



**The Park Federation Academy Trust  
West Drayton Academy**

**Anti-Bullying Policy**

## Approval

<b>Approved by CEO and Federation Principal on behalf of the Board of Directors</b>	October 2024
<b>Date of approval</b>	October 2024
<b>Date of review</b>	October 2025

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## 1. Our school commitment

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, providing a safe, caring, and friendly environment for all our pupils. It is everybody's duty to act in accordance with this policy. All staff should be prepared to seek advice and, when appropriate, accept the need for support when dealing with incidents of bullying.

The Independent School Standards Regulations 2010 require that the proprietor of an Academy ensures that an effective anti-bullying strategy is drawn up and implemented.

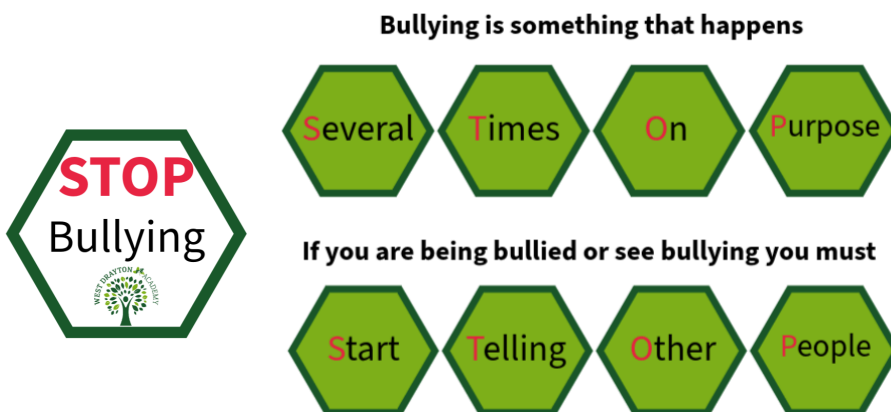
This policy is written with regard to DfE advice 'Preventing and Tackling Bullying' (July 2017).

## 2. Our definition of bullying

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

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others, through our R-Time curriculum.

We recognise that bullying is repetitive and intentional; it happens 'Several Times On Purpose' (STOP).



### **3. Understanding bullying behaviour**

Bullying can occur in various forms and settings, such as between pupils, between pupils and staff, or among staff members, either face to face or through cyberbullying methods. While some individuals may knowingly engage in bullying with intent, others may not realise the impact of their actions. Victims of bullying may also not recognise the behaviour as bullying at first, yet it can have a detrimental effect on their self-esteem and well-being over time. It is important to address individual incidents promptly to prevent them from escalating into a pattern of bullying behaviour.

We recognise that bullying can fall into one or a combination of the following categories:

- **Physical Bullying-** unprovoked assault on a person or group for example pushing, kicking, hitting, punching, pinching, biting, spitting, and any form of physical violence or threat of violence.
- **Verbal-** The use of language in a derogatory or offensive manner such as name-calling, sarcasm, spreading rumors, persistent teasing, racial/sexual harassment, and verbal threats. *This can be directed at the person, or at their friends or family.*
- **Emotional-** For example; isolating an individual from groups and activities, tormenting, intimidating, threat of ridicule, humiliation, continued blame, reinforcement of a negative image, extortion, continual taking or hiding of possessions.
- **Cyber Bullying-** Using mobile phones or the internet to deliberately upset someone examples of this are mobile phone calls, text messages, pictures or video clips, chat rooms, emails, instant messaging, and social networking websites. This also includes peer- on- peer abuse (see below). Being subjected to harmful online interaction with other users is unlike any other form of bullying, cyber- bullying can follow children outside of school hours and into their home.
- **Child- on- Child abuse-** Context and definition: Child-on-child abuse, also known as peer abuse, refers to any form of physical, emotional, or sexual abuse perpetrated by one child against another. This type of abuse can occur in various settings, such as schools, playgrounds, or even within families. Adults need to be vigilant and take appropriate action if they suspect child-on-child abuse is happening, as it can have long-lasting effects on all involved parties. Examples of child-on-child abuse behaviours can involve sexual harassment/ violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion, or initiation/ hazing (see Child Protection and Safeguarding Policy)

### **4. Bullying and discrimination**

**"A person's Gender, the Relationships we have with other people, Age, Disability, Ethnicity, and Sexual orientation all contribute to people's differences. At West Drayton Academy, we call these differences GRADES."**

Bullying and discrimination in a school environment present serious challenges that can have long-lasting negative effects on pupils' mental health and overall well-being. It is crucial for school leaders, teachers, and pupils to actively work together to create a safe and inclusive environment where all individuals are treated with respect and kindness, and where incidents of bullying and discrimination are addressed promptly and effectively. By promoting empathy, understanding, and appropriate disciplinary measures, schools can help prevent such harmful behaviour and foster a culture of acceptance and support for all students.

