KING'S PARK ACADEMY
ANTI-BULLYING POLICY

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	Inclusion Lead
NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:	Mrs L Dean; Academy Principal & Mrs A Prout; Director of Primary Education
APPROVING COMMITTEE:	Director of Primary Education
STATUTORY BASIS:	Non-Statutory Policy
REQUIREMENT TO PUBLISH ON WEBSITE:	Yes
DATE RATIFIED:	September 2023
DATE DISTRIBUTED TO STAFF:	September 2023

Outstanding Achievement for All

Contents

Statement of Intent

Ambitions Academies Trust (AAT) is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

AAT is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across AAT.

This policy must be adhered to by all staff, pupils, parents/carers and visitors.

Signed:

Principal   Date September 2023

CEO   Date September 2023

Introduction

Bullying of any kind is unacceptable in our school. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. We are a Tell Someone Academy. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim, it can be direct (physical/verbal) or indirect (being ignored or cyber bullying). It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is targeted specifically at an individual or group.

The children are taught that Bullying means **S**everal **T**imes **O**n **P**urpose.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Sexual – unwanted physical contact or sexually abusive comments;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Cyber – all areas of the internet, such as email and internet chat room misuse; mobile threats by text messaging, WhatsApp, SnapChat and phone call; misuse of associated technology i.e. camera and video facilities.

It can also include material bullying which includes damage to belongings and extortion.

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied;
- A disability, perceived physical difficulty or Special Educational Need;
- The race of the victim e.g. racist name calling, taunts, graffiti or gestures;
- The sexuality of the victim e.g. homophobic bullying.

Bullying is not:

It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional "joke" is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the occasional name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Offsite or Out of School Hours

If an incident of bullying is reported to the Academy, which occurred off Academy premises, outside of the normal Academy hours, this will also be investigated with appropriate action being taken. Where proven, incidents of bullying outside of the academy which affects a student attending the academy, will be managed in the same way as if the bullying took place within the academy.

Children

- Children are encouraged to **S**peak **O**ut **S**traightaway;
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family;
- Children may post a message in the 'I wish somebody knew' boxes located on every classroom corridor to voice any concerns;
- These boxes can be used for children's concerns; they can request to talk to someone. The boxes will be checked daily by the Inclusion Team.
- Children who are "bystanders" are encouraged to support their peers by reporting any suspected bullying.

The Role of Staff

- All incidents of suspected bullying will be dealt with by the member of staff they are reported to;
- All members of staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying;
- If they are unable to investigate, the matter must be referred immediately to a senior member of staff;
- The Principal will also be informed and if bullying is confirmed, all instances of bullying will be recorded and monitored for patterns of behaviour.

The Role of the Academy Advisory Committee

The Academy Advisory Committee supports the Principal in all attempts to eliminate bullying from our Academy. The Academy Advisory Committee will not condone any bullying at all in our Academy, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Role of the Principal

- It is the responsibility of the Principal to implement the school's anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Principal reports to the Academy Advisory Committee about the effectiveness of the anti-bullying policy on request.

- The Principal ensures that all children know that bullying is unacceptable behaviour.
- The Principal leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The Role of Parents

- Look out for unusual behaviour in your children. (See Appendix 1)
- It is important that you advise your child not to retaliate or fight back.
- Reinforce the Academy's policy concerning bullying and make sure your child is not afraid to ask for help.
- Parents are encouraged to share any concerns with their child's class teacher or a member of the Senior Leadership Team.
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.
- If your child has been bullied, please do not approach the perpetrator on the playground or their parents or involve an older child to deal with the bully. Please inform the school immediately and we will deal with it following the school procedures.

Procedures – Outcomes

A more specific outline of how bullying is dealt with at King's Park Academy can be found in Appendix 2.

Victim

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Support will be put in place to support the victim, this could include ELSA, a key adult, time out cards and referrals to outside agencies such as CAMHS (Child and Adolescent Mental Health Service) or counselling.
- Following investigations, staff will periodically 'check in' with a child that has been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel and ELSA support maybe given.
- Children that have been bullies are supported to modify their behaviour – this may be through a monitoring card, structured lunchtimes including pastoral support (by the

school's anti-bullying champion) and involvement of parents to reinforce the unacceptable nature of bullying.

