

Anti-Bullying Policy



September 2024

Review Date:
September 2026



Anti-Bullying Policy

Intent

Everyone at Park Hall Academy has the right to feel welcome, loved and valued for the unique individual they are. We seek to empower our little people to understand that, to “be kind is the most important thing to aspire to be”. Together we aim to ensure that **kindness is the heartbeat of our school**.

It is everyone’s responsibility to proactively seek to prevent bullying from happening. This ensures that all members of the school community are able to flourish in a secure, safe and happy environment. Bullying undermines self-esteem and denies equality of opportunity. It can have a devastating impact on individuals and can be a barrier to learning as well as having a serious detrimental effect on well-being and mental health.

All staff, parents and pupils work together to prevent bullying and to ensure that there is a shared understanding that bullying of any kind will not be tolerated within and beyond our school community.

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.

Every member of the Park Hall family is equal and recognises the need to treat each other with **respect** and **kindness**. We actively teach our children about both protected characteristics and the importance of ensuring that everyone feels a sense of belonging to our school family. We promote the highest expectations in promoting positive behaviours and consistently challenge any behaviour that falls below these expectations.

Everyone in our school family must be able to talk to someone immediately if they have any concerns that they, or any other member of our school is experiencing bullying behaviours of any kind, in the knowledge that their concerns will be heard, investigated and dealt with without delay. **Bullying will never be tolerated** and all staff will consistently challenge any behaviours which are not in line with our promoting positive behaviours policy, values and ethos. We are fully committed to the prevention of bullying and will always provide support to all children who may be the victims or perpetrators of bullying in order to maintain a caring, safe and secure environment, where every member of the Park Hall family may flourish.

This policy refers to all forms of bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, the use of cyber technology to bully and child on child abuse. All staff are aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child on child abuse equally serious regardless of the characteristics of the perpetrators or victims. We will never tolerate abuse as banter, or part of growing up and will never justify sexual harassment for example as boys being boys, as this can foster a culture of unacceptable behaviour.

Vision and Values.

All members of the Park Hall family contribute to the life of our happy, friendly and successful school. We take great pleasure in celebrating our achievements and success. We ensure that our values of honesty, enjoyment, achievement, respect and teamwork are at the heart of everything we do. 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. We want every child to flourish, knowing that they are cared for and supported on their learning journey. We are proud of our school and our children are proud to be members of our very special Park Hall family. We ensure that everyone is treated equally and fairly regardless of age, disability, (which we refer to as a special ability), gender, gender identity, race & nationality, religion or belief, pregnancy, marriage, sexual orientation, and have due regard to the Equality Act 2010

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Purpose and Aims of this Policy.

- To establish a safe and caring environment, in which we enable all children to learn, develop and flourish and be the very best versions of ourselves.
- To ensure that everyone is aware that **all forms of bullying are totally unacceptable and will never be tolerated.**
- All members of our school family will follow this policy in order to prevent bullying.
- To educate all members of our school family, so that everyone has a shared understanding of what bullying is and what it is not, in order to prevent and eliminate bullying behaviours.
- To provide a clear framework on our preventative measures to ensure that bullying does not occur.
- To ensure that all members of our school family follow clear procedures, reporting any incidents of bullying behaviours without delay, knowing that **all concerns will be taken seriously** and consistently responded to.
- To ensure that any incident of bullying behaviour is dealt with as quickly and as effectively as possible, taking into consideration the needs of all members of our school family. As a result we aim to eradicate any incidents of bullying.
- To effectively support and protect victims of bullying behaviour and ensure that they are listened to and supported.
- To ensure that anyone who displays bullying behaviours is challenged and supported to understand the need to change their behaviours and attitudes.
- Follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education September 2024 by knowing and understanding that: Safeguarding and promoting the welfare of children is **everyone's responsibility, and the voice of the child is paramount and must be heard.**
- To ensure that everyone maintains a child centred approach, considering at all times what is in the best interests of all children.

What is Bullying and What It Is Not?

Bullying is: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DFE, 2017)

Bullying can take many forms. It can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care, or has caring responsibilities. It might be motivated by actual or perceived differences between children. Bullying is characterised by an imbalance of power and victims find it difficult to defend themselves against the perpetrator/s.