Examples of bullying and discrimination can include:

- **Psychological**- Reduction of a person's self-esteem or confidence through threatening behaviour, taunting, or teasing about race, gender, religion, sexual orientation, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **SEN or disability**- These pupils are often at greater risk of bullying. This can be characterised by name-calling, comments on appearance, and comments with regard to perceived ability and achievement levels.
- **Racism**- 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).
- **Homophobia/transphobia/biphobia**- 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, or other physical traits or because they have friends or family who are LGBTQ+, or just because they are seen to be different.

## 5. Signs of bullying

All staff 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
- Unexplained loss of money or 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 bruising or other marks
- Starting to bully others
- Claims to feel unwell with no apparent signs or symptoms
- Asking not to be hurt
- Refusal to participate
- Refusal to eat
- Incontinence
- Torn clothing
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g "shut up or I'll hit you."
- Unexplained illness

## 6. 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 know 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. Alternatively, this may be in writing – they may wish to write their thoughts down and hand them to an appropriate adult.

**Parents** – Parents should inform their child's class teacher in the first instance with the facts and an open mind. It is the parents' responsibility to monitor the use of technology within the home and to inform the school if they have concerns regarding e-safety.

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

**Academy Staff** – All staff have a duty of care to report any observed or reported incidents of bullying. The class teacher will challenge any bullying behaviour according to this policy and the West Drayton Academy Policy. All adults have an obligation to reinforce the anti-bullying policy across the school. The Senior Leadership Team will provide support, strategies, and advice to any person who needs it. The Principal and Academy Council will ensure that an appropriate policy is in place, that it is implemented correctly, and that it is reviewed regularly.

In conjunction with the PSHE curriculum, all staff have the responsibility of educating children on what bullying is, its different forms, and what to do if they are being bullied or have witnessed bullying. These messages are reinforced during Anti-Bullying Week, during which children devise a class charter on how to deal with bullying. There is also a specific focus on cyberbullying.

## **7. Reporting bullying**

- Children should report bullying incidents to available staff or someone they trust. All staff will complete an 'Anti-Bullying Record Sheet' (Appendix 1) and upload all incidents on CPOMs. The Senior Leadership Team (SLT) should be informed of all reported bullying.
- Children can also write their concerns and post them into the 'Feelings Box' located in all classrooms using the Pupil Bullying Report Form (Appendix 2).
- Parents must report any incidents via the Parent Concerns Form, available at the school office.

## **8. Responding to bullying**

- Incidents will initially be investigated by the class teacher and followed up with discussions with the individuals involved. If an incident is not resolved in the first instance, it will be passed on to Year Group Leaders and/or the Senior Leadership Team (SLT). Staff should ensure that the child knows they are ready to listen and that they are in a safe and calm environment. They must offer support to the victim. All parties involved should be spoken to as soon as possible and given the chance to report accurately.
- When dealing with an incident of bullying, if appropriate, the parties involved may be brought together to discuss and resolve the conflict.
- In serious cases, parents of both the victim and the perpetrator will be asked to come to school to discuss the issue.
- Appropriate consequences should be given to the perpetrator in line with the academy's behaviour policy
- A member of SLT will complete a Bullying Incident Report on the Significant Incidents Form. Depending on the outcome of the investigation, this report will then be securely filed as either an incident of bullying or an incident of alleged bullying.
- After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not occur.
- When necessary, continued support will be offered to both the victim and the perpetrator to correct inappropriate behaviour. Support may include a social group, learning mentors, assistance from a mental health first aider, or advice from the behaviour support team.

