

Academy Policy

Anti-Bullying Policy

CEO approval:	Sean Kelly	
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Overview

This policy is based on the DfE guidance “Preventing and Tackling Bullying. Advice for Principals, staff, and governing bodies”, July 2017 and it is recommended that schools read this guidance.

1. Objectives of this Policy

- 1.1 This policy outlines what Westbury Academy will do to prevent and tackle bullying. At Westbury Academy, we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.
- a) All academy staff, pupils, parent/carer(s) and trustees should understand what bullying behaviour is.
 - b) All academy staff and trustees should know what the policy is on bullying and follow it when bullying is reported. c) All pupil and parent/carer(s) should know what the policy is on bullying, and what to do if it arises.
 - c) All pupil and parent/carer(s) should know what the policy is on bullying, and what to do if it arises.

2. Statutory Obligations

- 2.1 Education and Inspections Act 2006 (section 89)
- a) Provides that every school must have measure to encourage good behaviour and prevent all forms of bullying amongst pupils.
 - b) Gives Principals the ability to ensure that pupils behave when they are not on school premises or under the lawful control of the school staff.
- 2.2 The Equality Act 2010
- a) Requires public bodies to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

3. Our Academy Community

- 3.1 Discusses, monitors, and reviews our anti-bullying policy and practice on a regular basis.
- 3.2 Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- 3.3 Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- 3.4 Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- 3.5 Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

4. Definition of Bullying Behaviour

- 4.1 Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017).
- 4.2 We acknowledge that many of these behaviours can take place online. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. The academy will remain vigilant to the signs and symptoms of bullying online.
- 4.3 Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A perpetrator who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.
- 4.4 A person who makes a physical or sexual assault on another, including “upskirting” and sharing nudes or semi-nudes, or who steals or causes damage to the property of another, commits a criminal offence and a civil wrong known as a "tort", and can all lead to legal consequences outside the Academy.
- 4.5 Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.
- 4.6 Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

5. Signs and Symptoms

- 5.1 A child’s behaviour may indicate they are a victim of bullying behaviour:
 - a) Is displaying anxious behaviour, including refusing to attend school.
 - b) Refuses to travel via by public or local authority arranged transport.
 - c) Changes to their usual routine.
 - d) Begins to truant.
 - e) Begins to stammer.
 - f) Self-harming/threats of suicide.
 - g) Cries themselves to sleep/has nightmares.
 - h) Feels ill in the morning.
 - i) Progress at schools begins to dip.
 - j) Physical appearance e.g., ripped clothes, damaged books etc.
 - k) Possessions begin to go missing.

- l) Asks for money to take to school.
- m) Dinner or other monies continually “lost”
- n) Unexplained cuts and bruises.
- o) Comes home hungry.
- p) Displays aggressive behaviour (changes with behaviour).
- q) Begins to display bullying behaviour to others e.g., siblings.
- r) Stops eating.
- s) Refuses to talk what is wrong.
- t) Gives improbable excuses for any of the above
- u) Is afraid to use the internet.
- v) Is anxious (nervous and jumpy) when a message (text or social media) is received.

6. Forms of Bullying Behaviour covered by this Policy

6.1 Bullying will always be taken seriously if a pupil feels they are being bullied whether it fits into the definition or not. This policy covers all types of bullying including:

- a) Physical: including, hitting, kicking, pushing people around, spitting; or taking, damaging, or hiding possessions, barging, hurting, stamping.
- b) Verbal: including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter, or lyrics to raps, shaming e.g., fat-shaming.
- c) Exclusionary behaviour: intimidating, harassing, isolating, or excluding a person from a group.
- d) Extortion: threatening to, or taking money, equipment, resources, blackmailing.
- e) General unkindness: spreading rumours or writing unkind notes, phone texts or emails.
- f) Cyberbullying: using the internet, games, mobile telephones, social networking sites etc. which upsets someone else.
- g) Non-verbal sucking teeth, staring at someone, pulling faces, gestures.
- h) Sexist: making comments or referring in a derogatory way to a person's gender or gender reassignment.
- i) Racist: regarding someone's culture, heritage, country of birth or nationality.
- j) Homophobic: related to a person's perceived or actual sexual orientation
- k) Disability: related to a person's disability or special educational need, medical needs.

- l) Pregnancy: related to pregnancy, paternity, or maternity
- m) Marriage/civil partnership: related to someone’s marital or partnership status.
- n) Faith: related to someone’s faith, belief or no faith, social standing - related to a person's home circumstances, poverty.
- o) Intelligence: related to someone who does as they are told, high achieving, and completing their work.
- p) Sexual: talking to or touching someone in a sexually inappropriate way, up-skirting, sharing nudes or semi-nudes, asking for photographs or intimate parts, or engaging in phone or written sexual conversations.

6.2 NOTE: Sexual violence and sexual harassment (together with other forms of child-on-child abuse) are covered within the Child Protection & Safeguarding Policy that all Raleigh Trust academies adhere to.

