ensure that children know that bullying will not be tolerated.
- Regularly remind children that it is imperative that they tell someone about being bullied and emphasize that this is **not** telling tales.
- Implement the programmes / strategies outlined above.
- Foster in our pupil's self-esteem, self-respect, and respect for others
- Keep up to date with relevant courses and information as part of training workshops, use of staff meeting time.
- Make use of information gained from school surveys
- Monitor all situations quietly and assess the situation.
- Check with other staff for any relevant information when dealing with particular incidents.
- On receiving a report of bullying adopt a positive approach. Listen to the child and follow the procedure mentioned earlier.

- Be role models in anti-bullying:
 - Show respect for every child as an individual
 - Be aware of vulnerable children
 - Criticize the behavior and not the child
 - Avoid having “favourites”
 - Be seen to be fair
 - Avoid labelling
 - Have high expectations of pupils
- Never give children ammunition to use against each other

8.2 Lunchtime Supervisors

- Lunchtime Supervisors will be made aware that they have a role in monitoring children’s behavior.
- Lunchtime Supervisors must report any bullying incidents to the teacher on duty or the class teacher of the child/children involved.

8.3 Parents’ responsibilities

- Be aware of the signs and symptoms of bullying.
- Take bullying seriously and find out the facts when told about an incident of bullying.
- Advise children to report suspected cases of bullying to the Principal or any teacher.
- Talk with the teacher or Principal in a co-operative manner.
- Ensure that their children understand the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Arrange to accompany the child, if the bullying is happening on the way to or from home.
- Keep a written record of any reported instances of bullying.

- Read 'Top Tips' for stopping Bullying (see Appendix 3 and discuss with your child).

8.4 Children's Responsibilities

- Tell someone at school and tell your parents what is happening. This is not telling tales.
- Try walking away from the bully/ bullies and ignoring what they are saying. Tell an adult.
- Do not fight back. You might end up hurting them and getting into trouble.
- Stay in a group and try not to be caught on your own.
- Try to hide the fact that you are upset.
- Refrain from becoming involved in any kind of bullying, even at the risk of becoming unpopular.
- Children will always be encouraged to talk to their teacher if someone is bothering them. This applies to bullying outside school as well as within. Talking is the only way to stop bullying.
- Children who are being bullied feel powerless to stop it happening. It is a teacher's job to empower them to deal with this problem.

EVERYONE SHOULD WORK TOGETHER TO COMBAT AND EVENTUALLY ERADICATE BULLYING

This policy will be reviewed regularly.

Policy updated on 20.02.2021

Appendix One

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Report to be used when reporting an Incident of Bullying.

Date:	Time:	Place of Incident	Reported By:

The Alleged Incident

	Age	Grade	Gender	Ethnic Origin (if relevant to incident)	Religion (if relevant to incident)
Name of child experiencing alleged bullying/discriminatory behavior					
Name of child displaying alleged bullying/discriminatory behavior					

Type/Nature of alleged incident (please tick)

- Written (graffiti, writing on jotters, written threats, drawings)**
- Damage to Property** (*theft of bags, clothes, or money, damaging clothes, ripping books*)
- Verbal (name calling, threats, sarcasm, ridicule, discriminatory comments during lessons, discriminatory jokes, mimicking)**
- Isolation** (*shunned, rejected, left out of activities/groups, refusal to co- operate with*)



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If the allegation was substantiated, please indicate action taken (note that unsubstantiated allegations may still require support/action and recording).

Young Person displaying bullying

- Counselling
- Peer Support
- External Agency Involvement
- Involvement
- School's Discipline Procedures
- Restorative Practices
- Other

Young Person experiencing bullying behavior

- Counselling
- Peer Support
- External Agency
- Restorative Practices
- Other

Please indicate the level of parental involvement

- Parents/Guardians not informed of incident
- Parents/Guardians involved actively in discussions
- Parents/Guardians Informed by Letter
- Other (Please Specify)

Planned Monitoring/Review of situation

- One Week One Month Six Months Further

Comment (if applicable):

Signed: _____

Date: _____

Principal's signature: _____