



Queen's Park Academy

Anti-Bullying Policy

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 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.

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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.

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 SOS box located outside the thinking room or to voice any concerns;
- The listening box 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, it will be logged in the school Bullying Log which is kept in the Inclusion Office – all instances of bullying will be recorded and monitored for patterns of behaviour.

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The Role of Governors

The governing body supports the Principal in all attempts to eliminate bullying from our Academy. The governing body 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 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 governing body 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)
- It is important that you advise your child not to 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 senior management
- 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.

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Procedures – Outcomes

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.
- Referral to a counsellor may be considered appropriate.
- 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.
- Children that have been bullies are supported to modify their behaviour – this may be through a report card, structured lunchtimes including pastoral support (by the school's behaviour mentor) 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.

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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 incident forms. These are kept in the Behaviour Log and are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.
- Incidents recorded on the Bullying Behaviour Incident Form, which 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 is 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 forms 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 weekly assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- 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.

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- 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.
- All new families are given a copy of the Academy rules and the Anti-bullying leaflet.

Date: November 2013

Date to be Reviewed: November 2015

Appendix

Signs and Symptoms

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
- Begins to do poorly in school work
- 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 dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- 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.