



# **EYFS and Primary Anti-Bullying Policy**

Reviewed: December 2024

## Introduction

At Park Lane International School, we endeavour to cultivate a happy, supportive and productive learning environment, which prioritises the welfare and development of the whole school community and fosters positive relationships between staff, pupils and parents.

We recognise that bullying, as a harmful and unacceptable behaviour, can undermine a child's sense of belonging and emotional safety. While we strive to create a culture of kindness, empathy, and mutual respect, it is essential to acknowledge that bullying can occur. When it does, we respond promptly, firmly, and with care, ensuring support for all individuals involved while using the experience as an opportunity for learning and growth. Our pupils and parents are well-informed about the resources and communication channels available for reporting incidents of bullying. Additionally, we provide explicit education on bullying through our PSHEE curriculum and integrate these lessons across broader aspects of school life.

## Aims

The aims of the policy are:

- To foster a safe and secure learning environment in which to work;
- To promote a school ethos that encourages victims of bullying to speak up;
- To ensure that all members of our community understand the psychological damage that bullying can inflict on others;
- To raise awareness of bullying, threats and violence as unacceptable forms of behaviour in society and in our school community;
- To strengthen our rights-respecting ethos towards of all members of our community;
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation;
- To put into effect procedures for reporting and recording incidents of bullying behaviour;
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour;
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

The Anti-Bullying Policy has been informed by the United Nations Convention for the Rights of the Child (UNCRC)<sup>1</sup> and is underpinned by the **Park Lane International School 5R's of: respectfulness, responsibility, risk-taking, resourcefulness and resilience**. Its ethos is one of high expectations for standards of behaviour and respect for the rights of all members of our community:

**Pupils** have a right under article 29 to a safe, supportive and productive learning environment to enable them to achieve their full academic potential.

**Staff** are entitled to work in a positive environment, free from disruption. Agreed standards of behaviour should be consistently applied across the school.

**Parents** have a duty under article 3 to share responsibility for the behaviour of their child. The school counts on the support of parents to maintain high standards of behaviour.

**The Governing Board** support the school with disciplinary matters.

It is essential that all members of the school community – pupils, staff and parents - understand and abide by the policy, and model respectful behaviour in all situations. This encourages and empowers all stakeholders to be proactive in creating a positive sense of community and responsibility so that the opportunities for bullying to exist are minimal.

## Definition of bullying

The Department of Education (UK) says that bullying may be defined as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

At Park Lane we define bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

**'When someone says or does something hurtful on purpose, and keeps doing it again and again even after you've asked them to stop because it upsets you, that's Bullying.'**

Bullying is, therefore:

- Repeated, often over a period of time
- Targeted
- Deliberate

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, exclusionary, or tormenting others, including: <ul style="list-style-type: none"><li>• The creation, display, or sharing of written words, images, or materials meant to intimidate.</li><li>• Name-calling, belittling gestures, graffiti, sniggering, sarcastic remarks, or extortion.</li></ul>

	<ul style="list-style-type: none"> <li>• Demanding money, goods, or favours through threats.</li> </ul>
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, aggression.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobia/biphobia</li> <li>• Transphobia</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through text messages, social networking sites, chat rooms, blogs, forums, messaging apps or gaming sites, etc.

### When is it not considered bullying?

It is essential not to minimise the experience of those who feel they have been bullied. However, it is also important to distinguish exactly what does and doesn't constitute bullying behaviour, to avoid unwarranted accusations being made against individuals. It is not bullying if it can be classed as rudeness or being mean, as outlined below:

Rude/unkind	When someone says or does something hurtful by accident and only once.
Being mean	When someone says or does something hurtful on purpose once (or maybe twice).

See Appendix 1 (EYFS and Primary poster – Is it bullying?)

### Protected characteristics

Bullying is often driven by prejudice against specific groups. This prejudice may relate to race, religion, sex, sexual orientation, or factors such as a child being adopted or having caring responsibilities. Bullying may stem from actual differences between children or from perceived differences.

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As a school, we have a responsibility to protect pupils from discrimination related to protected characteristics, both in-person and online. These protected characteristics include:

- Age
- Disability (including neurodivergence)
- Gender reassignment (transphobia)
- Biological sex
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Marriage or civil partnership

Our role is to ensure that every child feels safe, valued, and respected, regardless of these characteristics.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied these include if the pupil:

- is frightened of walking to or from school.
- Avoids vulnerable areas of the school, such as toilets or playgrounds.
- Becomes unwilling or hesitant to attend school.
- Displays withdrawn, anxious, or low-confidence behaviours.
- Exhibits noticeable changes in behaviour, such as aggression or sudden quietness.
- Reports feeling ill frequently to avoid going to school.
- Has unexplained injuries or damaged belongings.
- Stops participating in social or extracurricular activities they once enjoyed.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **To whom does the policy apply:**

This policy applies to all members of the school community including teaching staff, support staff, pupils, parents, guardians, administrative staff and visitors.

