Anti-Bullying Policy

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Our School believes that all of its pupils have the right to learn, and the staff the right to work, in a safe, supportive and caring environment. Bullying in any form will not be tolerated within our School and it is the responsibility of everyone involved in the School community to prevent bullying and harassment.

We acknowledge the possibility that bullying or harassment might occur in school or take place when the pupil is not at school. The first and often most difficult hurdle to overcome is that of recognising that there is or may be a problem of bullying in the school or with your child. It is important therefore that the school both defines what it believes bullying and harassment to be and the form these behaviours may take. It is also important that school has clear procedures to deal with it.

Park Community Academy's named Anti Bullying Governor is Mrs G Whiteley.

What are the differences between bullying and harassment?

Harassment is often impersonal, directed at people because of <u>what</u> they are rather than <u>who</u> they are. It is based upon a notion which justifies mistreatment of those who are different and therefore not equal because, for example, they are a girl/woman, disabled, or from a minority ethnic background.

Bullying is usually directed at people because of <u>who</u> they are. It may be distinguished from other forms of aggression in that it involves dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. Bullying can be short-term or can continue over years. Bullying and harassment can be physical or verbal or even just a look. It can be overt or subtle intimidation. Many pupils experience bullying at some point in time. It could be for a variety of reasons such as weight issues, or not having the "right" clothing.

What is Cyber-bullying?

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.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Incidents that take place during the school day will be dealt with in the same way as other types of bullying (page 5).

Outside of the school, parents are responsible for this behaviour. However, Park Community Academy will support families as deemed appropriate by the Head teacher. This may be through pupil guidance or a sanction.

Alongside PHSE support, Park Community Academy offer support to parents on how to help their children engage safely and responsibly with social media, through parents' evening, advice in the school newsletter, tweets, emails and parental events.

<u>Homophobic and transphobic bullying</u>

Homophobic bullying is specifically when bullying is motivated by prejudice against lesbian, gay or bisexual (LGB) people, or against those perceived to be LGB. Homophobia can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. Sexist attitudes may manifest themselves in homophobic bullying, and any young person who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might experience homophobic bullying. Transphobic bullying is not the same as homophobic bullying.

Transphobic bullying is when an individual (or group), usually repeatedly, harms another individual or intentionally makes them unhappy because of their sex, or because they may not be

perceived to conform to 'typical' gender norms. Transphobia can also include denying somebody's trans-identity or refusing to accept it.

What are harassing and bullying behaviours?

The following list is not exhaustive but describes types of harassing or bullying behaviour:
- Physical assault (including inappropriate touching);
- Physical intimidation e.g. jostling, lifting skirts, taking trousers down;
- Derogatory name-calling, insults or jokes;
- Extortion of money/property;
- Graffiti;
- Destruction of property;
- Insulting gestures/making fun of/ridiculing;
- Verbal abuse or threats;
- Bringing materials such as leaflets, comics, magazines, offensive objects into School that insult, abuse or provoke;
- Incitement of others to harass and bully;
- Spreading rumours;
- Derogatory comments in the course of discussion or in lessons relating to the ethnicity, colour, gender, sexuality, racial bullying, disability of others; weight; size; personal hygiene; appearance.
- Ridicule of an individual for cultural or social differences e.g. food, dress, music, family, racial bullying;
- Refusal to co-operate with other people because of ethnic origins, gender, sexuality, disability.
- Cyber –bullying

Park Community Academy aims to prevent bullying/harassment by:

- Identifying and developing opportunities within the taught curriculum, PSHE, pupil pastoral time and assemblies to address issues;
- Continually developing pupils' inter-personal skills so that they are able to build positive relationships and can work co-operatively with others;
- Encouraging all pupils, parents, staff and other people involved within the School community to report any incidence of bullying or harassing behaviour and to assure them that they will be listened to;
- Following procedures for dealing with incidents that everyone understands, ensuring that they are consistently applied in line with the anti-bullying and behaviour policies and the equality charter.
- Attending local young people's anti bullying meetings
- Completing annual pupil voice / anti bullying surveys
- Participating in the Diversity activities
- E-Safety lessons and assemblies
- Following Park Community Academy's internet and online safety policy
- Creating a culture where pupils can speak out or share their concerns with members of staff.

Procedures

All staff should watch for early signs or symptoms in pupils which might include:

Physical Signs:

- Injuries that are not adequately explained by the pupil e.g. teeth marks from a bite;
- Current bruising/injury and a history of bruises and 'accidents';

- Injuries getting progressively worse, or occurring in a time-pattern (e.g. every Monday morning, or after visits to …);
- Bruised eyes, especially if both at once. A doctor can usually tell if the injury is spread-bruising from an accidental bump to the nose, or more likely to have been a fist to the eye.

Other Signs including verbal, indirect and cyber-bullying may be:
- Poor or deteriorating school work;
- Erratic attendance, 'running away' behaviour;
- Child's reluctance to come to School or frequent early morning illnesses (reported by parents);
- Problems with sleeping, bedwetting, nightmares (reported by parents);
- Complaints of hunger, lacking energy;
- Possessions (including schoolbooks) often 'lost', dirtied, destroyed, spectacles often broken;
- Reluctance to go into playground/desire to stay around adults;
- Reluctance to walk home at the same time as other pupils, or use the school bus;
- Unhappy, withdrawn demeanour, and/or isolated behaviour;
- A new tendency to stammer;
- Lack of appetite, anorexia, bulimia, excessive 'comfort eating';
- Deterioration of personal hygiene (i.e. smelly)
- Aggressive eruptions/tantrums.
- Constant attention seeking over-pleasing/compliant behaviour;
- Indications of alcohol, drug or substance abuse;
- Attempted suicide.
- Reporting via the SHARP system (School Help Advice Reporting Page System)
- Becoming withdrawn.