## 9. Preventing bullying

### Strategies to prevent bullying behaviours include:

- The belief that it could happen here, whether we are aware of it or not.
- A shared understanding of the signs and symptoms that indicate someone may be experiencing bullying.
- Zero tolerance for offensive language.
- Adopting a problem-solving approach.
- Providing safe spaces during break and lunch times for children who may feel lonely.
- Policies and procedures included within the Behaviour, Safeguarding and Child Protection, Well-being, SEND, and PSHE frameworks.
- Encouraging pupils to talk about their feelings.
- Learning mentors supporting pupils during and after conflict, working with them to manage feelings and behaviours.
- Supporting both the bully and the victim in modifying behaviour.
- The anti-bullying policy working alongside the behaviour policy.
- In cases of cyberbullying, educating and engaging parents in the principles of online safety so they understand the dangers of unsupervised internet access.
- Through meetings and communication, encouraging parents to check what their children are doing online and use parental controls on their devices to ensure that children are not accessing inappropriate content.

### Curriculum

- PSHE, RE, Citizenship, and RSE lessons support pupils in understanding what bullying is and how to tackle it.
- The R-Time programme enables children to learn the skills of making and sustaining friendships.
- GRADES is embedded across the curriculum to educate pupils in an age-appropriate way, helping them to understand and be respectful towards people who may be different from them.
- Bullying is discussed openly.
- Bullying is talked about openly
- Zones of Regulation are used to help pupils recognise their emotions and are evident in all classrooms.
- Assemblies promote anti-bullying.
- Planned activities and events take place for National Anti-Bullying Week each November.
- Recruitment of KS2 Wellbeing Ambassadors.
- Useful information and displays promoting anti-bullying are placed at child-friendly height throughout the school.

Furthermore, SRE will tackle, in an age-appropriate way, issues that are set out in the Keeping Children Safe in Education September 2023, such as:

- Healthy and respectful relationships
- Boundaries and consent
- stereotyping, prejudice, and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

## 10. Measuring progress

The Safeguarding Team will meet regularly to monitor the frequency of incidents and the effectiveness of the response. They will analyse patterns, address complaints, identify 'vulnerable pupils', and provide reports to governors, staff, parents/carers, pupils, and the local authority.

Termly surveys will be conducted to gather feedback from the community and to assess progress and identify next steps in addressing bullying.

## **11. Communicating the policy**

As a school, we recognise the importance of transparent communication among stakeholders. By ensuring that all members of the school community are aware of their roles and responsibilities, and by providing easy access to the policy through multiple channels, such as meetings, documentation, and website resources, we continue to develop a foundation for effective collaboration and understanding. This proactive approach to communication helps build trust and fosters a supportive environment for all involved.

Communication is completed in ways such as:

- **With staff:** The policy is shared with staff upon appointment and annually thereafter. All staff are aware of where to locate the policy, what bullying is, and how it is communicated. Early intervention is discussed in regular briefings, and safeguarding is a standing item in all staff meetings. Staff do not wait for bullying to be proven before taking action.
- **With pupils:** Pupils are educated about bullying and the relevant parts of the policy through assemblies, displays, and the curriculum. Visitors are invited into the school to enhance the knowledge and understanding of all pupils.
- **With parents:** Parents have access to the policy on the school website and can request a printed copy from the school office. Regular safeguarding sections are included in the school newsletter.
- **Parents and children new to the school:** New families are reassured that bullying is not tolerated at West Drayton Academy.



Appendix 1- Anti- Bullying Record- filled in by class teacher and Vice Principal

This report will be held in strict confidence.

Report from: \_\_\_\_\_ Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Ethnic origin of victim: \_\_\_\_\_ Ethnic origin of perpetrator(s): \_\_\_\_\_

**Indicate type of incident**

Verbal	Physical	Emotional	Cyber
Name calling	Kicking	Offensive graffiti	Offensive text message/ instant messages
Taunting	Hitting	Excluded from group	Offensive emails
Mocking	Punching	Spreading rumours	Sending degrading images
Making offensive comments	Pushing	Being forced to do something against own will	Offensive use of social media
Teasing	Pinching	Other: (please state)	

**If you feel the bullying incident was motivated by any of the following, please indicate by circling.**

Appearance	Disability	Home Circumstances	Gender	Race/ ethnic origin
Medical condition	Religion	Sexuality	Other: (please state)	

