

**NEW PARK ACADEMY**  
**ANTI-BULLYING POLICY**

**FIRST CREATED: SEPTEMBER 2012 – EDITION 1**

<b>EDITION NO.</b>	<b>REVIEW DATE:</b>	<b>GB/Advisory Board Approval Date</b>
<b>2</b>	<b>JAN 2016</b>	<b>27/01/2016</b>
<b>3</b>	<b>NOV 2016</b>	
<b>4</b>	<b>MAR 2017</b>	<b>20/4/2017</b>
<b>5</b>	<b>MAR 2018</b>	<b>22/3/2018</b>
<b>6</b>	<b>FEB 2019</b>	<b>7/2/2019</b>
<b>7</b>	<b>FEB 2020</b>	<b>12/3/2020</b>
<b>8</b>	<b>JAN. 2021</b>	<b>04/02/2021</b>
<b>9</b>	<b>May 2022</b>	<b>20/05/2022</b>

Policy Agreed	<b>20thMAY 2022</b>
To be reviewed	<b>November 2024</b>
Owner	<b>Laura Clegg</b>
Designation	<b>DEPUTY HEAD TEACHER</b>

***This policy should be read in conjunction with the school policies for Safeguarding Children, Behaviour and Physical Intervention Policy, Single Equality Policy, E-Safety Policy and Peer on Peer Abuse Policy, Pupil Friendly Anti Bullying Procedures explained – Juniors and High School, and with the DfE guidance: Keeping Children Safe in Education 2023***

## **Introduction**

This policy seeks to support the school mission to 'Believe and Succeed'. It has been written incorporating the latest recommendations from the DfE. PSHE and RE lessons as well as school assemblies have been used to raise the issue of bullying and to give pupils the opportunity to look at how it might be tackled and what they see as being effective sanctions. As a result, the sanctions and procedures for bullying dovetail into the school's existing behavioural policy. Peer mentoring and the school council promote the cooperation between younger and older pupils.

Peer Mentoring is a proven, student-led programme already being used in thousands of primary, secondary and special schools throughout the UK. Experience has shown that sustainable and effective, it can be used to support transition, attainment, attendance and behaviour and help address issues of bullying.

Young people at New Park Academy have a history of failure both in terms of academic and social achievements. However, many are learning, in small steps, to accept responsibility for their actions, are progressing academically and are eager to share their insights and skills with younger pupils.

Equally, young people admitted to New Park Academy, often arrive with a basic mistrust of adults based on their own life experiences and/or have general 'issues around authority'. They are however willing to accept guidance from peers who they may perceive as 'cool'.

This means that peer counselling at New Park Academy does not only offer pupils with a growing sense of social responsibility the opportunity to further develop their social and communication skills, but offers young people who need to develop these or other identified needs, the chance to learn alongside their peers in a manner that they find more accessible and acceptable.

Peer Mentoring at New Park Academy aims

- to promote positive social interaction and reduce bullying,
- to help pupils learn to take responsibility for their own actions,
- to develop community spirit,
- to develop citizenship skills,

School Councils at New Park Academy (Juniors and High School) aim to

- Listen to the Pupils voice,
- Learn to understand, value and respect each other,
- Represent the views of others in the school and community,
- Develop and implement pupil ideas,
- Annually review school Anti-Bullying Charter,

## **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Verbal: name-calling, insulting personal remarks, racist remarks, sexist remarks and remarks of an explicit sexual nature.
- Physical: hitting, kicking, pushing or taking belongings or money.
- Indirect: Distribution of images or messages relating to another person via a form of social media or verbally that could lead to exclusion from social groups, or being made the subject of malicious rumours.

## **Aims and objectives**

- We believe that all pupils at New Park Academy have a right to be treated with respect and consideration.
- That the provision of a safe and nurturing environment will promote learning and good citizenship.
- That any form of bullying is totally unacceptable and that the school will act promptly and decisively to deal with any such behaviour.
- That staff, [Advisors](#), parents/carers and pupils should work together in order to reduce instances of bullying.

## **Procedures**

- All staff need to be aware of the school's policy on bullying and should be vigilant at all times so that bullying does not pass undetected.
- Staff will investigate any allegations of bullying and take the pupils' concerns seriously.
- Staff will act promptly to investigate alleged instances of bullying.
- Less serious incidents (name calling etc.) will be challenged immediately and an appropriate sanction given (lost break/removal/'letter of apology'). The pupil being bullied needs to be reassured of our support and encouraged to report immediately any further incidents. Staff should then log the information with name and date of perpetrator and victim on CPOMS. The perpetrator will need to be reminded of further consequences. In the event of a serious incident (a fight or assault etc.) the Headteacher or her representative needs to be informed at the earliest possible opportunity and appropriate actions will be taken.

### **The Headteacher will then:**

1. Ensure that the incident is written up on CPOMS
2. Make parents/carers of both parties aware of the incident within 24 hours.
3. Use one or more of the following strategies to deal with the incident depending on the circumstances:
  - Investigate the incident.
  - Bring bully and bullied together for a no-blame, conflict resolution approach
  - Reparation or compensation for damaged/stolen property.
  - Appropriate consequences
  - Referral to the SLT for fixed term [suspension](#) or for police involvement.

### **Racist/Sexist/Homophobic/Transphobic Bullying**

Racist, sexist, [homophobic and transphobic](#) bullying is deemed as a serious incident and should be dealt with as for any serious incident and be recorded on CPOMS. It includes person to person bullying as well as written/picture/photo messages on social media.

Racist incidents include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry.
- Physical threats or attacks.
- Wearing of provocative badges or insignia.
- Bringing racist leaflets, comics or magazines.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults.
- Refusing to cooperate in work or play.

Sexual bullying is characterised by:

- Abusive name-calling.
- Looks and comments about appearance etc.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material, graffiti with a sexual content.
- In its most extreme form, sexual assault or rape.

Homophobic Bullying includes:

- Speaking to somebody in a way which makes them feel bullied because of their actual or perceived sexuality.
- Bullying someone 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 as being different.
- Name calling, spreading rumours, physical or sexual, and emotional abuse.
- A dislike towards other open or obviously LGBT young people.

Transphobic Bullying includes:

- Calling someone names, teasing or humiliating them, using transphobic language
- Using incorrect pronouns (eg. he/she, him/her) to humiliate someone
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived gender identity
- Vandalism of property, offensive graffiti or displaying symbols
- Inappropriate sexual comments or gestures

### **Monitoring**

- The SLT will be responsible for monitoring instances of bullying within the school.
- The SLT will ensure that new pupils and staff are aware of the policy.
- The policy will be reviewed annually.
- The SLT will provide effective staff training to help all staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.

### **Evaluation**

The policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying.
- Fewer pupils report being bullied or that they are bullying.
- More pupils say that they would not join in bullying someone else.
- More pupils would tell a member of staff if they were being bullied.
- Annual pupil survey to gauge effectiveness of policy and practice.