- Other consequences may take place such as loss of break time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents

- Parents/carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parents' views will always be considered but the Academy stresses that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Recording

- All serious behaviour incidents are recorded on My Concern, which is a secure and trusted safeguarding software. These records are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.
- Incidents are recorded on My Concern, which is used to check for patterns of behaviour.
- Confirmed incidents of bullying are recorded in the Bullying Log which is used to highlight repeat incidents.
- The Senior Leadership Team and the Inclusion Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of incident logs i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour.

Prevention

We aim to help children to prevent bullying. As and when appropriate, children may be asked to:

- Write and sign class rules at the start of each year;
- Write stories or poems or draw pictures about bullying;
- Read stories about bullying or have them read to a class or assembly;
- Use role play and 'hot-seating' to help create feelings of empathy;

- Have discussions about bullying and why it should not happen.

The Academy has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

- The Academy has regular assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- Children learn how to recognise and respond to bullying through PHSE scheme of work.
- The Academy has a clear behaviour policy that rewards positive behaviour. The Academy rules are clear and straightforward and focus on positive attitudes.
- The Academy takes a pro-active stance towards any challenging behaviour.
- The Academy works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside the Academy as appropriate.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.

Appendix 1 - Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go on the bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Progress at school slows down
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay someone who has asked them for money)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2 - Specific outline of how bullying is dealt with by King's Park Academy

Bullying level	Sanction for the Perpetrator	Support in place for the Victim	Staff involved
First report of bullying	Statement taken from student Restorative meeting put in place between perpetrator and victim if felt appropriate Loss of play and/or lunchtime	Statement taken from student Restorative meeting put in place between perpetrator and victim if felt appropriate	The member of staff the incident was reported to records the incident on My Concern. The inclusion team/ SLT meet with the HOY to share information and next steps. HOY sets up restorative meeting and the amount of loss of play and/or lunch time Class Teacher informs the parents
Second report of bullying	Statement taken from student Restorative meeting put in place between perpetrator and victim if felt appropriate After school payback	Statement taken from student Restorative meeting put in place between perpetrator and victim if felt appropriate Access to ELSA (Emotional Literacy Support Assistant) if felt it was needed	The member of staff the incident was reported to collects the statement and reports the incident on My Concern. This is shared with SLT/ Inclusion Team HOY sets up restorative meeting and the payback dependent on level of bullying HOY reports incident to the Inclusion lead and records on payback form HOY meets with parents

Third report of bullying	Statement taken from student	Statement taken from student	The member of staff the incident was reported to collects the statement and reports the incident on My Concern. SLT/ Inclusion Team plan next steps.
	Restorative meeting put in place between perpetrator and victim if felt appropriate	Restorative meeting put in place between perpetrator and victim if felt appropriate	HOY sets up restorative meeting and agrees alternative provision with SLT (Senior Leadership Team)

SLT meets with parents |
| | Alternative provision in school as appropriate

Access to ELSA if appropriate | Access to ELSA if felt it was needed | HOY reports bullying via My Concern and passes to Inclusion Lead |
| Fourth or ongoing reports of bullying | Statement taken from student | Statement taken from student | The member of staff the incident was reported to collects the statement and reports the incident to the HOY |
| | Restorative meeting put in place between perpetrator and victim if felt appropriate | Restorative meeting put in place between perpetrator and victim if felt appropriate | HOY sets up restorative meeting |
| | InEx (Internal Exclusion) or a Fixed Term Exclusion (FTE) dependent on level of bullying

Access to ELSA if appropriate | Access to ELSA if felt it was needed | SLT decide on length of time in InEx or FTE dependent on level of bullying

HOY reports bullying *on* My Concern and passes it to Inclusion Lead |

High Expectations lead to High Achievers
PART OF AMBITIONS ACADEMIES TRUST