



**The Park Federation Academy Trust
James Elliman Academy**

**Anti-Bullying Policy
2017-2019**

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2017
Date of review	September 2019

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Section 1: Introduction

The Park Federation Academy Trust is clear that bullying is unacceptable in any form and is committed to recognising the seriousness of such behaviour and dealing with it immediately. We strive to create and maintain a bullying-free zone, so providing a safe, caring and friendly environment for all our pupils. As a Trust academy, James Elliman Academy is committed to implementing this anti-bullying policy.

It is everybody's duty to act in accordance with this policy. All staff at James Elliman Academy should be prepared to seek advice and accept, when appropriate, the need for support when dealing with incidents of bullying.

Section 2: What is bullying?

The Park Federation Academy Trust defines bullying as 'deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racial and homophobic), physical, social or psychological.' One of the defining features of bullying is its persistence. There is a wilful, conscious desire to cause harm to another. It does not apply to one off incidents. It can involve a person, or groups of people, behaving in a way which does not recognise the needs and rights of the person being harmed.

Physical - pushing, kicking, hitting, punching, pinching, biting, spitting and any form of physical violence or threat of violence. It can also involve inappropriate/unwanted physical (including sexual) contact, abusive/sexual comments.

Verbal - name calling, sarcasm, spreading rumours, persistent teasing, racial/sexual harassment, verbal threats. This can be directed at the person, or at their friends or family.

Emotional - tormenting, intimidating, threat of ridicule, humiliation, continued blame, reinforcement of a negative image, exclusion from groups or activities, extortion, continual taking or hiding of possessions.

Racist - this is a specific form of bullying that includes racial gestures, taunting or graffiti. It is "suffered by individuals or groups because of their colour, race, nationality or ethnic origins" (Commission for Racial Equality).

Homophobic and transgender - this is a specific form of bullying when people behave or speak in a way that makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen to be different.

Cyberbullying - mobile, internet and wireless technology provides an opportunity for misuse through 'cyberbullying'. Cyberbullying is any form of bullying through: text messaging; picture/video bullying through webcams or mobile phones; phone calls; email, chatroom or social networks sites; or instant messaging.

Unlike other forms of bullying, cyberbullying can follow children outside of school hours and into their home. Cyberbullies can also remain unseen and, sometimes, unidentified. Lessons are given to children within the ICT curriculum to address these serious issues and to provide children with the strategies and knowledge they may need to prevent such bullying occurring as well as what to do if it has occurred. We will inform parents if any such incidence occur in school or our attention is brought to any incident which occurs outside of school and which involves our pupils.

Children who bring mobile phones to school only do so with prior permission and must hand them into the office before the school day begins.

Section 3: Signs of bullying

All staff at James Elliman Academy should be aware of the following signs which may indicate that there is a problem, with the possibility that bullying is taking place, and further investigation is required.

- Unwillingness to come to school
- Withdrawn and isolated behaviour
- Complaints about missing possessions
- Refusal to talk about any problems
- Easily distressed/anxious
- Noticeable change in progress over time
- Damaged or incomplete work
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received
- Unexplained cuts and bruises

Section 4: Roles and Responsibilities

It is important that there is a clear understanding of the roles and responsibilities for all parties when there is an incident of bullying.

- **Child** - Children need to be knowledgeable of what to do if they think they are being bullied. This includes:
 - telling someone - it could be their teacher, parent/carer or any other adult in school.
 - in writing - write their thoughts down and hand it to an appropriate adult. Alternatively, they can use the class thoughts and feelings box to write a note to the class teacher in confidence. Class teachers regularly check the thoughts and feelings box and deal promptly with any issues arising.
- **Parent** - Parents should inform their child's class teacher in the first instance with the facts and with an open mind. It is the parent's responsibility to monitor the use of technology within the home and inform the school if they have concerns regarding e-safety. Advice is given to parents regarding e-safety through the school's website and through parent groups such as the SHARE Group.

The parent will be informed of any outcome following an investigation but will not be privy to any information regarding sanctions of other children involved. Parents should not seek to investigate any alleged bullying allegations themselves.