Our children understand the phrase **Several Times On Purpose.**

Bullying is not a "falling out". On occasions, children can accidentally hurt one another or engage in unacceptable behaviour. Such incidents will be dealt with in accordance with our Promoting Positive Behaviours Policy.

Bullying can take many forms:

- Emotional; name calling, isolating or ridiculing a person
- Physical (pushing, kicking, hitting or any other form of violence).
- Cyber Bullying
- Indirect action such as spreading unpleasant stories.

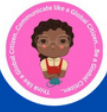
In some cases, bullying can be prejudice driven and may be targeted at someone due to:

- Age
- Race
- Religion/culture
- SEND (Special Educational Need or Disability),
- Health conditions or appearance
- Sexual orientation
- Gender
- Gender identity
- Beliefs
- Home circumstances including young carers and those living in poverty

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Implementation / The Prevention of Bullying.

At Park Hall Academy we support children in preventing and understanding the consequences of bullying through:



CURRICULUM

Our Ambitious Curriculum.

We ensure that our ambitious curriculum promotes safeguarding, healthy relationships and positive well-being for all, empowering and equipping our little people with the knowledge, skills and tools to make a positive difference to the world around them. We ensure that our learners understand that our words and actions are powerful and that we must use them to inspire and promote positivity. Our inspiring and aspirational PSHE&C and Relationships curriculum is meticulously planned to identify the knowledge and skills that our global citizens will acquire. Learners explore, discover and develop curiosity, learning how to make a positive difference to the challenging world in which we live. Together we actively promote inclusion to enable all to play their part as respectful and responsible global citizens who seek to ensure that they positively impact on the lives of others, creating a sense of belonging and embracing difference.



POSITIVE MINDSETS

Our children learn in safe and secure environments which foster admirable attitudes, celebrating success and a belief that we all "can and we will" achieve our biggest dreams and aspirations. We teach our children that in order for us to be at our best, all parts of our brain must work together. Happy breathing brings oxygen to our brains and helps team PHA (Prefrontal Cortex, Hippocampus and Amygdala) to work together. By teaching our children about the way in which our brains work, they begin to develop empathy with others and understand why others may react in a particular way to a given situation,



BIG QUESTIONS FOR CURIOUS MINDS

Big Questions for Curious Minds

Our little learners have the biggest, curious and enquiring minds. We provide opportunities for our children to discuss challenging questions in a respectful, inclusive and caring environment in which they feel safe and able to share their views, ask and answer questions and engage in discussions and debates to develop higher order thinking skills. As a result, our little people use their voices effectively and respectfully, knowing that they are welcomed, valued and loved for who they are. They develop as confident, resilient and caring individuals who respectfully and empathetically challenge viewpoints. Our children are empowered to have the biggest dreams and aspirations and know that they can be inspirational to others, making a difference to the Park Hall family and the wider, ever changing and challenging world in which we live.



EVERYONE WELCOME, LOVED AND UNIQUE

Everyone Welcomed, Loved and Unique

Our learners develop an increasing knowledge of protected characteristics and the importance of treating everyone fairly and respectfully. This ensures that everyone knows that they are important and special and differences are to be embraced and celebrated. Together we embrace diversity and difference and create futures full of possibilities.



ICARE BIG IDEAS

ICARE Characters. (Identity, Celebrate, Appreciate, Relationships, Empathy).

At Park Hall we have a very clear vision of the little people we hope to create, who will go on to be difference makers. In order to enable everyone to be the very best versions of ourselves, our learners are taught about the importance of developing a strong sense of **identity** which develops self esteem and confidence and pride in who we are. **Celebrating** builds positivity. We **appreciate** and are thankful for all we have, this helps children to focus upon positives and deal with adversity. Strong and positive **relationships** between all members of the Park Hall family are paramount to our well-being. We seek to understand others, develop **empathy**, and fully accept and embrace difference. Strong **relationships** ensure that everyone in the Park Hall family cares for one another.

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Empowering Learners - The Children's Safeguarding Board

Our children's safeguarding and well-being board act as ambassadors for our academy and deliver assemblies to support one another in ensuring that our school is a place where everyone is welcomed, loved and valued and embraced for the unique individuals we are.

