



**The Park Federation Academy
Trust
Wood End Park Academy**

Anti-Bullying Policy

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Section 1: Introduction

The Park Federation Academy Trust is clear that bullying is unacceptable in any form and is committed to recognising the seriousness of such behaviour and dealing with it immediately. We strive to create and maintain a bullying-free zone, so providing a safe, caring and friendly environment for all our pupils. As a Trust academy, Wood End Park Academy is committed to implementing this anti-bullying policy.

It is everybody's duty to act in accordance with this policy. All staff at Wood End Park Academy should be prepared to seek advice and accept, when appropriate, the need for support when dealing with incidents of bullying.

Section 2: What is bullying?

The Park Federation Academy Trust defines bullying as 'deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racial and homophobic), physical, social or psychological.' One of the defining features of bullying is its persistence. There is a wilful, conscious desire to cause harm to another. It does not apply to one-off incidents. It can involve a person, or groups of people, behaving in a way which does not recognise the needs and rights of the person being harmed. Staff are trained to recognise peer-on-peer abuse and the academy has systems in place to spot this too.

Physical Aspects– pushing, kicking, hitting, punching, pinching, biting, spitting and any form of physical violence or threat of violence. It can also be inappropriate/unwanted physical contact, abusive comments including sexual harassment.

Verbal Aspects– name calling, sarcasm, spreading rumours, persistent teasing, racial/sexual harassment, verbal threats. This can be directed at the person, or at their friends or family.

Emotional Aspects– tormenting, intimidating, threat of ridicule, humiliation, continued blame, reinforcement of a negative image, exclusion from groups or activities, extortion, continual taking or hiding of possessions.

Racist Incidents– this is a specific form of bullying that includes racial gestures, taunting or graffiti. It is "suffered by individuals or groups because of their colour, race, nationality or ethnic origins" (Commission for Racial Equality).

Homophobia, Biphobia and Transphobia- this is a specific form of bullying when people behave or speak in a way that makes someone feel bullied because of their actual or perceived sexual orientation. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen to be different.

Cyberbullying

Mobile, internet and wireless technology provides an opportunity for misuse through 'cyberbullying'. Three significant areas of risk include: being exposed to inappropriate content, contact and conduct (see E- Safety Policy).

Cyberbullying is any form of: Text messaging bullying, Picture/video bullying through webcams or mobile phones, Phone call bullying, Email, chatroom or social networks sites bullying or Instant messaging bullying.

Unlike other forms of bullying, cyberbullying can follow children outside of school hours and into their home. Cyberbullies can also remain unseen and sometimes, unidentified. Lessons are given to children within the ICT curriculum to address these serious issues and to provide children with the strategies and knowledge they may need to prevent such bullying occurring as well as what to do if it has occurred. We will inform parents if any such incidence occur in school or our attention is brought to any incident which occurs outside of school and which involves our pupils.

Children who bring mobile phones to school only do so with prior permission and must hand them into the office before the school day begins.

Signs of bullying

All staff should be aware of the following signs which may indicate that there is a problem, with the possibility that bullying is taking place and further investigation is required.

- Unwillingness to come to school.
- Withdrawn and isolated behaviour.
- Complaints about missing possessions.
- Refusal to talk about any problems.
- Easily distressed/anxious.
- Noticeable change in progress over time.
- Damaged or incomplete work.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.
- Unexplained cuts and bruises

Roles and responsibilities

It is important that there is a clear understanding of the roles and responsibilities for all parties when there is an incident of bullying.

- **Child-** Children need to be knowledgeable of what to do if they think they are being bullied. This includes:
Telling someone – it could be their teacher, parent/carer or any other adult in school. In writing-Write their thoughts down and hand it to an appropriate adult. Alternatively, they can use the class 'worry box' to write a note to the class teacher in confidence. Class teachers regularly check the worry box and deal promptly with any issues arising. The concept of the Worry Box is refreshed at the start of each year at the minimum.
- **Parent-** Parents should inform their child's class teacher in the first instance with the facts and with an open mind. It is the parent's responsibility to monitor the use of technology within the home and inform the school if they have concerns regarding e-safety.

The parent will be informed of any outcome following an investigation but will not be privy to any information regarding sanctions of other children involved. Parents should not seek to investigate any alleged bullying allegations themselves.

- **School staff-** All staff have a duty of care to report any observed or reported incidents of bullying. The class teacher will challenge any bullying behaviour according to this policy and the school's Behaviour Policy. All adults have an obligation to reinforce the anti bullying policy across the school and log all behaviour incidents in the behaviour log so patterns of behaviour can be spotted in good time. The Senior Leadership Team will provide support, strategies and advice to any person who needs it. The Principal and the Academy Council will ensure that an appropriate policy is in place, that it is implemented appropriately and that it is reviewed regularly.

In conjunction with our PSHE curriculum (which follows the Jigsaw scheme) and annual Anti Bullying week, all staff have the responsibility in educating children on what bullying is, its different forms and what to do if they are being bullied or have witnessed bullying taking place. These messages are reinforced during anti-bullying week during which children devise a class charter on how to deal with bullying. There is also a specific focus on cyber-bullying.

Procedures for dealing with bullying

In the event of an allegation of bullying, the following procedure must be followed. If this is adhered to, it will ensure that all incidents and persons involved are dealt with fairly.

1. All allegations are investigated by staff. This will be in the first instance the class teacher. Support can be gained from the Senior Leadership Team (SLT) who will manage each established account of bullying and bring to the attention of the Safeguarding Team.
2. When investigating incidents, staff should make sure that the child knows they are ready to listen and are in a safe and calm environment. It is important that they offer support to the victim. All parties involved should be spoken to as soon as possible and given a chance to report accurately.
3. All incidents should be recorded in writing in the behaviour log. There is a specific log for racist incidents and logs for recording any other incident where bullying has been alleged and established. Parents should be informed of all incidents.
4. In dealing with an incident of bullying, if appropriate, the parties involved can be brought together to discuss and resolve the conflict.
5. Appropriate consequences should be given to the perpetrator in line with the school's behaviour policy.
6. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place. The plan to follow will be discussed by the Safeguarding team so key staff such as the Family Support Worker can play her part.
7. When necessary, support will be offered to the victim and the perpetrator to correct inappropriate behaviour. Support could be in the form of a social group, learning mentors, peer mediators or gaining advice from the behaviour support