Anti bullying policy

Person responsible for policy:	Emma Shaw
Date reviewed:	September 2025
Review date:	September 2026

1. Rationale

At Park Lane School, all our pupils have an EHCP. They have difficulties with social communication, social interaction, and flexible thinking, all of which represent a major barrier to learning.

As a result, these difficulties may be shown in:

● challenging or inappropriate behaviour

● an inability to empathise with others

● limited ability to problem-solve

● an inability to accept others' viewpoints

● restricted play skills

● withdrawal from unfamiliar people, activities, or places

● obsessive interests

We have to carefully consider our approach to anti-bullying as many of our pupils who display inappropriate or challenging behaviour are not intentionally hurting a person. Park Lane School does not tolerate bullying of any kind. We recognise that bullying happens in all schools and young people may be involved at some time. Park Lane School is committed to creating a safe environment where everyone can learn, play, and work. A place where everyone can communicate their concerns, confident that they will be listened to and will be offered help. Bullying can take place in school, in a playground or even in a classroom. Any child can be subjected to bullying. Children can become victims of bullying because of their gender, race, ethnic background, disability, social circumstances, learning difficulties, or for no other reason other than the opportunity is there. We will make it clear to pupils, staff, parents/carers and governors that if bullying happens, we will work as a community in accordance with the school's policy to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the person doing the bullying.

2. Definition of bullying

Bullying is a deliberate hurtful behaviour where a person or group intend to physically and/ or emotionally hurt another person or group. Bullying can be peer-to-peer, pupil to staff, staff to pupil, staff to staff. Bullying can mean many different things and can include actions which some adults might dismiss as unimportant or trivial.

Definition of bullying: - defined as behaviour that is:

● Repeated

● intended to hurt someone either physically and/or emotionally

● often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

3. Forms of Bullying

Bullying behaviour may be displayed in the following ways:-

Emotional

- being unfriendly

- teasing (e.g. taking personal objects, name-calling) and/ or using language to humiliate or scare.
- excluding
- Gossiping; excluding people from groups and spreading false and hurtful rumours

Physical

- Biting
- Punching
- Slapping
- Pushing
- Kicking
- Scratching
- Pulling hair

Racism

- Name-calling
- Gestures

Sexual

- unwanted physical contact
- sexually abusive comments

Homophobic

- because of, or focussing on the issue of sexuality.
- Name-calling

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (DfE "Prevent and tackle bullying", July 2017)

Use of the internet

- social media, email & internet communication apps
- involve inappropriate communications in the use of unsuitable digital and video images within social media sites.

Mobile phone

- threats by text messaging & calls. Misuse of associated technology, e.g. camera & video facilities

Our pupils are vulnerable to cyberbullying due to their lack of social understanding. It is important to monitor pupils' use of technology. Pupils are supervised when using Chromebooks, iPads and class computers. We have an E-Safety agreed practice statement in the Staff Handbook and E-safety for pupils is included within the Computing curriculum. Due to the nature of pupils with autism and other complex disabilities, it is important to recognise that a child may not always deliberately attempt to hurt or upset another child. The school's Behaviour Management system ensures that all negative behaviours are logged, giving appropriate detail to triggers for the behaviour occurring and pupils involved. These records are monitored and discussed by the school's leadership team on a weekly basis. All incidents of "bullying" would be investigated and seen as inappropriate and unacceptable behaviour. At Park Lane there are no specific sanctions for specific kinds of behaviour. The responses vary according to circumstances, level of understanding and individual needs of the child concerned. Incidents and approaches which all staff need to be aware of will be discussed with class teams and in full staff meetings. Any concerns relating to bullying would be shared with parents/carers.

4. Prevention

Through our PSHE/RSE curriculum, our staff work with the children to emphasise the importance of developing social skills, including positive friendships, positive behaviour, and respect for the feelings of others. Classes establish safe and nurturing environments, for pupils to feel safe, trusted and listened to. Pupils are given regular opportunities to discuss how they are feeling and/or share their worries. Teachers use the PSHE and computing lessons, to teach pupils how to stay safe online. There is regular communication through school newsletter, giving parents the tools to help keep their children safe online at home. Pupils should be given the opportunity to learn or discuss current issues around bullying or positive relationships during the weekly assembly or within news sessions. Where pupils have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is socially inappropriate. Where further support is required, the class teacher will liaise with the Emotional Literacy Support Assistant (ELSA) to plan some intervention work to develop their understanding of their own emotions. Where necessary, we will call on the expertise of the local PCSO and invite them in to work with a specific class or group of classes. The school will also involve parents in discussions about the prevention of bullying. Parents should feel confident in raising any concerns about bullying, as it will be taken seriously and will be resolved in a way that protects their child.

5. Roles and responsibilities

The Governors

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice, including analysis of data published under its single equality scheme.
- Ensure the school is promoting equality for its whole community.

School and Staff

Headteacher, Deputy Head and Senior Teacher

- To determine, communicate and ensure implementation of the school's measures on behaviour support and anti-bullying.
- Ensure the entire school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.
- To deliver and organise training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on any bullying related data from the behaviour reporting system and plan appropriate interventions either at an individual or whole-school level.
- Promote anti-bullying through Friendship week and anti-bullying work in PSHE and RSE sessions.
- Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To advise staff on any bullying related matter.

School staff

- To be constantly monitoring the pupils for bullying type behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the pupils.

Responsibility of Parents and Carers

- To support their children and work in partnership with the school

6. Pupils' Voice

There are several ways that pupils can communicate to express their feelings and thoughts. These include the school council, Annual reviews, Education Health Care Plans, everyday communication with school staff and small group communication sessions. School staff should be constantly vigilant for signs that a pupil may be experiencing bullying behaviour expressed either through a pupil voice or from signs such as distress, change in mood, injury, change in behavioural norms. Reports or expressions of bullying made by pupils will be taken seriously.

7. Associated policies and procedures

- Behaviour policy
- Safeguarding (including, digital online safety)

8. Reporting and monitoring

- If bullying behaviours are reported or observed; the member of staff who has that information should report it to the class teacher for follow-up action.
- The behaviour concern should be recorded on iris or CPOMS, Deputy Head Teacher and Headteacher will be alerted to the behaviour concern.
- The class teacher should then investigate to determine the facts behind any arising issue. Where the issue is complex or not easily resolved, the teacher should, as appropriate, seek further advice from the Deputy Head Teacher. Follow-up actions should be devised, recorded, and aimed at addressing bullying behaviours. If bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working, then the matter should be referred to the Deputy Head Teacher. It is expected, through the behaviour support systems, that the Headteacher would be kept informed of bullying-related issues.