7. Preventing, Identifying and Responding to Bullying Behaviour

7.1 The academy community will continue to:

- a) Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- b) To see bullying as a behaviour rather than a definition of a person (“Bully”).
- c) Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- d) Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- e) Provide a range of approaches for pupils, staff, and parents/carers to access support and report concerns.
- f) Challenge practice which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- g) Consider all opportunities for addressing bullying behaviour in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, and peer support.
- h) Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- i) Train all staff including teaching staff, support staff (including administration staff) to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- j) Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- k) Actively create “safe spaces” for vulnerable children and young people.

- l) Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- m) Work with other agencies and the wider school community to prevent and tackle concerns.
- n) Celebrate success and achievements to promote and build a positive school ethos.

8. Responding to incidents of bullying behaviour

8.1 The following steps may be taken when dealing with incidents:

- a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b) A clear and precise account of the incident will be recorded and given to Senior Leaders, the Principal and/or designated lead as appropriate. The incident will be uploaded to CPOMS.
- c) Senior Leaders and/or the designated safeguarding lead will conduct a thorough investigation which will involve interviewing all concerned and will record the incident.
- d) Teachers/Class Tutors will be kept informed.
- e) When responding to cyberbullying concerns the academy will take all available steps to identify the perpetrator, including looking at the academy systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to investigate the data of another user.
- f) Where the bullying takes place outside of the Academy site then the academy will ensure that the concern is investigated, and that appropriate action is taken in accordance with the Academy's Positive Relationships and Behaviour Policy.
- g) Parents/carers will be kept informed.
- h) Consequence will be used as appropriate and in consultation with all parties concerned, including the use of restorative practice.
- i) If necessary and appropriate, the police or other local services will be consulted.

9. Supporting pupils following an incident

9.1 Pupils who have been a victim of bullying behaviour

- a) Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- b) Reassuring the pupil and providing continuous support.
- c) Restoring self-esteem and confidence.
- d) Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- e) Restorative practice between victim and perpetrator (if appropriate).

9.2 Pupils who have displayed bullying behaviour

- a) Discussing what happened and establishing the concern and the need to change.
- b) Enquiring into why this behaviour may have been displayed and offer the appropriate follow up support.
- c) Informing parents/carers to help change the attitude and behaviour of the child,
- d) Providing appropriate education and support.
- e) If online, requesting content be removed and reporting account/content to service provider.
- f) Consequences applied in line with academy Positive Relationships and Positive and Behaviour Policy. For example, this may include:
 - i. restorative practice
 - ii. official warnings
 - iii. end of the day 'reflection' time, removal of privileges and fixed-term exclusion
- g) Speaking with police or local services.

10. Supporting Adults

10.1 Adults (staff and parents) who have been affected will be supported by:

- a) Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior leader/Principal.
- b) Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- c) Where the bullying takes place outside of the academy site then we will ensure that the concern is investigated, and that appropriate action is taken in accordance with the Academy's Positive Relationships and Behaviour Policy.
- d) Reassuring and offering appropriate support.
- e) Working with the wider community and local / national organisations to provide further or specialist advice and guidance.
- f) If online, requesting content be removed and reporting account/content to service provider.

11. Involvement of Pupils

11.1 We will:

- a) Regularly canvas children and young people's views on the extent and nature of bullying
- b) Ensure that all pupils know how to express worries and anxieties about bullying.
- c) Ensure that all pupils are aware of the range of consequences, which may be applied against those engaging in bullying.
- d) Publicise the details of help lines and websites.
- e) Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12. Liaison with Parents and Carers

12.1 We will:

- a) Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- b) Ensure that all parents/carers know who to contact if they are worried about bullying.
- c) Ensure all parents/carers know where to access independent advice about bullying.
- d) Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- e) Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.

13. Links with other School Policies and Practices

13.1 This Policy links with several other school policies, national guidance and curriculum including:

- a) Positive Relationships and Behaviour Policy
- b) Safeguarding Policy
- c) e-Safety (Online Safety) Policy.
- d) Curriculum Policies such as Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.
- e) Searching and confiscation.

14. Links to Legislation

14.1 There are several pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- a) The Education and Inspection Act 2006.
- b) DfE (Independent School Standards) (England) Regulations 2014.
- c) The Equality Act 2010.
- d) Power to tackle poor Behaviour Outside School.

15. Responsibilities

15.1 It is the responsibility of:

- a) The Board of Trustees to take a lead role in monitoring and reviewing this policy.
- b) The Trustees, the Principal, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- c) The principal to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently, and reasonably.
- d) Staff to support and uphold the policy
- e) Parents/carers to support their children and work in partnership with the academy.
- f) Pupils to abide by the policy.

15.2 15.2 The academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the academy's action planning.

Appendix 1- Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental, or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training, and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals, and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers, and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers, and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges, and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents, and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the Southeast, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice, and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

Mind-Ed: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding, and supporting children who are bullied.

Race, religion, and nationality

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

Sexual harassment and sexual bullying

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.