Parkview Academy

Shaping Minds. Building Futures

Anti-Bullying Policy and Procedures

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Contents

1. Definition

Bullying is defined by the DfE as:
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often 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 differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

2. Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law.
These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- Independent School Standards an associated guidance
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

3. Our Vision

Parkview Academy is committed to an anti-bullying culture in which no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour.

Further advice and guidance can be obtained from the DfE:
- Behaviour in schools (January 2022)
- Preventing and tackling bullying (July 2017)
- Approaches to preventing and tackling bullying (June 2018)
- KCSiE (September 2024)
- Mental Health and Behaviour in schools (November 2018)

4. Links with other school policies and procedures

This policy links with several school policies, practices and action plans including:
- Behaviour Management Policy
- Complaints Policy and Procedures
- Child Protection and Safeguarding Policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

5. Our School Community

- Discusses, monitors, and reviews our anti-bullying policy on an annual basis and reflect on practice as incidents occur.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively.
- Ensures that students feel safe to learn and that students abide by the antibullying policy.
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints: parents/carers in turn work with the school to uphold the anti-bullying policy.

- Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate.

6. Forms of Bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, beliefs, or culture.
- Bullying related to LDD (learning difficulties or disability)
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist, sexual, and transphobic bullying, including the use of transphobic language.
- Cyber bullying.
- Other prejudice-based bullying not identified above.

Relevant Forms of Bullying

- **Physical**
  Pushing, kicking, hitting, punching or any use of violence, making a child do something they do not want to do or stopping them from doing something they do want to do. Taking belongings, damaging someone's belongings.
- **Emotional**
  Being unfriendly, excluding and tormenting, sending malicious emails, or text messages, intimidating glances, and body language.
- **Verbal**
  Name-calling, sarcasm, spreading rumours, teasing, insulting, blackmail, and threats, making offensive remarks.
- **Discriminatory**
  Making offensive remarks and singling out for poor treatment based on someone's gender, race, gender re-assignment, disability, religion or belief, sexual orientation – this may be unlawful (Equalities Act 2010).
- **Hidden or indirect bullying**
  Lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass or humiliate, mimicking unkindly, encouraging other

to socially exclude someone, damaging someone's reputation.

Signs to look for

- Falling out with previously good friends
- Being moody and bad tempered
- Being quiet and withdrawn
- Wanting to avoid leaving the house
- Aggression with brothers and sisters
- Doing less well at schoolwork, signs of struggling
- Unwilling to go to school or socialise
- Insomnia
- Anxiety
- Claiming to be unwell on a regular basis, particularly in the morning
- Coming home with cuts and bruises
- Self-harm/self-injurious behaviour
- Torn clothes
- Asking for stolen possessions to be replaced

Staff must be extra vigilant of student's behaviour patterns as it can be difficult to separate out behaviour that stems from the student's background and or attachment issues and behaviour that stems from being bullied. Staff should be particularly sensitive to sudden and or extreme changes.

7. Preventing, Identifying and Responding to Bullying

Parkview Academy community will:

- Listen and take time to talk to students who disclose bullying, take what they say seriously and investigate the situation.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, and through peer support and student voice.
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow the school policy and procedures on bullying, including recording and reporting incidents of bullying.
- Actively create "safe spaces" for vulnerable children and young people.

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

8. Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems.
  - identifying and interviewing possible witnesses.
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
  This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.

  - providing advice on blocking or removing people from contact lists.
  - helping those involved to think carefully about what private information they may have in the public domain.

9. Involvement of Students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school.
- Participate in National Anti-Bullying Week.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address any underlying issues they may have.
- Support students to identify peer anti bullying mentors when the student population is of sufficient size to appoint these roles effectively and appropriately.

10. Liaison with Parent/carers

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Report back to parents/carers regarding their concerns about bullying as quickly as possible.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about face to face and cyber-bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

We expect parents/carers to:

- Inform the school of any suspected bullying, even if it does not involve their child.
- Encourage their child to report bullying to a member of staff.

- Inform their child(ren) not to retaliate through violence in any situation.
- If their child has been accused of bullying, work in partnership with the school and listen to evidence.

11. Preventing Bullying

Environment

The school will pay close attention to interactions during breaks and lunch periods. Staff awareness will be discussed during supervisions and 'hotspots' within the school will be identified.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and students (peer on peer abuse).
- Recognises the potential for students with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.
    - Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable students.
- Celebrate success and achievements to promote and build a positive school ethos.

Bullying outside of school premises

Parkview Academy will work collaboratively with all key stakeholders to prevent and respond to bullying outside of school. The school will work to support students and parents/carers if the need arises.

Continuous Professional Development

Staff will be offered on-going training with direct delivery through specific safeguarding and E-safety training as well as active involvement in PSHE lessons and participation in the National Anti-bullying week. This will interlink with statutory safeguarding updates and will support E safety/Online safety and cyber bullying lessons being delivered to support the safe use of the internet and support good practice for staff and the students.

Recording and reporting

All school incidents are recorded and reported on cpoms. Incidents of bullying will be monitored and reviewed to develop staff awareness and good practice.

Confirmed cases will be logged and monitored within the student's school file, areas of concern will be addressed, and actions recorded. Repeated incidents will be formally discussed with parent/carers and behaviour contracts may be implemented to support the individuals involved.

Monitoring and review, policy into practice

This policy will be reviewed annually. Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The member of staff with lead responsibility of well-being and pastoral care, will be the named Anti-Bullying Coordinator whose role will be to reflect on practice as incidents occur.

Responsibilities

It is the responsibility of:

- The Teacher in Charge to take a lead role in monitoring and reviewing this policy and is responsible for co-ordinating and strengthening the schools' approach to anti-bullying.
- The SLT, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Teacher in Charge to communicate the policy to the school community.
- Students to abide by the policy.
- Parents/carers to abide by the policy.

12. Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion, and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQIA+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related