Online Safety

Our comprehensive online safety curriculum empowers our digital citizens to be effective, responsible and respectful users of technology, who know how to keep themselves and others safe online. We regularly evaluate and update our approaches as the development of new technologies is increasingly rapid and ever changing. Our rigorous monitoring and filtering systems enable Designated Safeguarding Leads to proactively monitor pupil searches, this prevents online bullying through school systems. Learners are regularly reminded about the importance of being respectful and responsible users of technology.

Identifying Bullying/Signs and Symptoms

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. Our staff receive continued professional development to ensure that we remain alert to potential signs of bullying. Some of the warning signs can include:

- sudden change in behaviours or attitudes
- becoming withdrawn, anxious, or lacking in confidence
- becoming aggressive, disruptive, short tempered or unreasonable.
- repeated or persistent absence from school
- saying that they feel ill repeatedly/psychosomatic illness
- bullying other children or siblings
- changes in eating or sleeping habits, lack of sleep or appetite.
- fear of or unwillingness to use the internet or mobile devices, showing signs of fear or anxiety when receiving messages on devices.
- being nervous or jumpy
- unexplained injuries - cuts and bruises
- reluctance to walk to school alone or reluctance or refusal to attend
- decline in the standard of learning
- bedwetting
- nervous tics or stuttering, flinching
- lack of eye contact.
- underachievement/decreased involvement in learning.

It is important to acknowledge that the signs outlined above may not be due to bullying, however they may indicate other concerns which could effect emotional well-being. Therefore, they should be explored to enable any support to be provided to address any need.

Roles and Responsibilities.

It is the collective responsibility of all members of the Park Hall family to promote and uphold this policy, ensuring that everyone contributes to our "Everyone, Welcomed, Loved and Unique" ethos to create a sense of belonging for all.

The Role of All Staff: All staff MUST

- Uphold our academy's values ensuring that everyone is welcomed and loved for the unique individual they are.
- Ensure that there is zero tolerance to any bullying behaviours.
- Reinforce, model and promote positive behaviours, treating all members of the Park Hall family with respect.
- Report any concerns about incidents which could affect the health or well-being of anyone without delay to a Designated Safeguarding Lead.
- Spread kindness like confetti, ensuring that kindness is the heartbeat of our school.
- Listen carefully to any concerns raised by any member of the Park Hall family, ensuring that every concern is heard, in order that appropriate actions and support can be provided to those concerned.

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- Educate members of the Park Hall family to recognise bullying behaviours and other forms of negative behaviour. (This is planned into the PSHE & C curriculum and wider curriculum such as our Big Question for Curious Minds and Everyone, Welcomed, Loved and Unique assemblies).
- Support every child, following the equality policy.
- Ensure that any incidents of bullying behaviour are accurately recorded on CPOMS.
- Work in partnership with parents so that children are appropriately supported to modify inappropriate behaviours, and ensure that every child is supported effectively to do so, understanding the reasons why.

The Role of Pupils.

- Ensure that they treat all members of the Park Hall family with kindness and respect, recognising the part that they have to play in ensuring that "kindness is the heartbeat of our school".
- Ensure that they understand that they **MUST** report any concerns to an adult if they are worried about bullying, in the knowledge that they will be listened to and that any concerns will be dealt with immediately. **This applies to concerns about themselves as an individual or concerns that they may have for others. Telling an adult immediately prevents a reoccurrence of unacceptable behaviours and enables effective support to be provided as necessary.**
- Recognise that everyone must feel, welcomed and loved for the individual that they are and respect the differences between themselves and others, acknowledging difference as a positive to be embraced.
- Model our school values, Honesty, Enjoyment, Achievement, Respect and Teamwork, ensuring that these are at the heart of everything they do.
- Demonstrate a developing awareness (age appropriate) that there are protected characteristics which prevent a person from being discriminated against by law.
- Be empowered to challenge unkind behaviours in a positive way.

