



THE FORGE

TRUST



THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

Anti-Bullying Policy

Written by	M Nunn
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Approving Body	Principal
Signed Principal	

Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;

all teachers are committed to personal improvement and fulfil their responsibilities;

all children receive a broad and balanced curriculum;

all academies strive to be outstanding.

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1. Our Vision

To provide a positive learning environment where pupil well-being is central to creating a climate in which all pupils can thrive in line with the Trust aim of:

Challenging educational orthodoxies so that every child makes good progress in core subjects; all teachers are committed to personal improvement and fulfil their responsibilities; all children receive a broad and balanced curriculum; all academies strive to be outstanding.

2. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils. Bullying of any kind is unacceptable at our academy and will not be tolerated. If bullying does occur, all pupils should feel able to tell an adult and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. All members of staff are responsible for dealing promptly with issues brought to their attention.

3. Introduction

At The Parkgate Academy we aim to provide a safe, caring and friendly environment for all pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We expect pupils to feel safe in the academy and have an understanding of the issues relating to safety, such as bullying. It is also our intention that they feel confident to seek support from school should they feel unsafe. The academy is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

4. Pupil Voice

The ideas and experiences of pupils are valued at The Parkgate Academy in the following ways:

- Through Academy Council, circle time/ class discussions and lessons pupils will have regular opportunities to learn about different types of bullying as well as discussing appropriate responses. We will also regularly assess how well this policy is working through pupil voice activities such as pupil interview/ questionnaires.

- Parents will also be given regular opportunities to give their views through the Termly Parent Forums/ Parent View.

This policy is available on our website and in paper form upon request.

5. Roles and Responsibilities

The Principal – Has overall responsibility for the policy and its implementation and for ensuring that the academy liaises with parents/carers, The Forge Trust and outside agencies as appropriate. The Principal will nominate an Anti-bullying Lead. At The Parkgate Academy, the Anti-bullying leads are Evie Scarborough, (Assistant Principal), Phoebe Eyre (Assistant Principal) and Kerry Chadburn (Principal).

Their responsibilities are:

- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Managing bullying incidents alongside the SLT;
- Managing the reporting and recording of bullying incidents: working with the SLT;
- Assessing and coordinating training and support for pupil and parents/carers where appropriate;
- Coordinating strategies for preventing bullying behaviour.

Designated Safeguarding Leads – Sally Borrill (Deputy safeguarding lead), Amanda Clifford (DSL and Pre School/F1 Lead), Josephine Stead (DSL and Administration Assistant), Elaine Leivers (DSL and Administration Assistant). These staff members will be made aware of potential bullying due to their specific roles in school.

SENCO – Kelly Mallinson will be made aware of potential bullying due to her specific role in school.

Class Teachers – Class teachers have the responsibility to be vigilant about the children in their class and look out for any potential signs of bullying either through the child's behaviour or through conversations with parents.

6. Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the target to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or has not yet become persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the target might be in danger, then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Threats
- Nasty teasing
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet including social networking sites
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Racial bullying
- Homophobic or transphobic bullying

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Pupils at The Parkgate Academy consider the following to be bullying behaviours:

"Bullying is when a group or individual regularly goes out of their way to make you feel bad (e.g. daily or whenever the opportunity arises e.g. twice a week when a particular pupil stays for lunch). It's not bullying if someone loses their temper, you have a fall out or it only happens once."

"Bullying is using power in the wrong way."

"Bullying is when someone constantly hurts you physically or emotionally."

Why are pupils and young people bullied?

Specific types of bullying include:

- Prejudice related bullying of pupils with special educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture;
- Bullying related to appearance or health;
- Bullying of young carers or looked after pupil or otherwise related to home circumstances;
- Cyber;
- Sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

7. Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being a transgender person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex /gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobic, transphobic, linked to gender identity or disablist in nature.

We will record these types of bullying on CPOMs.

Other vulnerable groups include

- Bullying related to appearance or health;
- Bullying of young carers or looked after pupils or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transgender, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior and may also be used to taunt young people who themselves are perceived as different or their friends, family members or their parents/carers.

