



Park Campus Academy

Anti-Bullying Policy 2020 – 2021

Park Campus Academy (PCA) Anti-Bullying Policy

1. Statement of Intent

At Park Campus Academy (PCA) we have an absolute commitment to supporting each other - which includes being respectful not only to ourselves but to all members of our learning community. In line with this, the Academy is committed to providing a caring and safe environment for all students and staff so that they can learn and work in a secure atmosphere. Bullying of any kind is unacceptable in our Academy and will not be tolerated. ***Racist, sexist and homophobic/transgender bullying is illegal, and the Academy will involve the police at its discretion.***

If bullying does occur, students and staff should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to report it.

2. Principles

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given in justification
- The Academy recognises the detrimental effect on students who may be subjected to bullying and will work actively to minimise the risk
- The Academy also recognises that some students may be more vulnerable to the risks of being bullied and will work actively to ensure an inclusive more caring ethos
- Victims of bullying will be treated in a supportive manner
- The harmful effect on student performance which can be occasioned by bullying is recognised and the Academy is committed to combating all bullying behaviour. This is part of our mission to maximize student achievement and allow them to better fulfil their latent potential
- The Academy will support all members of staff in identifying bullying and developing strategies to deal with it effectively
- The Academy understands that those involved in bullying behaviour may also require support, in order to moderate their behaviour.

This policy is drawn up with regard to the DFE (2017) guidance on tackling bullying (and previous guidance), as well as the Equality Act 2010, for example, in relation to the protected characteristics.

3. Prevention

The role of the Academy first and foremost is to aim to prevent any forms of bullying. This involves educating students about bullying so that they can make informed decisions about their behaviour and the behaviour of others.

Prevention of bullying will be addressed in the following ways:

- Curriculum work, such as PSHE, role-playing, assemblies, student workshops and reading appropriate texts
- Poster displays around the Academy
- Tutor time discussions and assemblies to reinforce learning
- Written statements in academy publications
- Student Council / Voice activities – including the Academy's Anti-Bullying Counsellors (ABC's)
- Engaging with external agencies such as Becoming a Man (BAM), Mary Dolly, The Metropolitan Police S.S.P.O.

Authored by: Nick Mallett – Assistant Head Teacher 01/2021

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4. What is bullying?

Bullying may be defined as: behaviour by one or more people which produces damaging or hurtful effects, physically or emotionally, to any individual. This may be done by a group of people or by an individual against one or more victims and **over a period of time**. Serious, isolated incidents will be dealt with under the PCA Behaviour Policy.

5. Bullying can present itself in many forms:

- Verbal: e.g. Name calling, personal comments about another student's personal circumstances/needs, for example being a young carer, comments about ethnic origin, special educational needs, disability or ability, sexuality, religion, culture, insulting other people's parents, shouting someone down, spreading malicious gossip
- Exclusion: e.g. 'Being left out' from peer groups, discussions, deliberately ignored, getting other students to ignore someone (for reasons outlined in 'verbal' above)
- Damage to property or theft: e.g. Damage to uniform: equipment: deliberately stealing to cause fear and upset
- Intimidation: e.g. Threats to a person; threats used to make a person hand over property or money; ganging up against a person; making adverse comments about a person's work
- Physical: e.g. Punching; hitting; slapping; pushing; kicking; tripping; spitting
- Cyber-bullying: e.g. Using social networking websites inappropriately. Filming or photographing other students and posting this on social media
- Passive bullying: e.g. Where a student stands by, observing another student being bullied and doing nothing about supporting the victim or reporting it
- Homophobic and transphobic bullying: e.g. making deliberate comments about someone's gender/ actual or perceived sexuality or that makes them uncomfortable /isolated.
Homophobia and transphobic bullying is illegal and will be treated very seriously by the Academy.
- Racial bullying is a type of racism where someone's bullying focuses on race, ethnicity or culture. ***Racism and racial bullying is illegal and will be treated very seriously by the Academy.***

6. Possible signs that a student is being bullied:

- A student may appear unusually withdrawn and uncommunicative
- They may be unable to concentrate in class
- Their behaviour may change e.g. a student's participation in Academy and other activities may be lowered
- They may experience psychosomatic complaints
- They may have unexplained cuts/bruises – or give unconvincing explanations
- There may be unaccountable and repeatable damage or loss to bags, books, equipment and money
- There may be intermittent and long-term absences from Academy
- A student may truant from the Academy.

7. Staff Procedures – always report it immediately

What to do if you think a student is being bullied

Encourage the student to talk about their experiences. It may help the student just to be aware that someone else knows. Pass onto a relevant staff member. All tutor base rooms have an anonymous '**Speak Out!**' anti-bullying box which is monitored daily by the tutor.

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What to do if a student complains of being bullied / you witness a student being bullied:

- Get a complete account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?
- Get a written statement from the student(s)
- If you can identify the bullies as other students from the Academy, talk to your form tutor/ Assistant Head Teacher (AHT) /DSL or DDSL
- Complete the bullying form and submit it to the DSL/DDSL/AHT
- The DSL/ASSISTANT HEAD TEACHER will then decide on the appropriate course of action.
- The form tutor or Assistant Head Teacher will arrange for a member of staff, chosen by the student either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the student and his/her parent are satisfied that conditions have returned to normal
- The procedure to follow is as follows:
 1. Details carefully discussed. Face-to-face meeting held and parents informed immediately.
 2. Restorative Justice (RJ) meeting held between the victim and perpetrator. Support/guidance offered to both parties and member of staff assigned to monitor the situation.
 3. Review Meeting held 7-14 days later (or sooner, if needed)

If at the Review Meeting, it is clear that the bullying has stopped, then the case is closed. If the bullying has continued, then the cycle above is repeated one more time.

