The Park Federation Academy Trust
James Elliman Academy

Anti-Bullying Policy

2026 – 2027

Version

Version	Date	Status & Purpose	Changes Overview
1	September 2019	Approved	Use of Alleged Bullying
2	September 2021	Approved	-
3	September 2022	Approved	KCSIE 2022 Updates – Peer on Peer is now Child on Child.
4	September 2023	Approved	-
5	September 2024	Approved	No changes
6	September 2025	Approved	No changes
7	September 2026	Approved	-Updated in line with KCSIE 2026. -Updated definition of bullying. -Changed all terms 'student' to 'pupil'. -Added signs and indicators related to online activity/online bullying. -Updated reporting procedures to include the DSL/DDSL. -Added further links to the school's positive behaviour & suspensions and exclusions policy. -Updated terminology used for suspensions and exclusions. -Added more information on supportive measures -added links to other relevant policies

Approval

Approved by Principal	Tajinder Johal
Date of review	September 2026
Date of next review	September 2027

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Contents

Our School Commitment	p4
What is Bullying?	p4
Our Objectives	p5
Recognising Bullying – Signs and indicators	p5
Reporting Procedures	p5
Disciplinary Steps Taken	p6
Prevention	p6
Development, Monitoring and Review	p7

Our School Commitment

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community." (DfE, 2007).

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure 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)

James Elliman Academy is an academy in which young people flourish both academically and socially. We foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the academy community.

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.

James Elliman Academy is committed to ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

What is bullying?

The Department of Education defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally (DfE Preventing and Tackling Bullying 2017)

Bullying is recognised as Child on Child abuse, as stated in *'Keeping Children Safe in Education'* It is essential that all staff understand the importance of challenging inappropriate behaviours between peers so that there is a culture of safeguarding that will not lead to any child accepting and normalising abuse. Bullying is not "just banter" or "just having a laugh."

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies, including the use of generative AI (cyberbullying). This means it can happen at any time.

Bullying/child-on-child abuse can be:

- Emotional bullying – being unfriendly, excluding, tormenting
- Physical bullying – pushing, kicking, hitting, punching or any use of violence, including carrying, threatening with, or using weapons
- Racial bullying – racial taunts, graffiti, gestures
- Bullying through harmful Sexual Behaviour, sexual harassment or sexual violence – unwanted physical contact or sexually abusive comments, both on and offline
- Homophobic, biophobic or transphobic bullying – targeting those who are, or who are perceived to be lesbian, gay or bisexual, questioning or transitioning
- Prejudiced-based and Discriminatory bullying – for example, towards those who are questioning their gender/those who are going through social transition, and towards those who have a medical condition such as allergies, diabetes or epilepsy
- Verbal bullying – name calling, sarcasm, spreading rumours, teasing
- Cyberbullying – all areas of internet, such as social media, email and internet chat room misuse. Mobile threats by text messaging, online chat facilities and calls. Misuse of associated technology, i.e. cameras, video facilities, the use of generative AI including the making and sharing of consensual and non-consensual nudes and semi nudes, using AI to crate nudes or semi nudes and digitally altering existing material. Unlike other forms of bullying, cyber-bullying can follow children outside of school hours and into their home. Cyber-bullies can also remain unseen and, sometimes, unidentified.
- Bullying due to Special Educational Needs and Disabilities (SEND) – because of, or focusing on a particular diagnosis, special educational need or disability.
- Bullying due to home circumstances – including targeting individuals who are identified as children looked after or previously looked after, adopted or privately fostered. Children who have family members in prison
- Lessons are given to children within the Computing and PSHE 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 knowing what to do if it has occurred. We will inform parents if any such incidents occur in school or our attention is brought to any incident which occurs outside of school and which involves our pupils.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Our Objectives

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way.

To safeguard the pupil who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising Bullying - Signs and indicators

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as:

- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school
- change in behaviour around online activity e.g increased activity, decreased activity, secretive about online actions, not wanting adults to see their phone, checking the phone at night.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the class teacher or senior member of staff who has been approached. A clear account of the incident with be recorded reported to the Designated Safeguarding Lead or Deputy (DSL/DDSL).

DSL/DDSL, with the support of other SLT members, will investigate the incident by interviewing all concerned and record outcomes using the academy online recording procedure – CPOMs. The investigation will be recorded

Class Teachers and Year Leaders will be kept informed and asked to monitor the behaviour of the pupils concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil but speak to a member of staff. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied pupil according to the particular incident/s.

If the allegation of bullying is upheld, the Principal (or senior leader) should seek to use a restorative approach with the perpetrator/s (known as those instigating the bullying) and victim/s (known as those impacted by the bullying) together. The perpetrator/s should fully understand the consequences of their actions on the victim/s, and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on the school's Serious Incident Form and a Risk Needs Assessment will be drawn up if necessary to provide ongoing monitoring,

supervision, mediation, pastoral support and further education for all partied involved. Parents of both parties will be informed and if the situation does not improve, the Principal DSL/DDSL or senior leader should meet with the parents/carers/guardians of the bullying child/ren and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive consequences as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Pupils who are victims of bullying will be offered the opportunity to discuss their experience with staff, be offered support in terms of access to our Child and Family Support Officer or Mental Health Champions to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the pupil.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary/supportive steps may be taken:

- All disciplinary steps are followed by all staff through our Positive Behaviour Policy and our Suspension and Exclusion Policy. Please read these policies for more detailed information.
- Official warning to stop the bullying behaviour
- Involvement of parents, carers or guardians
- Exclusion from certain areas of the school premises or certain activities, separation in classes or at break and lunch times.
- Referral to external agencies e.g. Children's Social Care/Family Help, Mental Health Support Team (MHST), SEBDOSS, Primary Inclusion Panel
- Internal exclusion, suspension or permanent exclusion in consultation with the Positive Behaviour Policy
- Restorative work and further education to move past the incident and resume safety in and out of school

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, Votes For Schools and PSHE classes where issues of diversity is discussed and anti-bullying messages are drawn out.
- Clear rules and values to conduct throughout the whole academy which foster positive relationships.

- The use of Pupil Voice Groups and communication boxes in class for pupils to have many opportunities to speak out on bullying.

Use of opportunities throughout the school calendar and at certain times of the school day to:

- raise awareness of the negative consequences of bullying
- participate in kindness/friendship initiatives and workshops, NSPCC Speak Out. Stay Safe and Anti-bullying Week activities.
- deliver whole school assemblies on bullying, including cyberbullying
- provide pupil surveys for feedback on safeguarding
- engage pupils in poster campaigns to raise awareness
- use patterns and trends to adapt supervision in potential problem areas

Review of general and specific staff induction and continuing professional development to ensure

- staff training reflects the anti-bullying policy and practice of the school.

Development, Monitoring and Review

- All staff to identify potential signs of bullying early and tackle bullying appropriately in line with the relevant school policies
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from pupils via the School Council and pupil questionnaires.
- Monitor, evaluate and review our anti-bullying policy on a regular basis led by senior staff and reported regularly.
- To learn from the anti – bullying good practise elsewhere and utilise the support of the Park Federation Trust Network and relevant statutory/voluntary organisations when appropriate.

This policy is to be read in conjunction with:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Positive Behaviour Policy
- Staff Code of Conduct
- Suspensions and Exclusion Policy
- Relationships Education Policy (PSHE)
- Social Media Policy
- AI Policy
- Mobile Phone Policy
- DfE Keeping Children Safe in Education (KCSIE)