Brunts Academy – Anti-Bullying Policy
September 2026
(To be reviewed September 2027)

Rationale and Principles of this policy

This guidance and associated policy for Anti-Bullying has been written to reflect the most recent Keeping children safe in education 2026: September 2026 (KCSiE) Statutory Guidance (1 September 2026)

KCSiE 2026 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes '*measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'*.

Regardless of how a school/academy chooses to define or respond to bullying, policies and procedures should be clearly communicated and understood by students, parents/carers, and staff. If incidents do occur, they should be dealt with quickly and effectively.

At Brunts Academy we aim to provide a supportive, caring, and friendly environment which allows all our students to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our students to act safely, and feel safe, in and outside of the Academy – we do not tolerate any form of bullying behaviour, and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting children to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If bullying behaviour does occur, we believe our students, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying behaviour will never be tolerated at our Academy.

At Brunts Academy, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying behaviour and child-on-child abuse, and we are committed to working with families and across multi-agencies where appropriate.

This policy is aligned with the requirements in the **Equality Act (2010)**

Policy Development

This policy has been developed and reviewed with Academy Leaders and:

- Members of staff (through staff meetings)
- Parents/carers (through written consultations, and the parent forum)
- Anti-bullying ambassadors and agents (student leaders)
- Students (through student voice)
- Greenwood Academies Trust
- Other partners (ESHAWH LA Team and Police schools' early intervention officer)

Policy requirements:

Section 89 of the Education and Inspections Act 2006 states that *maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.* Some schools choose to include this information in a separate Anti-Bullying policy, whereas others choose to include the information in their behaviour policy. Brunts Academy supports the view held by the Anti-Bullying Alliance/Diana Award, that a **separate** Anti-Bullying policy provides greater clarity about the Academy's Anti-Bullying strategy. The Policy adopted by Brunts Academy is detailed within this document.

Roles and Responsibilities

All staff at our Academy are aware that children may target other children with bullying behaviours, and that this can happen both inside and outside of the Academy, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying behaviours.

The Executive Principal: (Chris Fisher) has overall responsibility for Anti-Bullying at our Academy. The lead SLT for Anti-Bullying is the Deputy Principal and DSL, Steve Taylor. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Greenwood Academies Trust, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator (ABC): Mrs Emma Jimmick is responsible for:

- Policy development and review (ensuring that students, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying behaviours
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) is Mr S Taylor. The Senior Deputy DSL is Mrs J Kirkland, and the Deputy DSL is Mrs E Jimmick. Safeguarding is the responsibility of all staff; however, all staff, parents/carers and students need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Trustee with responsibility for Anti-Bullying and Behaviour is Mrs K Squire (Education Director)

Definition of bullying behaviour and 'relational conflict'

Bullying behaviour:
Brunts Academy is a member of the Anti-Bullying Alliance and The Diana Award. We adopt the definition of bullying behaviour provided by the **Diana Award**

"Bullying behaviour is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe"
We use the term 'bullying behaviour' because bullying behaviours are a choice that should be challenged because they can be changed (the Three C's)

Bullying behaviour can be classified into these areas:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling, ridicule, humiliation
- Indirect – isolating others, hiding books/belongings, threatening gestures, intimidating, excluding, manipulation, and coercion, exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation,
- Online (Cyber) – flaming, online threats, establishing fake profiles and accounts, exploitation, radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they

have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying behaviour, all forms of bullying behaviours are taken equally seriously and will be dealt with appropriately.

We understand that bullying is not confined to the Academy premises. Bullying can take place outside of the Academy, on the journey to and from the site and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to students, parents/carers and families who have experienced any type of bullying whether this has taken place at the Academy, outside of the Academy or online. We are committed to working with outside agencies where appropriate, to prevent and tackle all forms of bullying.

Relational conflict
Brunts Academy uses the term 'relational conflict' when discussing friendship fallouts or incidents occurring between students and young people that do not fall into the category of bullying behaviours. Relational conflict usually involves individuals or groups who are relatively similar in status and standing, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, young people show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying behaviours, but we are aware that some do – we must bear in mind that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress. Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying behaviour', we will always address the situation and support young people to resolve any negative feelings. We always monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying behaviour. We challenge, address, and monitor any incidents of bullying behaviour, to ensure that it does not continue and that all students feel supported.

Preventing bullying behaviours strategy

At Brunts Academy we promote **Respect for everyone, Acceptance of all by all**. We teach kind, respectful, fair conduct around others, where acceptance is the norm, and where equality is valued, and diversity is celebrated. Our response to any bullying behaviours does not start at the point at which a child is experiencing these targeted behaviours, but with a variety of strategies in place to promote friendly, respectful conduct and prevention of bullying-type behaviours. '*Schools which excel at tackling bullying behaviours have created an ethos of good behaviour where children treat one another and the school staff with respect because they know that is the right way to behave' (*Preventing and tackling bullying (publishing.service.gov.uk)

Our Brunts Academy core values underpin our ethos and support our insistence of world class relationships where respect permeates…



Our approach to tackling bullying behaviours involves these key elements.