The Role of Parents/Carers:

Parents and carers have a responsibility to:

- Support the academy anti bullying policy, actively encouraging their child to be a positive member of the school community. We expect parents to work alongside the school, supporting any sanctions put in place in order to bring about positive outcomes for all.
- Raise any concern without delay to their child's class teacher. At Park Hall, staff are always available to speak to parents about any concerns that they may have. We value our positive relationships with parents and always strive to work in partnership with our families.
- Support the actions of the academy when carrying out investigations/dealing with any reported incidents.
- Promote the prevention of bullying by discussing expectations with their children.
- Parents and carers should never encourage a child to demonstrate bullying behaviours in retaliation and should not attempt to speak to a child that they feel may be behaving inappropriately towards their child. Both of these scenarios may only make the problem harder to solve. We expect all parents to work in partnership with the school to achieve the best outcomes for all children.
- Parents are responsible for monitoring their child's online communications/activities to protect their child and others.
- Where a parent or carer is not satisfied that a concern raised has been addressed or appropriately dealt with, they must contact the Principal/Vice or Assistant Principals who will meet to discuss and address any areas of concern.

Senior Leaders.

- Ensure that all members of the Park Hall family understand the importance of promoting positive behaviours and that all are clear that bullying behaviours are unacceptable and will not be tolerated.
- Ensure that this policy is shared with all staff members and volunteers at induction and that staff are provided with regular continued professional development to support all members of the Park Hall family in upholding and promoting this policy. (Be Safe Bulletin's - Assemblies).
- Promote the preventative measures to eliminate bullying behaviours. When we recognise that we belong and that differences are to be celebrated, bullying behaviours are less likely to occur.
- Support staff to ensure a consistent approach in dealing with any reported incidents of bullying behaviour.
- Where necessary work with external agencies in order to bring improved outcomes for all children.
- Report to the Local Governing Committee on the effectiveness of this policy.

The Role of the Local Governing Committee:

The Local Governing Committee (LGC):

- Supports the Principal and staff in all attempts to eliminate bullying from our academy
- Monitor the effectiveness of this policy by reviewing recorded incidents.

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Recording Incident/Concerns.

All reported concerns are logged on CPOMS. A consistent approach is used by all staff where concerns, investigations and actions are identified. In order to facilitate coordinated 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/s of bullying and the perpetrator/s parents/carers will be informed.

Monitoring Incidents:

All reported incidents of bullying will be investigated in a systematic way. When an incident or concern is reported, it will always be taken seriously. If bullying is not found to be occurring, the incident will still be dealt with and it will be explained to the person reporting the incident why it is not considered to be an incident of bullying, e.g. the incident may be a one off incident, a fall out between friends or a misunderstanding.

Upon discovering an incident of bullying, reassurance will be given that it was right to report the incident and that the appropriate action will be taken. We will discuss with children the issues appropriate to the incident and in a manner appropriate to their level of understanding. We will ensure that the voice of the child is heard and there will be a clear focus upon finding a solution to the problem and preventing a reoccurrence. All those involved will be spoken to individually in order that they may discuss their worries and concerns. Following this, anyone identified as having demonstrated bullying behaviours, will meet to agree how they will change their behaviours and will be helped to recognise why their behaviours must change and will not be tolerated. Sanctions may include official warnings, missed break times, working in a classroom away from their usual class to complete work, pupils may be placed upon principals report, and in serious cases of bullying, where despite support a pupil has failed to rectify their behaviours, short term or long term exclusions may be enforced.

We will promote **restorative practices** and ensure that those carrying out bullying behaviours understand their impact upon others and develop empathy. The person affected will only be involved in this process if they feel comfortable to do so.

Support for those affected will always be considered and they will be involved in identifying any further support they require. This may include:

- support from an identified staff member that they feel most comfortable to talk with,
- support from the Extended Home School Link Worker or Mental Health Support Team,
- a buddy system,
- ensuring that they have clear ways of reporting any further incidents.

Bullying incidents may happen outside of the school environment. Teachers can impose disciplinary sanctions for behaviours which are contrary to school values and expectations. Where a pupil reports an incident, this will be investigated and acted upon as necessary. For serious incidents, we may determine that it is appropriate to inform outside agencies such as the Children's Advice & Duty Team or the Police.

Parental views will be listened to and heard. Parents and carers will be informed of the outcomes of any investigation and the actions taken. We ask that parents actively support strategies proposed to eradicate concerns and support the academy in sharing consistent messages with their child/ren in order that we work together to ensure the best outcomes for every child.