- **School staff** - All staff at James Elliman Academy have a duty of care to report any observed or reported incidents of bullying to the Senior Leadership Team (SLT). The class teacher will challenge any bullying behaviour according to this policy and the school's behaviour policy. All adults have an obligation to reinforce the anti-bullying policy across the school. This should be throughout the curriculum and within stand-alone sessions such as Circle Time/PHSE. In the Early Years Foundation Stage (EYFS) this will be addressed throughout but also specifically in PSED opportunities and Circle time sessions. The Senior Leadership Team will provide support, strategies and advice to any person who needs it. The Principal, the Academy Council and the Trust's Board of Directors will ensure that

an appropriate policy is in place, that it is implemented appropriately and that it is reviewed regularly.

In conjunction with the PSHE curriculum, all staff have the responsibility in educating children on what bullying is, its different forms and what to do if they are being bullied or have witnessed bullying taking place. These messages are reinforced during in class.

Section 5: Procedures for dealing with bullying

In the event of bullying, the following procedure must be followed. If this is adhered to, it will ensure that all incidents and persons involved are dealt with fairly.

1. All allegations should be investigated by staff. This will be in the first instance the class teacher. Support can be gained from the Senior Leadership Team.
2. When investigating incidents, staff should make sure that the child knows they are ready to listen and are in a safe and calm environment. It is important that they offer support to the victim. All parties involved should be spoken to as soon as possible and given a chance to report accurately.
3. All confirmed incidents should be recorded in writing using the Bullying and Prejudice Based Incident form- Appendix 1. The Bullying and Prejudice Based Incident Report Form is completed and models good practice as it encourages recording the type of bullying or incident and what the bullying or incident was about. There are age appropriate forms for EY, KS1 and KS2. If a child wished to speak to a member of staff, a 'request for support' form can be completed and left in the office. JEA collects this data which will support us in monitoring and acting on types, rates and patterns of bullying.
4. Where there is a concern that an allegation of bullying has taken place, a member of SLT will investigate and 'Allegation of Bullying Incident Report Form' will be completed and filed securely- Appendix 2.
5. There is a specific log for racist incidents which is sent to Slough Borough Council and CEO half termly (Appendix 3. The SLT should be informed of all incidents. When necessary, parents will be informed.
6. In dealing with an incident of bullying, if appropriate, the parties involved can be brought together to discuss and resolve the conflict.
7. Appropriate consequences should be given to the perpetrator in line with the academy's behaviour policy.
8. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.
9. When necessary, support will be offered to the victim and the perpetrator to correct inappropriate behaviour. Support could be in the form of a social group, learning mentors, peer mediators or gaining advice from the behaviour support team.

APPENDIX 1

Bullying and Prejudice Based Incident Report Form
JEA Bullying and Prejudice Based Incident Report Form

Report form completed by: _____ Date of Report: _____

Type of report: Bullying Prejudice-based incident

Initial report made by: Target Perpetrator or

Third Party: Staff Child / young person Parent / carer Other

BULLYING / INCIDENT WAS TO DO WITH - tick the main focus of the bullying or incident		✓
Appearance	Hair colour, body shape, clothing etc	
Disability / Special Needs / Medical condition	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories (related derogatory language or association with someone with a disability / special need (disablism)).	
Ethnicity / Race	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism).	
Gender Identity	Trans, perceived to be trans, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a trans family member. Language/stereotyped perceptions of gender for example: she/he, (transphobia).	
Religion / Belief	Beliefs, faith, lack of faith real or perceived or because of association with (Islamophobia and anti-Semitism for example)	
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family (homophobia and biphobia)	
Other	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT - tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
Cyberbullying	Use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language. Includes non-consensual sexting and distribution of images.	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
Physical Abuse (against pupil / student)		
Possession / distribution of offensive materials	This could be materials or publications that seek to promote offensive, extremist and prejudiced views including that which promotes the view that one	

	group is inferior to another (for example sexist views of women's place in the world).	
Sexual abuse / harassment (against staff)	Suggestive sexual comments, insults, invitations or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It includes groping, inappropriate touching.	
Sexual abuse / harassment (against pupil)		
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Verbal Abuse (against pupil)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE? - tick <u>all</u> that apply					✓
Bus		Corridor		Street	
Canteen		Park		Toilets	
Classroom		Playground		Other (please describe)	

Details of Reported Bullying / Incident

Name and Age/Year Group of Target/s*: _____

*some incidents may not have a target

Name and Age/Year Group of Alleged Perpetrator/s:

Risk Assessment screening questions

- Is the victim unsafe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

If appropriate to your setting: Restorative approaches used? Yes / No

Follow-up

Report form completed by:

REQUEST FOR SUPPORT

You have a right to be safe and happy at James Elliman Academy and if you are not we want to hear about it. Just fill in this form and put it through the letter-box in the office.