- It may be appropriate to conduct separate follow-up meetings with the victim and bully to ensure that the problems have been sorted out.
- Incidents involving persistent bullying require a formal bullying statement to be completed.
- This statement must then be passed onto the form tutor and Assistant Head Teacher. The details will be added to the bullying log to ensure all events are logged.

Best practice

- Look out for the signs of bullying as described earlier, not only in lessons but during break and lunchtimes
- Be alert to the particular vulnerabilities of different groups such as students who are young carers or who have special educational needs and/or disabilities, so watch and listen carefully
- Always treat allegations of bullying seriously and initiate action immediately
- Never tell a student to ignore a situation, ignore someone or that an allegation is not serious. It takes great courage for a child to tell a teacher and he/she should be praised for doing so and supported by seeing the teacher take action.
- Never assume that someone else is dealing with an incident which comes to your attention. It may be the case that it is already being dealt with, but staff are duty bound to make sure.
- It is important to promote a positive climate within the classroom where students are encouraged to treat each other with dignity and respect. Students should be supported not to tolerate bullying and to bring any incidents to the notice of the teacher.

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Vulnerable students, including those with Special Educational Needs and/or Disabilities (SEND)

We will be especially vigilant about bullying in respect of our more vulnerable students. They are a diverse population and can include students with complex health needs, students with SEND, students with sensory impairments and students with behavioural needs.

The common difficulties which some groups of student encounter may include:

- Negative attitudes to disability
- Negative perceptions of difference
- Difficulty in resisting bullies because of disability/learning needs
- Being more isolated owing to disability/learning needs
- Failure to understand that what is happening is bullying (e.g. in the case of autism)
- Difficulties in telling people about bullying.

These students can also experience bullying in adult life. This makes developing a positive culture and one in which bullying is pro-actively prevented even more important.

8. Sanctions

If the bullying persists, then several sanction options will be considered. These could include:

Step 1: Bullies will receive a warning and/or detention.

Step 2: For continued bullying a written warning to be sent home alongside detentions and/or internal exclusion.

Step 3: For further bullying: Fixed Term Exclusion

Step 4: For persistent bullying: extended fixed term or Permanent Exclusion.

9. Guidelines for Parents

- Always contact the academy with any concerns
- Be aware of any changes in behaviour that could be linked to bullying.
- Be reassured that the academy will take action to deal with the bullying.
- Be assured that we will deal with all incidents firmly but sensitively.
- If a child is thought to be bullying another child, we will invite the parents into the academy to discuss the matter. Our aim is to achieve reconciliation and offer support.

10. Monitoring

The Academy will maintain a bullying log that records all incidents of bullying (as defined by this policy). Bullying will be regularly reviewed, and actions taken in line with school improvement and curriculum planning. The reviews will also particularly focus on monitoring and addressing any emerging trends or patterns relating to both perpetrators and victims. This will include vulnerable students and those with SEN or Disabilities (SEND).

Patterns will be identified to ensure that the most effective intervention, support and training is in place. This includes feeding into our equality and diversity planning as required.

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Incidents of bullying will also be reported formally in the PCAC' Termly Report by the Head of the Academy.

The student body and parents will also be involved in reviewing the effectiveness of anti-bullying work, for example in annual questionnaires and student leadership activities.

11. Links with policies, specific policies include:

- The PCA Behaviour Policy (including sanctions)

Park Campus Academy

Action against bullying

We know that everyone has a right to be respected

We can create an environment in which everyone feels safe

We will stop bullying

Is another student making you
unhappy/feel bullied?

Is someone else being
bullied/mistreated by someone?

You have options:

Go directly to a member of staff
that you trust and tell them what's
happening.

Tell someone at home and they can
tell a member of staff.

What will happen next?

Step 1 – We will talk to you about what has happened and will hold a meeting face to face.
We will let parents know.

Step 2 – We will hold a restorative justice meeting and/or offer support and guidance.

Step 3 – We will hold another meeting to check that all has been resolved and that no
further support is needed.

We hope that this process will ensure that the bullying stops, if not we will
either repeat the steps we have taken, or a severe sanction may be put into
place.

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PCA Anti-Bullying Charter

Has committed to the following principles to prevent and respond to bullying.

Our Academy:

- 1. listens** - all students and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- 2. includes us all** - all students, including those with SEN(D), are included, valued and participate fully in all aspects of academy life.
- 3. respects** - all academy staff are role models to others within the school in how they treat others.
- 4. challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
- 5. celebrates difference** – difference is actively and visibly celebrated and welcome across the whole academy.
- 6. understands** - all academy staff, students and parents and carers understand what bullying is and what it isn't.
- 7. believes** - all students, including disabled children and those with SEN(D), and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- 8. reports bullying** - all students within the academy and their parents and carers understand how to report incidents of bullying.
- 9. takes action** - we respond quickly to all incidents of bullying. Students, including disabled pupils and those with SEN(D), participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- 10. has clear policies** - our academy's anti-bullying policy reflects these principles and is embedded within other academy policies. They are widely and actively promoted to academy staff, students and their parents and carers.

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