We always:

- Involve parents/carers – ensuring that they are aware that the school does not tolerate bullying behaviour and that they know what procedures to follow if they believe their child is being targeted with bullying behaviour or, is exhibiting bullying behaviour. Parents/carers should feel confident that the Academy will take any complaint about bullying behaviour seriously and resolve the issue in a way that supports children involved (**Please note, even if an incident is not deemed as 'bullying behaviour' following an investigation, the students(s) and parents/carers may need further support. Please see previous information about 'relational conflict'**)

- Involve children – ensure they know how to report bullying behaviours and how they can play a part in preventing these (including their role as a bystander). We make it easy for children to report bullying behaviour – they are assured that they will be listened to, and all reports will be acted on. Children should also feel that they can report bullying behaviour which may have occurred outside academy, including cyber-bullying (**Please note, the Education and Inspections Act 2006 states that "Head teachers have the legal power to make sure pupils behave outside of school premises". Head teachers have the power to discipline their students for any bullying behaviours outside of school 'to such an extent that is reasonable'. This includes bullying behaviour that happens anywhere off the academy premises, on the way to or from school, and/or online.**).

- Evaluate and update our Anti-Bullying approaches – e.g., take account of technology developments and be mindful of the global rise in cyber-bullying. (**Brunts Academy takes part in Diana Award Training and The Anti-bullying Alliance programme. This supports our review of our anti-bullying work.** We also consult with all main school stakeholders: students, parents/carers, staff, governors, and the wider community.

- Follow the Academy's behaviour policy and implement 'disciplinary sanctions' for incidents of bullying

- Openly discuss differences between people which could 'motivate bullying' e.g., religion, ethnicity, disability, gender, sexuality, or appearance-related differences through our comprehensive personal development programme. Also discuss different family situations such as looked after children and children with caring responsibilities.

- Provide effective staff training, including from the local authority (Nottinghamshire County Council) and the from the Anti-Bullying Alliance

- Work with the wider community (such as the police, the Local Authority, and Children's Services) to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- Create an inclusive environment – Brunts Academy creates a safe environment where children can openly discuss the cause of their bullying behaviour, without fear of further targeting or discrimination.

- Celebrate successes – this is an important way of creating a positive Academy ethos.

How to report concerns about bullying behaviours

At Brunts Academy we want children, parents/carers, staff, and visitors to confidently report bullying behaviours and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider Academy community.

We have clear reporting systems for each group of our Academy community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

We recognise that ***any*** child can be targeted with bullying behaviour, and it can have a significant impact on their social, mental, and emotional health. Academy staff should support all children who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.

All staff consider the context within which incidents and/or bullying behaviours occur and the motivations behind the bullying behaviour, whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported. Our focus will always be the safety and welfare of all young people involved.

Witnessing or being a bystander to bullying behaviour may also affect a child's wellbeing, school/academy staff should proactively support those children too, in processing their experiences.

Students, including students who are bystanders/witnesses

There are several ways in which students can report concerns of bullying behaviour.

- **Tell a member of staff**- We ask that all students report concerns of bullying behaviour to a member of Academy staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Principal, a lunchtime supervisor, a member of the administration or site teams. We talk about trusted adults regularly in class and in assemblies, to remind our students of who they can report concerns to.
  The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying behaviour report by directly informing a member of the safeguarding team **and** recording the concern on our incident recording system called CPOMS (Child Protection Online Management System): https://thebrunts.cpoms.net/

- **Worry boxes** are found in the main reception and other locations (library and Support Hub) where children can put their name with a brief note about their concerns or draw a picture of their concern. These worry boxes are introduced to the students at the start of the year and children are reminded of them regularly.

- **Whisper-** Our Academy has a designated 'Whisper' button on the home page of the website. Students can use this button to report their concerns.



- **Help email address-** If a student feels unable to tell a member of staff about their concerns verbally, they can send an email with their concerns to help@bruntsacademy.org and these will be followed-up/responded to by the academy's Anti-Bullying Coordinator.

Parents/carers

We understand that it can be extremely difficult for a parent/carer to hear that their child has been the target of or has experienced bullying behaviour or is an alleged perpetrator of bullying behaviours.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying behaviour, that they contact a member of school staff first and do not discuss them with other members of the Academy Community or online. Initially, we ask parents/carers to contact their child's Tutor (in person/via telephone call/via email/) to explain their concerns. The Tutor will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Tutor will make a formal record of the alleged bullying behaviour and record the concern on the safeguarding database CPOMS where other relevant members of staff will be alerted. If the Tutor is unavailable, or for some reason it is not appropriate to notify the Tutor, any other trusted adult in the Academy should be notified. The member of staff will directly alert the academy's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

The Anti-bullying Coordinator (ABC) will lead on coordinating responses unless a child is at risk of serious harm, in which case, it will be the DSL. The ABC will also record allegations of bullying on the academy **central bullying behaviour log.**

Our Academy remains committed to supporting children and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying behaviour' and is thought to be 'relational conflict', school staff will still support the children involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates, this includes any sanctions which are allocated to perpetrators of conflict or bullying behaviour.

