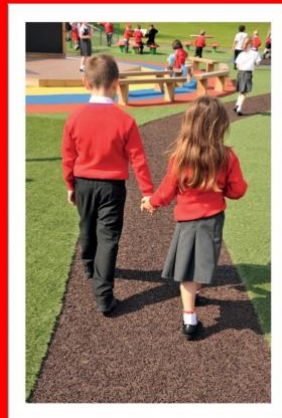




Park Hall Academy.

Proud Members of The St Bart's Multi Academy Trust

Anti-Bullying Policy



Date: October 2023

Review Date: October 2024



Park Hall Academy Anti –Bullying Policy

Introduction

Everyone at Park Hall Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort stops this happening and prevents equality of opportunity. It is everyone's responsibility to ensure that this does not happen.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Promoting Positive Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying across the academy. There is a zero-tolerance policy for bullying at the school.

Vision and Values

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We are an inclusive and caring community, together we create a nurturing and secure environment where each child is valued and recognises that they are special and important. In turn we value others and recognise our responsibilities towards one another. All members of the Park Hall family contribute to the life of our happy, friendly and successful school.

Legislation and Statutory Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- Cyber bullying: advice for headteachers and school staff

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, Park Hall will proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the Local Governing Committee for monitoring purposes.

Statutory Implications

The academy understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Definitions of Bullying.

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Intent

Our intention at Park Hall Academy is to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy intends to produce a consistent school response to any bullying incidents that may occur.

We intend to make all those connected with our academy aware of our opposition to bullying and we make clear each person's responsibilities with regard to the prevention and eradication of any bullying in our academy.

What is bullying?

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and Collins dictionary, updated 2018).

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is **repeated**, or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- **Balance of power, such as physical strength, access to embarrassing information, or popularity to control or harm others. These embassies can change over time and indifferent situations, even if they involve the same people.**
- **Repetition as these behaviours happen more than once or have the potential to happen more than once.**
- **Actions, such as making threats, spreading rumours, attacking someone, physically, orally, or for particular reason, e.g. size, hair, colour, gender, sexual orientation, and excluding someone from a group on purpose.**

Any behaviours that may need to be handled with sanctions will be in line with our policies.

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possession

- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating in order to provide support to the pupil.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school’s Safeguarding Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the academy’s approach to preventing and managing instances of child-on-child abuse can be found within this policy.

Online Bullying

Online bullying it's use of technology (social networking, messaging, text messages, email, chat, rooms, et cetera.) To harass, threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list, as is not exhaustive:

- For threatening texts, emails, or messages.
- Posting abusive comments on social media sites.
- Sharing humiliating, videos or photos of someone else.
- Stealing someone's online identity.
- Spreading rumours was online.
- Trolling-sending menacing, upsetting messages through social networks, chat, rooms, or games
- Developing hate sites about another person
- Prank calls or messages
- Group, bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self harm.
- Pressuring children to send sexual messages or engaging in sexual conversations.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the malicious communications act 1988, under section one which states that electronic communications which are in decent or grossly, offensive, convey a threat or false information, or demonstrate that there is an intention to cause distress or anxiety to the victim can be deemed to be criminal. This is also supported by the communications act 2003, section 127, which states that electronic communications, which are grossly, offensive, or indecent, obscene, or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another, could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing sexual images of children or the age of 18 then this is also a criminal offence under the sexual offences act 2003. Outside of the immediate support children may require. In these instances, the school will have no choice but to involve the police to investigate these situations.

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying. All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Implementation

To Prevent Bullying

Prevention is better than cure, so at Park Hall we will be vigilant for signs of bullying and always take reports of incidents seriously. (Signs and Symptoms of Bullying May Include: an unwillingness to want to come to school, anxiety, lack of confidence and self-esteem, a child who is being bullied may be quiet and withdrawn. It is important to recognise that these signs may also indicate other problems too).

Learning and teaching will reinforce the ethos that bullying is wrong and will not be tolerated. We will help pupils to develop strategies to control bullying type behaviour.

Weekly teaching of PHSE/ ICARE assists children in building resilience, self-esteem and confidence. The weekly focus is incorporated across all learning throughout the week to embed the concepts. All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Weekly 'Big Questions' are introduced during a whole school assembly before being discussed in detail throughout the week during class assemblies. The 'Big Questions' do not always have an easy answer or even a right or wrong answer. Children are encouraged to think deeply and debate in a safe environment on themes such as difference, right and wrong, race, values etc, with a link to British Values.

Role play, drama and discussion activities are used to share information and provide a forum for discussing important issues such as equality of opportunity, relationships, moral purpose and acceptable and unacceptable behaviour. Attitudes will be challenged in a supportive manner. Those who may be bullying others will be given the opportunity to learn to respect others and modify their behaviour accordingly.