The teachers/support staff you have named will tell you when and where you can meet them.

NAME:

CLASS:

DATE:

Have you approached a peer helper? Yes / No

Which teacher/TA do you wish to speak with?



Staff reply slip

DATE:

Dear

Thank you for your note. I would like to meet you at:

Place:

Time: to talk about it.

From:

EY/KS1 BULLYING / HARASSMENT - VICTIM REPORTING FORM CHILDREN




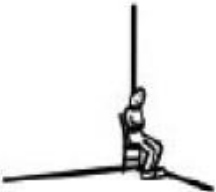

Name:

Class:

Date:

How were you bullied?

Circle the picture to tell us or write down in the empty box how you were bullied.

 hurt my body	 by phone or text	 called me names
 left out of things	 took my things	Other

Who bullied you?

Write the name(s) of the person(s) who bullied you in this box or draw a picture of the person(s) if you do not know them.

How did you feel?

Draw a circle around the faces which show how you feel about being bullied.

Tick the box to tell us at what time of the day you were bullied.



Worried



Sad



Scared



Angry

When did this happen?

- Coming to school
- Before morning playtime
- At playtime
- Before lunch
- During lunch
- In the afternoon
- Going home from school

What day of the week did it happen?

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Where did it happen?



Coming to school



On the school grounds



In class



In the dinner hall



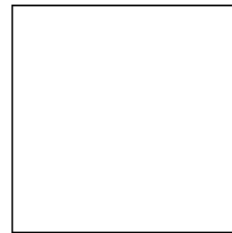
In the toilets



In the corridors



Going home from school



Other

Circle the picture that shows where you were bullied or draw your own picture in the space.

KS2 BULLYING WITNESS REPORTING FORM

Name:

Class:

Date:

Staff member:

Please describe what happened, what you saw and heard.

When did it happen? (Date and time)

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

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Appendix 2: Allegation of Bullying Incident Report Form

James Elliman Academy
Allegation of Bullying Incident Report Form
2017-2018

Name of child	
Reported by	
Date / Time / Location	
Children/Adults Involved	
Staff member dealing with the incident	

Timeline of Events <ol style="list-style-type: none">1. Child's view of events2. Brief description of incident and actions taken3. Names of witnesses4. Any damage/harm to persons or property and actions taken5. Name of person informing parents6. A record of views of parents/carers	
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Summary / Next Steps <p>After investigation a summary of action taken including contact with parents / carers (taken at time of report and agreed for the future next steps</p>	
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Appendix 3: SBC Racial Incident Form



working with



Racist Incident Report Involving Pupils Termly Report to the Local Authority – aggregated information



Type of racist behaviour reported <i>(an incident may involve more than one of the elements below)</i>	Number of incidents	Number of incidents resulting in further action	Number of incidents referred to Police or other body
Verbal abuse, name-calling, insults, racist comments or jokes	0	0	
Verbal bullying and threats	0	0	
Ridiculing and stereotyping comments, based on culture, religion, ethnicity	0	0	
Ostracising and excluding from friendship groups	0	0	
Making comments in discussion or interaction	0	0	
Refusing to work with or sit next to another pupil	0	0	
Inciting others to racist behaviour	0	0	
(Racist) graffiti	0	0	
Damaging personal property	0	0	
Wearing (racist) symbols	0	0	
Showing or distributing (racist) leaflets, comics or other propaganda	0	0	
Attempting to recruit others to racist organisations	0	0	
Ridiculing of positive policies	0	0	
Physical violence (jostling, punching, kicking, use of weapon)	0	0	
Incidents where there was an element of religious hostility	0	0	
Other	0	0	
Total number of incidents recorded <i>(Where an incident includes more than one of the elements above, it should be counted as one incident in the total)</i>	0		
Nil return to be recorded here			
Any other issue that you would like to draw to the attention of the Local Authority, e.g. particular trends, issues relating to the ethnicity of victims or perpetrators or areas of concern. Please attach separate sheet if more space is needed.			
DFE Number:			
Date:			

All returns to be sent via e-mail to edhelp@slough.gov.uk or in a sealed envelope FAO: Cambridge Education, Business Support Team, 2nd Floor East, St Martin's Place.