



**The Park Federation Academy Trust**

**Hannah Ball Academy**

**Antibullying Policy 2025-2026**

## Approval History

<b>Signed by Principal</b>	Lorraine Machingauta
<b>Date of review</b>	September 2025
<b>Date of next review</b>	September 2026

### Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

# **Hannah Ball Academy Anti-Bullying Policy**

## **Section 1: Introduction**

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.

Hannah Ball Academy is committed to providing a safe, inclusive, and nurturing environment where bullying in any form is unequivocally unacceptable. This policy supports our vision and values—honesty, kindness, respect, responsibility, resilience, and curiosity—and aligns with our Behaviour Policy, Safeguarding procedures, and statutory requirements including the *Equality Act 2010 and Keeping Children Safe in Education* (KCSIE, 2025) as well as The DfE advice '*Preventing and Tackling Bullying*' (July 2017).

We recognise the profound impact bullying can have on pupils' wellbeing, learning, and development and are dedicated to preventing and addressing it promptly and effectively.

## **Section 2: 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. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

- Physical bullying: hitting, kicking, pushing, unwanted physical contact, or threats of violence.
- Verbal bullying: name-calling, teasing, threats, racial or sexual harassment, spreading rumours.
- Emotional bullying: exclusion, intimidation, humiliation, or tormenting.
- Racist bullying: targeting someone because of race, ethnicity, or nationality.
- Homophobic or transphobic bullying: based on actual or perceived sexual orientation or gender identity.
- Prejudice-based bullying: motivated by prejudice related to disability, religion, gender, or other protected characteristics.
- Cyberbullying: bullying via digital means including texts, social media, emails, and messaging apps.

Cyber-bullies can also remain unseen and, sometimes, unidentified. Lessons are given to children within the ICT and PSHCE curricula 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 what to do if it has occurred. We will inform parents if any such incident occur in school or our attention is brought to any incident which occurs outside of school and which involves our pupils.

### **Section 3: Recognising 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.

Staff, parents, and pupils should be vigilant for signs including but not limited to:

- Reluctance or refusal to attend school
- Social withdrawal or isolation
- Unexplained injuries or damaged belongings
- Anxiety, distress, or changes in behaviour or academic performance
- Fearfulness or avoidance of technology/devices
- Reluctance to discuss problems or sudden silence
- Damaged or incomplete work

### **Section 4: Roles and Responsibilities**

#### **Pupils:**

Pupils need to be knowledgeable of 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 it to an appropriate adult.

#### **They must:**

- Understand and uphold the school's behaviour and anti-bullying expectations.
- Report bullying promptly to a trusted adult.
- Support peers and act as positive role models.

#### **Parents and Carers:**

Parents and Carers should inform their child's class teacher in the first instance with the facts and with an open mind. It is the parent's responsibility to monitor the use of technology within the home and inform the school if they have concerns regarding e- safety. The parent will be informed of any outcome following an investigation but will not be privy to any information regarding sanctions of other children involved. Parents should not seek to investigate any alleged bullying allegations themselves.

### **They should:**

- Familiarise themselves with this policy and reinforce its principles at home.
- Report concerns to the child's teacher or school staff without investigating independently.
- Collaborate with the school to resolve incidents and attend meetings if needed.

### **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 Hannah Ball Academy's Behaviour Policy (see Behaviour Policy for more details). 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 appropriately and that it is reviewed regularly.

- Promote and consistently apply this policy.
- Respond promptly and sensitively to reports or observations of bullying.
- Record and report incidents on CPOMS and inform the Senior Leadership Team (SLT).
- Maintain confidentiality and act with empathy.
- Participate in regular training on behaviour management, safeguarding, and bullying prevention.

### **Senior Leadership Team and Governors:**

- Ensure policy implementation, monitoring, and annual review.
- Provide ongoing support and guidance to staff, pupils, and parents.
- Oversee bullying data and evaluate intervention effectiveness.
- Foster a school culture where bullying is actively discouraged and wellbeing is prioritised.
- Designate an Anti-Bullying Coordinator for oversight and leadership.

### **Section 5: Procedures for Dealing with Bullying**

- **Reporting:** All bullying allegations must be reported immediately to a member of staff, usually the class teacher or designated safeguarding lead (DSL).
- **Investigation:** Investigations will be conducted promptly (within 5 school days) in a calm, confidential environment, allowing all parties to share their accounts.
- **Recording:** All incidents will be logged on CPOMS with details and actions taken. A Bullying Incident Report form will be completed.
- **Resolution:** Restorative approaches will be used where appropriate to rebuild relationships.
- **Sanctions:** Consequences will be applied fairly and consistently following the Behaviour Policy, escalating for repeated or severe cases.
- **Support:** Both victims and perpetrators will receive tailored support, including mentoring, counselling, or referrals to external agencies.
- **Monitoring:** Cases will be monitored regularly to prevent recurrence and ensure wellbeing.

- **Parental Involvement:** Parents will be informed of outcomes and involved in support plans, respecting confidentiality.
- **Appeals:** There will be a clear process for pupils or parents to appeal decisions or raise concerns about handling.

### **Section 6: Prevention and Education**

- Bullying awareness and prevention are embedded in the curriculum through PSHCE, ICT, assemblies, and Anti-Bullying Week activities.
- Pupils participate in creating class charters and peer support schemes such as buddy systems.
- Staff receive regular training on recognising and responding to all forms of bullying, including cyberbullying and prejudice-based bullying.
- Digital citizenship education is provided to promote safe and responsible technology use.
- The school promotes respectful relationships and resilience to empower pupils to manage conflicts positively.

### **Section 7: Cyberbullying**

- Cyberbullying is treated with the same seriousness as other forms of bullying.
- Pupils are educated about safe, responsible use of technology and social media.
- The school has clear guidelines on the use of personal devices during school hours.
- Incidents occurring outside school hours but impacting pupils at school will be addressed in partnership with parents and external agencies where necessary.
- Reporting mechanisms are clear and accessible for pupils experiencing cyberbullying.

### **Section 8: Policy Review**

This policy will be reviewed annually or sooner if required by changes in legislation or school context. Staff, pupils, parents, and governors will be consulted in the review process.