

PADDINGTON ACADEMY

Anti-Bullying Policy

2024-25

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Paddington Academy Anti-Bullying Policy

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Introduction

At Paddington Academy, learning is at the centre of everything we do. We want all of our students to be able to learn how to function effectively in any area of society and as part of a diverse community. We also want them to feel confident in a variety of different situations. We believe that there are no excuses, no short-cuts or barriers to learning, and we recognise that students learn best in a safe, nurturing and caring environment. Nothing is more important to us than all students' learning and making progress, and being happy, rounded individuals. Bullying of any form is not tolerated at Paddington Academy.

The Academy's explicit teaching of behaviour for learning minimises opportunities for children to be bullied or become bullies. We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

What is bullying?

Bullying is a form of anti-social behaviour that the Academy considers inappropriate and unacceptable in all its forms.

Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:

- online-bullying via phone messages, social media or the internet.
- prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability or any other protected characteristic

Bullying can be motivated by actual differences or perceived differences. Bullying can be:

- Physical e.g., punching, kicking, hitting, spitting at another person.
- Verbal e.g., name-calling and/or offensive, discriminatory verbal abuse.
- Exclusion e.g., deliberately excluding a person or encouraging another person to exclude a person from discussions/activities.
- Damage to property or theft e.g., deliberately damaging someone's or taking personal belongings.
- Physical or verbal threats might be used to force the person to hand over their property.
- Face-to-face or remote e.g., via the internet or text.
- By someone known to the recipient or an unknown person e.g., an anonymous email.
- Cyber-bullying e.g., communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Statutory framework and other guidance

This policy complies with all advice and legislation contained within:

- DfE Guidance 'Preventing and Tackling Bullying' July 2017 which replaces 'Safe to learn; embedding anti-bullying work in Schools'.
- DfE Guidance 'Behaviour and Discipline in Schools' February 2024

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school’s behaviour policy which must be communicated to all students, school staff and parents.
- Gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

Other relevant legal frameworks that this Policy adheres to:

- Public sector Equality Duty 2011
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998
- Independent School Standard Regulations 2010

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police.

Links to other policies

The Anti-Bullying Policy should be read in conjunction with the following areas of School policy:

- Equal Opportunities Policy
- Behaviour Policy

Principles

The following framework underpins the Anti-Bullying Policy at Paddington Academy. The process:

- Puts learning at the centre of every decision
- Is fair, open and transparent
- Ensures that the Academy community is safe, nurturing and focused on learning
- Explicitly teaches tolerance and respect for others
- Aims to allow students to go on to live happy and fulfilled lives
- Ensures that perpetrators of bullying have appropriate sanctions, and take responsibility for their actions
- Places reconciliation at the heart of resolving incidents of bullying