The policy will apply at the following times and places:

- School time (including break and lunchtime)
- Going to and from school
- School trips
- School playground
- Extra-curricular activities
- ClassDojo
- Social networking/media sites such as, Facebook and texting that has a negative impact on school life.
- Outside the school if the behaviour impacts upon any person's participation at school.

Bullying behaviours such as cyber bullying which break the law may be referred to the police.

## School community’s response

At Park Lane we have a co-ordinated and consistent response to bullying in the school. There is a zero-tolerance approach to bullying of any kind and the immediate implementation of an organised procedure to deal with the incident. This will include support for those being bullied and, where appropriate, both support and sanctions for those perpetrating the bullying. This will enable all stakeholders to feel secure in being able to visit, work and learn in a supportive, caring and safe environment.

No incident where bullying is suspected should be ignored and knowledge of what has happened and why is critical in both dealing with and understanding the incident.

### How to report bullying

<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Tell a <b>trusted adult</b> at home or in school</li> <li>• Use <b>Tootoot</b> (pupils in upper KS2) to anonymously share information</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Create a <b>MyConcern</b> report</li> </ul>
<b>Parents and Carers; Club provider</b>	<ul style="list-style-type: none"> <li>• Contact the child’s <b>Class Teacher</b> or <b>Year Curriculum Leader</b></li> <li>• Contact the <b>Site Leaders</b> or <b>Deputy Head of EYFS and Primary</b></li> </ul>

[Kidscape Resource for staff – What to do if a child says they’re being bullied found here.](#)

## EYFS and Primary Procedure

The following steps will be taken when dealing with an incident of bullying in the school:

- Any suspicion or allegation of bullying must be reported and investigated promptly. The report of an alleged incident of bullying will be completed (see Appendix 1).
- A clear and detailed account of the incident will be recorded and given to the Deputy Head of Primary or Head of Primary or Site Leader depending on the school site involved.
- Class teachers and specialists of those involved will be informed;
- Parents will be informed of what has happened and told of the consequences and action that will occur;
- If a serious incident occurs (and with parental permission) the school psychologist will be told of the incident and will talk to those involved;
- A plan (time managed) will be constructed for monitoring those involved with follow up procedures to ensure that the incident does not happen again;

- parents, staff and pupils should be kept informed of this;
- If the bullying continues then the parents will be invited to school and the Head of Primary and Principal will discuss more serious sanctions such as limited exclusion.

## **Sanctions and levels of discipline**

The level of sanctions should reflect whether it is an initial incident, repeat offence or continued bullying behaviour. These sanctions should be site specific and are in order of seriousness with the final possibility being permanent expulsion from the school. This decision will be made by the Head of Primary/Vice Principal.

## **Support**

There will be support for those who have been bullied, and those who bully. For those who have been bullied:

- Opportunity to discuss what has happened with the class teacher or a member of staff of their choice;
- Time given to listening to the child and reassurance;
- Continuous support and monitoring of those involved;
- Restoring self-esteem and confidence.

For those who have bullied:

- Opportunity to discuss what has happened with member of staff;
- Discussion of why the incident has happened;
- Informing parents of a need to monitor the child and change their attitude and behaviour.

## **Ways of educating about bullying through the curriculum**

The curriculum of the school is a medium to raise awareness of the nature and causes of bullying and how it impacts on individuals and communities. Assemblies, PSHEE, tutor time and specialist lessons can also have a focus on anti-bullying. It is important that bullying is addressed directly in the school and proactively throughout the school's curriculum. All class teachers and specialists need to work on this area of pastoral care.

## **Resources**

The following resources and website locations can be used to support the policy.

Websites:

- <http://www.anti-bullyingalliance.org.uk/>
- <http://www.bullyonline.org/index.htm>
- <http://www.bullyonline.org/schoolbully/index.htm>
- <http://www.bullying.co.uk/index.php/schools/general/bullyingpolicies.html>
- [http://www.bbc.co.uk/schools/parents/life/health\\_happiness/health/bullying.shtml](http://www.bbc.co.uk/schools/parents/life/health_happiness/health/bullying.shtml)
- <http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>
- [http://www.oecdobserver.org/news/fullstory.php/aid/434/Bullying\\_at\\_school:\\_tackling\\_the\\_problem.html](http://www.oecdobserver.org/news/fullstory.php/aid/434/Bullying_at_school:_tackling_the_problem.html)
- [http://www.kzoo.edu/psych/stop\\_bullying/resources/websites.html](http://www.kzoo.edu/psych/stop_bullying/resources/websites.html)

# IS IT BULLYING?



When someone says or does something hurtful by accident and only once, that's **being RUDE or UNKIND.**

When someone says or does something hurtful on purpose once (or maybe twice) that's **being MEAN.**



When someone says or does something hurtful on purpose, and keeps doing it again and again even after you've asked them to stop because it upsets you, that's **BULLYING.**

## Repeated

The person does it more than once over more than one day.

## Targeted

The person is doing it to someone who is a less powerful person.

## Deliberate

The person is doing it on purpose to hurt or upset someone else.

## Bullying