We promote the responsible use of Computing and Technology to prevent online bullying. THINK – Tell someone if you are being bullied, Hide your passwords, Inform your parents about the sites that you visit, Nice, be kind and Keep your personal information safe. This policy should be read in conjunction with our Online Safety Policy.

Implementation

Dealing with Incidents in a consistent manner.

- All reported incidents of bullying will be investigated and taken seriously by all members of the school community.
- A record of incidents will be kept on CPOMS. In order to facilitate co-ordinated action, all proven incidents of bullying will be reported to the Principal.
- If bullying includes racist abuse, then it will be recorded on CPOMS and marked as such. Parents and Carers will always be informed in the case of all bullying incidents.
- Both the “victim” of bullying and the “perpetrator’s” parents/carers will be informed.
- Upon discovering an incident of bullying, we will discuss with children the issues appropriate to the incident and in a manner appropriate to their level of understanding.
- The adult will ensure that each pupil is given an opportunity to talk and the discussion should remain focused upon finding a solution to the problem and preventing a reoccurrence.
- Sanctions may include official warnings to prevent reoccurrence, missed playtimes, working in a classroom away from their usual class to complete work, pupils may be placed upon Principals Report, in serious cases of bullying, short term or long term exclusions may be enforced.

Supporting Pupils.

- Class teachers, the Principal, and where necessary the Assistant Principals will support pupils who may have been the victims of bullying.
- All adults within school will seek to challenge and change attitudes and behaviours of any pupil who may have bullied others.
- Emotional support and reassurance from the class teacher and where necessary the home school link worker.
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
- Pupils who have bullied others will be supported in the following ways:
 - Receiving a consequence for their actions
 - Being able to discuss what happened
 - Being helped to reflect on why they became involved
 - Being helped to understand what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents

Roles and responsibilities

Local Governing Committee is responsible for

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis on their protective characteristics or backgrounds.
- The overall implementation of this policy
- Ensuring that the academy vision is promoted by all members of the Park Hall family.
- Appointing a designated safeguarding link governor who supports the designated safeguarding lead to ensure that the policies and practices relating to safeguarding, including prevention of cyber-bullying, are being implemented effectively.

Principal is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance.
- Ensuring that all members of the Park Hall family are committed to our mission statement, 'Continuing the Learning Journey Together.'
- Arranging and supporting all staff with their continued professional development.

Assistant Principals/ Vice Principal

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Monitor CPOMS half termly to look for trends of behaviours and support pupils appropriately.
- Assistant principals will support staff within their phase.

Teachers are responsible for:

- Monitoring of CPOMS system daily to ensure that everyone is aware of incidents, on a need to know basis.
- Promoting positive relationships between all members of the Park Hall family in order that pupils feel comfortable raising any concerns or worries they may have.
- Create a safe and nurturing environment in line with the academies vision.
- Supporting any child affected from or by bullying.

- Reporting any incidents of bullying via CPOMS once they have been approached by a pupil or a parent for support, ensuring to alert SLT, including Assistant Principal of the child's phase and Home School Link Worker.

Parents and carers are responsible for:

- Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in the knowledge that their concerns will be taken seriously and investigated without delay.
- Parents are responsible for monitoring their child's online communications/ activities to protect themselves and others.
- Parents and carers have a responsibility to support the academy's anti-bullying policy, actively encouraging their child to be a positive member of the school. We expect parents to work alongside the school, supporting sanctions put in place in order to bring about positive outcomes for all.

Pupils are responsible for:

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- We are a TELLING school. Pupils will be helped to understand that keeping information from the school or their parents will never help to solve a problem and may in fact prolong the problem. This also applies to pupils who witness behaviour that they consider to be inappropriate behaviours that are upsetting to themselves or others. Pupils are supported to understand that they should walk away from confrontational/ inappropriate situations and report these to an adult immediately.
- In the event of a pupil experiencing cyber-bullying, pupils are taught to keep evidence of any communications and report to a member of staff or parent.
- Pupils are expected to ensure that they uphold our school expectations, "Be Safe" and "Show Respect" and recognise and understand the importance of these.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Links with other Policies

This policy is seen as an integral part of our

- Promoting Positive Behaviour, Equality, Diversity and Community Cohesion Policy
- Online Safety Policy
- Promoting Positive Behaviour Policy
- Safeguarding Policy

Monitoring and review

This policy is monitored on a day-to-day basis by the Principal, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the Local Governing Committee's responsibility, and they review its effectiveness annually. Governors will look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy is reviewed every annually or sooner as necessary, by the Principal/ DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **October 2024**.

Signed:

G Frost / Principal

S Hawley/ Chair of Governors



Date: October 2023

Review Date: October 2024