



# Eden Park Academy



## Eden Park Anti Bullying Strategy and Behavioural Flow Chart

### Introduction

Bullying impacts not only the victim and the bully but also bystanders, who may be influenced by group pressure. It is not an inevitable part of school life and does not resolve itself without intervention. Bullying includes jokes, insults, intimidation, threats, written abuse and violence—none of which should be accepted by anyone in the school community. Addressing all forms of bullying is essential for pupils to fully benefit from their education.

Eden Park Academy believes every pupil has the right to learn in a safe, caring and supportive environment free from bullying. While all schools have some pupils who may display bullying behaviour, a well-disciplined and organised environment helps minimise it. The school promotes good citizenship and makes clear that bullying is a form of anti-social behaviour that is wrong and will not be tolerated.

### What is bullying?

Bullying is when a child repeatedly targets another child with unkind, intimidating or threatening behaviour. It is intentional and can affect an individual or a group.

### Bullying may involve:

- **Physical behaviour:** hitting, kicking, pushing or similar actions.
- **Verbal behaviour:** name calling or hurtful comments about appearance, background or personality.
- **Exclusion:** deliberately leaving a child out of games, conversations or activities.
- **Damaging or taking property:** breaking, hiding or stealing belongings, sometimes with threats.
- **Online behaviour:** unkind or threatening messages through texts, emails or social media.

Bullying is **not** a one off argument or disagreement. It is behaviour that happens **repeatedly** to the same child or group. Schools work closely with pupils and parents to help everyone understand this, as the term “bullying” can sometimes be used when the situation is a conflict or fallout.

### What can you do if you are being bullied?

- Remember: staying silent gives the bully more power.
- Remind yourself that you do not deserve to be bullied — it is wrong.
- Be proud of who you are. Everyone is unique and that’s a good thing.
- Try not to show that you are upset, as bullies often target people’s fear.
- Stay close to friends or trusted people — there is safety in numbers.
- Be assertive: say “No!” clearly, walk away confidently and go straight to a member of staff.
- Avoid fighting back, as it may make things worse. If you feel you might, talk to a teacher or parent first.
- Tell a trusted adult as soon as possible. You will be taken seriously and supported, and the situation will be dealt with safely.

### **If you know someone is being bullied:**

- Take action and be an *upstander*. Watching and doing nothing can make it seem like you support the bully and can make the victim feel even more alone.
- If you don't feel able to intervene, tell an adult immediately. Teachers can deal with the situation without getting you involved or in trouble.
- Do not be, or pretend to be, friends with a bully.

### **As a parent:**

- Look out for changes in your child's behaviour — for example, not wanting to go to school, feeling unwell often, or a drop in their usual work standard.
- Stay actively involved in your child's school life. Ask about their day, who they spent time with, and how break and lunchtime went.
- If you think your child may be experiencing bullying, contact the school immediately. Your concerns will be taken seriously and appropriate action will be taken.
- Advise your child not to fight back, as this can escalate the situation.
- Reassure your child that there is nothing wrong with them and that it is not their fault they are being bullied.

### **As a school:-**

- Organise the school community to minimise opportunities for bullying, for example by increasing supervision at key times.
- Use every opportunity to discuss bullying and model positive behaviour, such as through the PSHE curriculum.
- Deal with all complaints quickly, firmly and fairly, involving parents when needed.
- Review the School Relational Behaviour Policy regularly to ensure it is effective.
- Maintain a firm but fair discipline structure, keeping rules simple and easy to understand.
- Avoid using teaching materials that give a negative view of any group based on ethnicity, gender or other characteristics.
- Encourage pupils to talk about their relationships with others and to develop positive attitudes, including understanding what real friendship looks like.
- Promote respect for everyone within the school community.
- Bullying is treated as a serious offence, and the school takes every possible action to prevent and eliminate it.

### **Action to be taken when bullying is suspected:-**

When bullying is suspected, staff will speak separately with the suspected victim, the suspected bully, and any witnesses.

The member of staff will then decide whether to follow the school's behaviour policy or the specific Antibullying Strategy.

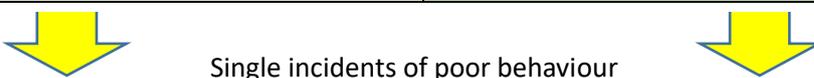
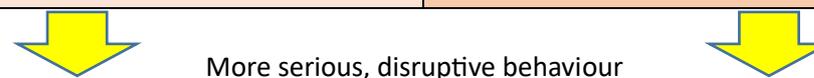
If the Antibullying Strategy is used, the following actions will take place:

- The Executive Co-Headteacher will be informed and will coordinate the response. Meetings with staff, parents and pupils may be arranged if needed.
- The incident will be recorded on CPOMS, including agreed actions. All parties will be informed.
- Outcomes will also be recorded on CPOMS and shared.
- The victim will be given the opportunity to talk about the incident with their class teacher or another trusted adult, and their parents will be informed.

- The bully will be managed according to the Relational Behaviour Policy, and staff will discuss the incident with them.
- Parents of all children involved will be notified.
- Support and counselling will be provided for both the victim and the bully, with ongoing help as appropriate. A restorative approach will be used wherever possible.

### Appendix B – Relational Behaviour Flow Chart

\*Note not all 'relational strategies' are included in the flow chart – refer to the full policy for wider range of support.

Individual	Whole class/group
Give clear L.O's and concise instructions Non-Verbal Communications Build relationship Check in and connect regularly	Create class rules/agreements - how we want to be together. Plan seating plans and arrangements for groupings Give clear LO, guidance and instructions – T&L Model classroom behaviours expected
 Single incidents of poor behaviour	
Use encouraging gestures and 'drive bys'. Consider adaptations to T&L – scaffold/challenge Adult (if available) to co-regulate and work alongside	Revisit class agreements Consider adaptations to T&L – scaffold/challenge Discuss the class with SLT to gain further advice/support
 More serious, disruptive behaviour	
Record incident on CPOMS environment. Support from Pastoral Team (including SENCo) Consider 'safe space' to work or 'resets' Use of relational plan Parental contact and meetings Consider temp exclusion Reintegration meeting	Re-establish class agreements – focus on trigger areas. Hold a class meeting to establish what is going well and what needs to change. Loss of break/lunchtimes to complete missed work. Report incident to SLT – agree way forward. Possible staff training identified – coaching and mentoring. Use of scripts. Parents informed – communication home.
 Extreme and serious behaviour	
Use of external agencies to support (EH, Inclusion lead, Ed Psych etc) Consider alternative provision or part time timetable. Consider permanent exclusion	Relational support plan for class Plan coordinated action/support with SLT. Target specific and clear areas of focus.

## **Appendix C – Restorative Approach**

This conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred. It is helpful to communicate explicit safety cues and have the PLACE framework at the forefront of your mind at any stage of this process. The more the process feels like a collaborative conversation and curious exploration that the child can reflect and contribute to, the more they will be able to learn from the experience.

### **What happened?**

Allow the child to tell their story, listening with genuine curiosity and without judgement by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing. Using soothing (not cross) tones.

### **What were you thinking and how were you feeling?**

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is at developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

### **Who else has been affected by this?**

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

### **What do you need, and what needs to happen now so that the harm can be repaired?**

To reinforce the collaborative nature of the process it can be helpful to ask: "how can we put right the harm caused?" or "what have we learnt from this experience?" This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at that time.

### **What does the child need to move forward?**

- Short term intervention to help to keep them safe, particularly in managing specific situations / transitions that they may find tricky.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.