



# PARK HALL ACADEMY

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Name of Policy	Anti-Bullying Policy	
Lead	Mr S Gregory, Deputy Headteacher	
Governor Committee	BSII Committee	
Review Frequency	Yearly	
Reviewed on	February 2023	
Next Review	February 2024	

## **Statement of Intent**

At Park Hall Academy, we believe that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can often be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the Academy community should be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others and that we act upon any bullying or harassment we see.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

### **Section One: What is Bullying?**

"Bullying is the wilful, conscious desire to hurt another person".

Bullying usually includes:

- deliberate hostility and aggression
- a victim who is weaker and less powerful than the bully or bullies
- an outcome which is always painful and/or distressing

Bullying can be:

**Physical:** pushing, kicking hitting, pinching, and any other forms of violence

**Verbal:** name-calling, spreading rumours, threats

**Emotional:** excluding or isolating, tormenting, ridicule, humiliation

**Racist:** racial taunts, graffiti, gestures (Please see the Anti-Racist Policy for further information)

**Sexual:** unwanted physical contact, abusive comments, homophobic abuse

**Online/cyber:** setting up 'hate websites', sending text messages, emails and abusing the victims via their mobile phones, abuse of Facebook or other social networking sites

Generally we believe bullying follows two common paths. Either it is one or more pupils using violence to threaten other pupils or it is one or more pupils systematically using cruel and hurtful actions in order to belittle or hurt other pupils.

\*We believe all forms of bullying are unacceptable\*

### **Section Two: Why Bullying is unacceptable**

All pupils at Park Hall Academy have the right to education free of unwanted fears generated by bullying. Pupils can only reach their full potential if they feel secure in their learning environment. We abhor bullying because its ill effects can last a person's lifetime and it is never justified.

### **Section Three: Ways of Preventing Bullying:**

(i) It is important to mention anti bullying strategies at induction as pupils need to know, before they start Park Hall Academy, that bullying is not acceptable.

The following points should be covered briefly:

- (a) Bullying is not tolerated
- (b) We have very little bullying
- (c) How to report bullying – including which staff to report it to

We should not overstate bullying when talking to new students and never make them anxious prior to them joining the Academy but rather reassure them that adults are here to support them through any concerns, bullying or otherwise

- (ii) A short paragraph outlining our Anti Bullying Policy appears in our Academy Prospectus.
- (iii) A series of quiet areas are available for students during recreation times. These areas will be supervised.
- (iv) The education of pupils in relation to bullying is facilitated through the PSHE programme, the Tutorial Curriculum and through regular immersion days.
- (v) Students are reminded that staff who wear the turquoise 'listening ear' lanyard will be available to talk through any worries, including those about bullying
- (vi) Students are reminded through regular Learning and Progress Conversations of staff that they can see at any time should they have concerns.
- (vii) Anti Bullying Week is regularly supported and displays around the Academy show our support for this.
- (viii) Students are part of regular assemblies that centre around different themes such as online bullying. Students are constantly reminded of the Concerns@Parkhall online method of reporting concerns.
- (ix) Students are surveyed regarding their happiness and sense of safety
- (X) Students write their own anti-bullying charter
- (Xi) Good role models are provided through Senior students, student leadership teams and Form Captains

#### **Section Four: Procedures for Investigating Incidents**

- (i) Staff will act upon all alleged cases of bullying and/or refer to a Head of Year where appropriate.
- (ii) All pupils and staff have a duty to report bullying
- (iii) Staff have a duty to protect those who supply information. Pupils who threaten witnesses will be punished.
- (iv) Unless there is evidence to the contrary all reports will be taken seriously and will be investigated.
- (v) Information will be gathered and facts sorted. Statements will be collected in writing.
- (vi) It may well prove useful to interview the victims' friends. Again the statements must be in writing.
- (vii) Once the case is assembled and requires answering, a decision must be made as to the appropriate way forward.

EITHER:

- (a) The bully requires sanctioning and possibly follow up support to address their actions

OR:

- (b) The punishment can be waived if mediation can be agreed between both bully and victim. They bully may or may not require additional support. This is only likely to be the case in low level cases.