**Factual Description of incident, detailed where needed. (Attach notes of investigation where appropriate.**

**Include:** *Nature of incident(s)- outline of what happened, where, when,type/ Name of those involved- those bullying, those being bullied, bystanders, understanding of seriousness, taking into account e.g. frequency, severity, duration, intent, imbalance of power, empathy.*

**Actions taken**

Did the incident lead to the perpetrator(s) being isolated/ excluded? Yes/ No  
 Have you had contact with the victim's parent/ carer? Yes/ No  
 Have you had contact with the perpetrator's parent/ carer? Yes/ No  
 Have you reported this incident to any other agencies? Yes/ No

**If 'yes' which agencies?**

\_\_\_\_\_

Signed \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 2- Pupil Bullying Record- filled in by pupil

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name of the pupil/s you believe are bullying you:

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Examples of what this pupil has done to you:


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Where have these things happened? (eg. classroom, playground, lunch hall etc)

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Questions to Answer:	Yes	No
Has this happened more than once?	<input type="checkbox"/> If yes, how often?	<input type="checkbox"/>
Are you friends with this person?	<input type="checkbox"/>	<input type="checkbox"/>
Have you told any other adults about this?	<input type="checkbox"/> If yes, who?	<input type="checkbox"/>
Do you often choose to be around this person?	<input type="checkbox"/>	<input type="checkbox"/>
At West Drayton Academy we say that bullying is something that happens  Based on this, do you believe that the pupil you named is bullying you?	<input type="checkbox"/>	<input type="checkbox"/>

Please hand this form to one of your trusted adults or place it into the Feelings box in your classroom.

**Appendix 3- Incident Log to be completed by a member of SLT-** for monitoring purposes and it will be analysed and reviewed by the Principal and discussed with SLT at SLT meetings. This will be done once a half term or when 2 or more incidents happen with the same victim and/or perpetrator.

Allegations of bullying											
Date	Person impacted by the behaviour (previously known as 'victim')	Year Class	Person/s who instigated the behaviour (also known as alleged perpetrator)	Year Class	Details of Incident	Bullying Type -physical -verbal -emotional -racist -homophobic -prejudiced based -cyberbullying	Actions Taken	SLT Lead	Added to CPOMS ?	Bullying allegation agreed Y/N	Outcome and other next steps

### Appendix 3- Guidance for parents

#### If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Complete a parent concern form available at the school reception
- Explain to the teacher the problems your child is experiencing.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

#### If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Teacher/ Year Group Leader/ Vice Principal and keep a record of the meeting.
- If this does not help, speak to the Deputy Principal/ Principal explaining your concerns and what you would like to see it happen. Remember that it needs to be in line with school policies.
- Also the complaints procedure can be found on the school website, but you can ask the school office for a paper copy of at the school reception.

#### If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

#### If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and email address to.
- Ensure your child is supervised when using any devices within the home.
- We recommend that you do not let your child have devices in their bedroom, especially at night.
- Do not let your child have access to inappropriate websites, materials and social media.

- Regularly check what your child is accessing.
- Ensure they know and are happy who they invite as friends onto any social networking sites.
- Check exactly when a threatening message was sent or posted. It may be possible to print the evidence.
- Where necessary, report incidents to the police.

#### **Appendix 4 Useful Information: Legislation and Guidance**

We, as a school, follow the latest information, advice, legislation and guidance in all our work around bullying. As of September 2023 this includes (but is not limited to):

##### A. Legislation

- The Children Acts 2004, 1989
- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Equality Act 2010
- Protection from Harassment Act 1997
- Keeping Children Safe in Education September 2022
- Working together to Safeguard Children 2018

##### Advice and Guidance

- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies' 2017
- Behaviour in Schools: Advice for headteachers and school staff September 2022
- Further Advice and Resources for supporting Behaviour in Schools updated 2022
- DfE Cyberbullying: Advice for Headteachers and School Staff 2014
- Cyberbullying: Understand, Prevent and Respond: Guidance for Schools
- DfE 'Research Use and Effectiveness of Anti-Bullying Strategies in Academy'
- Sexual violence and sexual harassment between children in schools and colleges September 2021
- Anti-Bullying Alliance
- Website - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- NSPCC Anti-Bullying Checklist
- A. Key Ofsted Documents
- Ofsted Framework 2022
- Ofsted judgements related to bullying