In the case of homophobic, bi-phobic and transphobic language particularly, dismissing it as 'banter' is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our academies even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

8. Where Does Bullying Take Place?

Bullying is not confined to the school premises but may also persist outside school, in the local community and on the journey to and from school. The Parkgate Academy will act upon behaviour which occurs outside of school, wherever possible, to ensure that bullying does not occur (See The Forge Trust Behaviour Policy).

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their targets. We will ensure that our pupils are taught safe ways to use the internet (See our Internet Safety and Acceptable Use Policy) and encourage good online behaviour.

Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents and their children particularly those who experience online bullying and will treat cyberbullying the same way as any other forms of bullying (See The Forge Trust Behaviour Policy)

9. Reporting and Responding to Bullying

How to report bullying in our academies

Our academy has clear and well publicised systems to report bullying; this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Stakeholders should report bullying in the following ways:

Pupils – Pupils know that they can report bullying to any member of staff at the academy. All members of staff know that this should then be reported to the class teacher immediately. Pupils are aware who the Anti-bullying lead is.

Parents – Parents should contact the school office by telephone and ask to speak to their child's class teacher about a possible incidence of bullying. We advise parents not to speak about potential bullying incidents to teachers on the playground to ensure that other children are not discussed in a public area.

Teaching Staff – Staff in school should report bullying concerns to the child’s class teacher. This should be done via CPOMs. They should also ensure speak to the teacher on the day they have been made aware of the concerns.

Visitors – Posters are displayed in each academy identifying the Anti-bullying lead. The poster informs the visitor that the Anti-bullying lead is the first point of contact if they have bullying concerns. They should use the Appendix 1 for reporting bullying concerns or Appendix 2 for concerns around protected characteristics. These forms are available in the school office. When they have been completed, they should be handed to the Anti-bullying lead.

Responding to bullying concerns protocol

Stage 1 - Allegations of bullying are investigated by the class teacher. All information is passed to the class teacher, if it was reported to a different member of staff. The class teacher records his or her investigation and actions through the CPOMS system so that there is a written account ensuring that he/ she records the type of incident and details of what happened; any actions taken and details of any pupils involved and the nature of their involvement -target, ringleader, associate, bystander. The class teacher should allocate the incident to the Anti-bullying lead on CPOMs.

This stage may be bypassed by the Principal or Assistant Principal if the incident being reported clearly requires urgent intervention.



Stage 2 - Class Teacher must follow up on actions recorded initially. Teacher and Anti-bullying lead should then liaise about further actions. If all parties (Class Teacher, Anti-bullying lead, parent and child) feel that the incident has been resolved, it can then be closed as an incident on CPOMs.



Stage 3 - If the incident has not been resolved, the Anti-bullying lead should set up a meeting or phone call with the parent. The Anti-bullying lead should record the details of the meeting on CPOMS with actions that have been agreed with the parent. These actions should be rigorous as the situation was not resolved during Stage 1 with Class Teacher. The Anti-bullying lead should also seek the views and feelings of the child (target). N.B. Actions should be implemented with urgency to minimise the possibility of further occurrences of the bullying behaviour. The Anti-bullying lead will then set up a follow up meeting/phone call with the parent. This meeting/phone call should take place within the following 7 day period. The Anti-bullying lead must report this stage of the process to SLT.



Stage 4 - The Anti-bullying lead should complete the actions outlined during the Stage 3 meeting with the parent. The meeting/phone call with parent should then take place to discuss findings. A joint decision will be made between parent, child and Anti-bullying lead as to whether this matter can be considered closed. If the matter can be **closed**, the Anti-bullying lead should contact the parent within 14 days to check that the situation has been resolved. The Anti-bullying lead should also talk to the target and check how they are feeling and whether they are happy with the situation.



Stage 5 - If the matter cannot be considered closed, the Anti-bullying lead should repeat Stage 3. In addition to this, the Principal or Assistant Principal should then jointly investigate the bullying accusations alongside the Anti-bullying lead.

Protected characteristic – further guidance

In the case of bullying, in relation to protected characteristics, it remains the role of the class teacher to investigate but a member of the Senior Leadership Team must be informed and a Prejudice Related Incident Form completed and submitted to the Local Authority.

It is the responsibility of the Principal to monitor the number of instances of bullying. These will be shared with Strategic Development Committee of the Trust Board.