### **Section Five: Procedures for dealing with the Bully, Victim and Parents**

- (i) The discretion for the way forward will lie with the Assistant Headteacher: Head of Key Stage and/or the Deputy Headteacher: Behaviour, Safety, Intervention and Inclusion. They may wish to consult with the Head of Year prior to making a decision for a wider context.
- (ii) The following list of possible sanctions is likely to be used.

#### **POSSIBLE PUNISHMENTS**

- 1 Detention
- 2 Inform Parents (after appropriate consultation with the Head of Year)
- 3 Letters of apology
- 4 Community Service
- 5 Loss of Privileges
- 6 Banned from Academy trips
- 7 Banned from extra-curricular activities
- 8 Placed on report
- 9 Inform the police (if outside the Academy as well)

Where an Assistant Headteacher or Head of Upper or Lower School feels a higher-level sanction is needed, he/she will converse with the Deputy Headteacher who may decide to use the following sanctions:

- 10 Internal Exclusion
- 11 Suspension (in consultation with the Associate Headteacher)
- 12 Permanent Exclusion (in consultation with the Associate Headteacher for the most severe of cases or ongoing persistent behaviour)

A further sanction is the "**Bullying Log**". This is kept in the Deputy Headteacher: Behaviour, Safety, Intervention and Inclusion's office and regarded as a very serious and retrograde moment in a pupil's school life. Incidents will be reported to the Governing Body and the Local Authority through regular monitoring. All allegations are recorded and a further record indicates those that have been upheld following investigation.

The Governing body may bear this register in mind when sanctioning short and permanent exclusions.

- (iii) If the Deputy Headteacher decides that no sanction is required, he/she may still use a range of the following actions:
  - (a) Face-to-face mediation.
  - (b) Re-timetabling.
  - (c) Support for both bully and victim
  - (d) Parental meetings
  - (e) Intervention programme

In all cases the Head of Year will be informed of all the facts and record made on SIMS

- (iv) If there is no substance in the accusation, the following will be done to monitor the situation:
  - (a) Inform the Head of Year
  - (b) Monitor the situation for a reasonable period of time

(c) Possibly enlist the help staff in providing interventions.

(v) **Informing parents/carers of the Incident**

Parents/carers of all parties will be informed.

However the following points should be considered before a communication is made.

- (a) Victim's wish.
- (b) Severity of bullying.
- (c) Timescale of bullying.
- (d) Victim's previous school record.
- (e) Is this child often a victim?
- (f) Previous parental contact.

**Section Six: The Role of the Academy Council**

- The Academy Council will review this policy annually to ensure that all current issues are addressed
- The Academy Council may suggest alternative methods for dealing with bullying issues
- The Academy Council may investigate each year the possibility of setting up 'anti bullying mentors'

**Section Seven: The Role of the Duty Team**

- The Duty Team Leader will ensure that their team are aware of bullying concerns and that they know to report these immediately
- Each Duty Team will be vigilant for any bullying concerns within their area of the Academy

**Section Eight: Strategies to deal with persistent Bullies**

- Persistent bullies are pupils who fail to respond to a reasonable number of attempts to educate them.
- They will probably have sampled a number of our suggested sanctions.  
These pupils will be dealt with by the Head of Year, the Assistant Headteacher, Deputy Headteachers, or the Headteacher
- These experienced staff will have experience of dealing with persistent bullies but the following options may prove useful:

**OPTION ONE** Signing a Behaviour Contract. Head of Year, pupil and parent to sign.

**OPTION TWO** The loss of break and lunchtimes over a long period of time.

**OPTION THREE** Lunchtime suspension (Headteacher)

**OPTION FOUR** Staff to be informed via (a) Briefing  
(b) Staff Meeting  
(c) Email

**OPTION FIVE** The Special needs Register via S.E.N.D Co-ordinator. This will enable outside help - in particular the Educational Psychologist and/or in school interventions.

**OPTION SIX** Extensive detentions that involve responding to Bullying material.

**OPTION SEVEN** The Associate Headteacher will always reserve the right to suspend or permanently exclude a persistent bully.

**Section Nine: Curriculum Links**

- (a) The staff responsible for the PSHE, Tutorial and Immersion curriculum are committed to devoting curriculum time to anti-bullying.
- (b) Assemblies will regularly feature themes around all aspects of bullying.