Finally, a pupil may use:
- Unlikely excuses to explain any of the above or refuse to give reasons.

ACTION (See Appendix 1 for aide memoire)

Staff should report concerns to the teacher with pastoral responsibility for the child and in line with the child protection and safeguarding policies.

Teacher to log concern
Record future action to be taken
Discussion with Team leaders / Senior Leaders
Monitoring (to identify the nature of the behaviour and those involved.)

How to report

How can pupils report incidents?
- Speak to a trusted adult (parent / carer, teacher, pastoral support, family member)
- Speak to a learning mentor / family team
- Report via the SHARP system (School Help Advice Reporting Page System)

How can Parents / Carers report incidents?
- Speak to the class teacher or team leader
- Report via the SHARP system (School Help Advice Reporting Page System)

Dealing with an incident of bullying (observed or reported)

- **Staff should** ensure that the pupils involved are taken to a place of safety and that both are supervised.
- Both pupils, the person exhibiting the bullying behaviour and the pupil being bullied, will be given the opportunity to give an independent account of what has happened (if there is more than one pupil, they will also be given the opportunity to give their account) and their responses recorded. The pupils are told that their responses are being kept as evidence. The person recording the account of the pupil will be decided by the Class teacher and Team leader/Senior Leader.
- Class teacher and Team leader/Senior Leader will:
- Decide upon a plan of action and decide whether parents need to be informed/invited into School;
- Parents should be constructively involved from an early stage using a problem-solving approach in the first instance. "It seems your son/daughter and (another child) have not been getting on lately **rather than** your son/daughter has been bullying (a child)".
- Decide whether Governors need to be informed.

In the case of serious incidents, Senior Leaders will decide with the Team leader whether to involve other agencies such as the Police.

Responding to a complaint from a parent.
Senior Leaders/Team leader to work in partnership to address the complaint and decide upon future action with the Class teacher.

Sanctions
The course of action taken in dealing with incidents of bullying or harassing behaviour in school will be decided upon by the Headteacher, Senior Leaders, Team leader and Class teacher.
The belief of the School is to support all parties involved and to take action which will effect positive change. In order to achieve change it may be necessary to use any of the sanctions (disciplinary steps) detailed in the School Behaviour Policy.

Behaviour Sanctions
- Withdrawal;
- Loss of privileges /rewards;
- After school detention;
- Work in isolation –for classroom learning;
- Breaks/lunch in isolation;
- Early involvement of parents/carers is essential;
- Letter to parent/carers - parents/carers into school
- Suspension. Internal/Fixed term
- Permanent Exclusion.

Monitoring and Evaluation
This policy will be monitored and evaluated in the following ways:

Monitoring
The following questions will be asked each term to monitor the incidents of bullying.

Record Keeping.
- Are records being kept up to date?
- Are records accurate?
- All incidents recorded (on CPOMs)

Checking of records
- Are incidents declining?

- Are the same names being repeated?
- Have incidents been followed up? – (Class teacher/Team leader)

Procedures
- Does everyone know the procedures?
- Are the procedures being used by everyone?

Communication
- Has school followed up procedures for communication with:
    - Parents/carers;
    - governors;
    - other agencies if required

Evaluation
Is the policy giving a clear message about:
- The prevention of bullying behaviour?
- The reduction of bullying behaviour?

Procedures
- Are these working and what works best?
- What needs to be amended and developed further?

Aide Memoire – Bullying

Description of Incident	Action by School	Possible Action by Police
Pupil forced to hand over money or other articles against their will due to intimidation or assault.	Inform victim's parents and issue investigated within school. Upon result of investigation sanction put into place. Advise parents to report matter to Police.	Offence of robbery. Formal Police investigation.
Pupil regularly intimidated and physically assaulted. As a direct result injuries received.	Inform victim's parents and issue investigated within school. Upon result of investigation sanction put into place. Advise parents to report matter to Police.	Offence of assault. Formal Police investigation.
Pupil regularly intimidated but is not physically assaulted, but receives some form of psychological distress e.g. racial abuse.	Inform victim's parents and issue investigated within school. Upon result of investigation sanction put into place. Consider informing parents of bully. Advise parents to report matter to Police.	If trauma experienced serious enough may be considered an assault. If racial abuse or similar action may be considered a breach of the peace. Formal Police investigation.
Pupil subject to threats of physical violence and individual believes the threat will be carried out.	Inform victim's parents. Speak to alleged offender and warn them to desist. Consider informing parents of bully. Victim should be advised to report further incidents. If incidents persist inform Police.	Police will warn perpetrator in presence of parents. If situation persists individual could be dealt with for breach of peace.
Pupil assaulted but not physically injured.	Inform victim's parents. Speak to alleged offender and warn them to desist. Inform parents of perpetrator. Sanctions put into place. Victim should be advised to report further incidents. If incidents persist inform Police.	Police will warn perpetrator in presence of parents. If situation persists individual could be dealt with for breach of peace.
Pupil subject to verbal abuse i.e. name calling.	Inform victim's parents. Speak to alleged offender and warn them to desist. Sanctions put into place. Inform parents of perpetrator.	No action required.