Roles and responsibilities for Anti-Bullying Policy

Students	<ul style="list-style-type: none"> • Reporting any suspicion or instance of bullying to an adult immediately either in person or via the ‘Whatsup?’ reporting system online or emailing staff • Walking away from any potentially dangerous or threatening situation, and telling an adult immediately • Treating everyone in the Academy community with respect, and being mindful of
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	<p>others’ feelings at all times</p>
All staff	<ul style="list-style-type: none"> • Being alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the Academy. • Being available for children to talk through issues with outside lesson time. • Being mindful of seating plans, and groupings in lessons and activities that might lead to bullying. • Being proactive on all duties, and noticing any children who seem isolated or withdrawn and ensuring that these concerns or issues are reported immediately to the relevant pastoral leader • Use the Behaviour policy consistently at all times • Using any and every opportunity to reinforce expectations about positive behaviour and good relationships • Could be requested to assist with the investigation an incident of bullying
Principal: Students Assistant Principals for KS3, KS4 & KS5	<ul style="list-style-type: none"> • Responsible for ensuring all incidents of bullying are investigated in a timely and fair manner, and that appropriate action is taken to support the victim of bullying and to hold the perpetrator to account for their behaviour • Reviewing the Anti-Bullying Policy annually • Monitoring, reviewing and responding to patterns in incidents relating to bullying • Responsible for gathering feedback from students about personal safety and bullying, in order to refine policy and practice.
Curriculum Leader for PSHE	<ul style="list-style-type: none"> • Responsible for ensuring the relevant PSHE curriculum areas are taught in class, through assemblies and through the wider curriculum offer
SLT member for Parental Engagement	<ul style="list-style-type: none"> • Ensuring the ‘Anti-Bullying’ is on the agenda at Parents’ Forums • Collating parent voice feedback about student safety and bullying, in order to refine policy and practice
Principal	<ul style="list-style-type: none"> • Overall responsibility for safety and care of all students (in the Academy and outside the gates). • Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy • Ensuring that staff are on duty in all areas of the Academy at breaks/lunches/before and after school, in order to prevent opportunities for bullying to occur • Ensuring that parents are clear about their role within this Policy • Ensuring that feedback from staff, parents and students is used to refine policy and practice
Parents	<p>Noticing any signs that a child might be subject to bullying. These could include:</p> <ul style="list-style-type: none"> • regularly feeling unwell in the morning and being reluctant to go to school • money or possessions going missing • asking for more pocket money for no particular reason • unexplained cuts or bruises • a sudden and sustained change in behaviour, e.g., becoming tearful, bad tempered or unhappy • a change in sleeping patterns • a change in friendship groups, or a reluctance to talk about friends <p>Reporting any suspicion of bullying to Paddington Academy staff immediately</p>

Implementation

Prevention

Paddington Academy is an inclusive, safe environment where any form of discrimination is opposed. The consistent application of the School's Behaviour policy ensures that all children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

We expect the entire community of Paddington Academy to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education are the most positive and effective means of eliminating bullying from our community. At Paddington Academy, we praise positive behaviours and recognise and promote examples of caring, co-operative relationships which we instill in our students through the value of integrity. We are role models in all that we do, and demonstrate our respect for every member of the community through every interaction every day. We explicitly teach behaviours and attitudes of respect, care and tolerance through our PSHE curriculum, assemblies and events.

Intervention

Children must recognise that the Academy will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system below. We do not 'bully the bullies' as it is important that we educate them to not repeat their behaviour. Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.

When an incident of bullying is reported we:

- make it easy for students to report bullying including bullying which may have occurred outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination. We highlight the child protection and pastoral team to all students to remind them that they have many different staff they can speak to regarding bullying
- take any and all reports of bullying seriously and investigate these thoroughly
- implement sanctions for any student found to have bullied another student. This might include loss of privileges, detention, reflection and suspension - depending on the nature, severity and context of the bullying (please see the Behaviour policy for further details on sanctions).
- work with perpetrators using a restorative justice approach to help them to take more responsibility for their actions, to repair the harm done and to ensure there is no repetition. This is achieved through the bullying reflection (see appendix) and reconciliation process where students reflect on their actions before reconciling with those negatively affected by their behaviour
- work closely with the parents/carers of the perpetrator, and inform them of the outcome of the investigation
- support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express ongoing concerns, and use external agencies such as a counsellor, where appropriate.
- record all instances of bullying in line with the Behaviour policy, and identify and respond to patterns.

If we feel that an offence may have been committed, the police will be informed by the school so that appropriate action can be taken to support all students. A bullying incident is addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, from significant harm' (Children Act 1989). When this is the case, the Child Protection Officer will follow the procedures outlined in the Child Protection Policy.

Appendix:

Bullying and Harassment: Student Reflection Example

<p>Student Name:</p>	
<p>Year Group:</p>	
<p>Date:</p>	
<p>What did you do that was wrong?</p> <p>Think: What are the expectations of you?</p>	
<p>Why is this wrong?</p> <p>Think: How did you fail to meet these expectations?</p>	
<p>What effect did your behaviour have on the victim(s)?</p> <p>Think: How did your behaviour make them feel? Why is this not right?</p>	
<p>What would happen in society if people behaved in the way that you have?</p> <p>Think: Why would this not be a place that people felt safe or happy?</p>	
<p>What could happen to me if I repeated this behaviour?</p> <p>What will you do differently next time?</p> <p>Think: What do you need to change about your behaviour? How should you have behaved?</p>	