Any complaints regarding the handling of bullying would be dealt with through the school's usual complaints procedure.

10. Procedures

All reported incidents will be taken seriously and investigated; this will involve speaking to all parties (see section 9 of this policy for the 'Responding to bullying concerns protocol'.

The staff member is aware of and follows the same procedures:

- Interview all parties, and record findings on CPOMS;
- Implement appropriate disciplinary sanctions in accordance with the Academy's Behaviour Policy, the severity of sanctions being appropriate to the bullying behaviour displayed (At this stage consider whether it is appropriate to inform the relevant member of SLT/ the principal.);
- Communicate with the parents of the pupil/ pupils involved, as is appropriate to the incident;
- Consider the need for ongoing work in school with either the perpetrator or the target, including interventions;

- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime;
- Using the EHAF process where appropriate to involve other agencies who may be able to support.

NB: Responses may also vary according to the type of bullying and may involve other agencies where appropriate.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be monitored by the Anti-bullying Lead and Principal

The information stored will be used to ensure individuals incidents are followed up. It will also be used by the Anti-bullying Lead and Principal to identify trends and inform preventative work in school and the development of the policy. This information will be discussed by staff in staff meetings (as part of staff agenda) and necessary actions agreed and taken if parts of the policy appear not to be working.

11. Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils across The FORGE TRUST we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- PSHE/Citizenship lessons and cross curricular work;
 - Specific curriculum input on areas of concern such as cyberbullying and internet safety;
 - Students have a voice through democratically elected Academy Councillors in each class;
 - Promoting a nurturing learning environment, including the running of interventions to address specific issues;
 - Low class sizes and effective relationships between adults and pupil.
1. Support for parents/carers
 - Information on website signposting helpful websites;
 - Open door policy allows parents to communicate with staff as often as they choose;
 - Effective referral routes to other agencies.
 2. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities.

12. Useful Organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which pupil and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to pupil and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

The Forge Trust Policies

Behaviour Policy

Internet Safety Policy

Peer on Peer Abuse Policy

Safeguarding Policy

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Pupil with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)

APPENDIX 1 - The Forge Trust Possible Bullying Incident Form

Date of Incident: _____ **Time of Incident:** _____

Nature/Type of Incident:
(please tick)

Extortion	<input type="checkbox"/>
Isolation/Being ignored	<input type="checkbox"/>
Physical	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking)	<input type="checkbox"/>
Cyber	<input type="checkbox"/>

Personal possessions taken/damaged	<input type="checkbox"/>
Forced into something against their will	<input type="checkbox"/>
Written	<input type="checkbox"/>
Spreading rumours	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Details of the pupils involved:

Names	Year Group	Gender	Ethnic Origin	Role*

V = Target

R = Ring leader

A = Associate

B = Bystander

Location of Incident:

For example: classroom, library, to/from school, corridor etc.

Motivation for the incident:
(please tick)

Appearance	<input type="checkbox"/>
Disability/SEN	<input type="checkbox"/>
Sexist, sexual or transphobic	<input type="checkbox"/>
Religion	<input type="checkbox"/>

Cultural	<input type="checkbox"/>
Sexual orientation (homophobic)	<input type="checkbox"/>
Home circumstances	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

Race	
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Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

Appendix 2: THE FORGE TRUST Prejudice Related Incident Form

Date of Incident: _____ **Time of Incident:** _____

Details of the pupils involved:

Target	Year Group	Gender	Ethnic Origin

Incident believed to be related to:	Race/ethnicity/ Nationality	Homophobic/ bi-phobic	Transphobic	Disablist

Perpetrator/Perpetrators	Year Group	Gender	Ethnic Origin

<p>Location of Incident: <i>For example: classroom, library, to/from school, corridor etc.</i></p>
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Nature/Type of Incident:
 (please tick)

Personal possessions taken/damaged	<input type="checkbox"/>
Forced into something against their will	<input type="checkbox"/>
Written	<input type="checkbox"/>

Extortion	
Isolation/Being ignored	
Physical	
Verbal (name-calling, taunting, mocking)	
Cyber	

Spreading rumours	
Other (please specify)	

Circumstances Leading Up to Actual Incident:

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

