





**The Park Federation Academy Trust
Western House Academy**

Anti-Bullying Policy

Version

Version	Date	Status & Purpose	Changes Overview
1	September 2014		TPFT Policy reviewed for Western House Academy use
2	September 2016	Approved	
3	September 2019	Approved	Use of Alleged Bullying
4	September 2021	Approved	
5	September 2022	Approved	KCSIE 2022 Updates – Peer on Peer is now Child on Child
6	September 2024		Language around exclusion updated, KCSIE 2024 update
7	September 2025		

Approval

Approved By Chair of Academy Council	
Approved by Principal	
Date of review	September 2025
Date of next review	September 2026

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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)

Western House 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 values 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.

Western House Academy is committed to ensuring that students 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 repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online' (Anti-Bullying Alliance)

Bullying is recognised as child-on-child abuse, as stated in *'Keeping Children Safe in Education 2025'* 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 (cyberbullying). This means it can happen at any time.

Bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

(Anti Bullying Alliance)

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 student who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the student 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.

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 will be recorded and discussed with relevant leaders.

The Deputy Principal or a senior member of staff will investigate the incident by interviewing all

concerned and record outcomes on the using the academy online recording procedure – CPOMs.

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

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student 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 student 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) and victim(s) 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. Parents of both parties will be informed and If the situation does not improve, the Principal (or senior leader) should meet with the parent(s) 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 sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Students 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 Worker or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed. If required other tailored support will be identified and provided.

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

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 steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Internal Suspension
- Referral to external agencies e.g. Local Authority
- External fixed term suspension or permanent exclusion.

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.
- A values based approach to education and conduct throughout the whole academy.

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

- raise awareness of the negative consequences of bullying
- e.g. Anti-Bullying Week in November of each year
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring
- Assertiveness training.

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

We plan to:

- All staff to identify and tackle bullying appropriately.
- Relationship to other policies
- This policy should be read in relation to Child protection Policy, Computing & Digital Safety Policy and Positive Behaviour Policy
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student 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.