Academy staff

Our staff work closely with our students and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a student or a member of the Academy community. If staff have any concerns about a child's welfare or are concerned that they are displaying behaviours that may show they are the target of bullying behaviour or perhaps perpetrating bullying behaviour, they should act on them immediately rather than wait to be told. The member of staff receiving the report will take an initial note of the concerns and will make a formal record of the bullying behaviours on the Academy's recording system (CPOMS) and the relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk. The concerns will then be fully investigated, and actions determined and overseen by our Anti Bullying Coordinator.

Visitors

We ensure that all visitors to our Academy are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g. supply teacher, Governor, external agency etc.).
We ask that if a visitor to our Academy has concerns about bullying behaviour, that they have witnessed or been told about, that they report their concerns at the earliest opportunity in person to the academy's Designated Safeguarding Lead, the Anti-bullying coordinator or a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the Academy Day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the alleged bullying behaviour on the school's recording system (CPOMS) and other relevant

staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

How our academy will respond to reports of bullying behaviour

At Brunts Academy all reports of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying behaviour' or a 'relational conflict', we are committed to supporting all children who have been involved and affected.

Our Academy keeps records of all reports of bullying behaviour. This information is stored on our safeguarding database (CPOMS) and our central bullying log. These records are used to identify trends and inform our Academy's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

On receiving a report our safeguarding team will process the concern and allocate actions on CPOMS. The incident will be triaged by the Designated safeguarding lead or deputy designated safeguarding lead and will involve external agencies if the report is deemed urgent or if a child is considered at immediate risk of harm.

Initially, the incident will be logged as **relational conflict** before a full investigation is competed by members of the safeguarding team. The investigation will determine if the incident is a confirmed case of bullying or relational conflict, this decision will be supported by the ABC (anti-bullying coordinator) and/or DSL. In either case, actions to resolve the situation will be put into place and recorded in CPOMS. **If** the incident is part of a repeated pattern of negative treatment with an imbalance of power and intentional, it will be recorded in CPOMS as **confirmed** and followed up. CPOMS will be updated (actions) as per schedule below and various actions committed as listed above until the bullying behaviour has ceased.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place.

Some of our Academy responses may include, but is not limited to:

- Talking to all children involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talking to the parents/carers (of the target and/or the alleged perpetrator)
- Implementing appropriate sanctions in accordance with our Academy's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying behaviour is unacceptable
- Discussing the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaising with the wider community if the bullying behaviour is taking place off the academy premises (e.g., the Police, District Council etc.)
- Keeping in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a student, a parent/carer/guardian, a member of staff or visitor, or another member of the Academy community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implementing a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, mediation, solution-focused meetings, individual or group work with the target, individual or group work with

the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Police intervention through the schools early intervention officer (SEIO)
- Acceptable Behaviour Contract
- Anti-Bullying Journal (ASB log)
- Impact statement from target
- External support: LA (ESHAWH, HRET, MHST, Early Help)
- Internal support: Tutor, Head of Year, Achievement Leader, ABC, Safeguarding team
- Counselling services: Headspace, CASY, Kooth, BU Notts
- Monitoring the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaising with the Designated Safeguarding Lead if there are safeguarding issues or concerns – The DSL may then refer to the Nottinghamshire MASH (Multi-agency safeguarding hub)
- Referring to the Nottinghamshire County Council 'Pathways to Provision' document and completing an Early Help Referral if appropriate

Following up bullying behaviours

When a report is made, we endeavour to follow up with students involved:
On the day – contact to the named student and their parents/carers – whatever their role
The day after - contact to the named student and their parents/carers – whatever their role
A week after - contact to the named student and their parents/carers – whatever their role
Two weeks after - contact to the named student and their parents/carers – whatever their role

This is to ensure that, where possible, there is no further repeat of the bullying behaviour. However, if during this time frame/between calls – there are any incidents and concerns – parents/carers should notify their child's Head of Year who will, in turn inform the ABC and DSL.

Strategies for preventing bullying

At Brunts Academy, we are committed to the safety and welfare of our students, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The approaches we use include, but are not limited to:

- Peer support and involvement in anti-bullying strategies within the academy by having active anti-bullying ambassadors from each year group and representatives from individual tutor groups (anti-bullying agents)
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed input to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for students to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Specific initiatives for identified individuals or groups e.g. circle of friends
- Parent information and area on the academy website
- Parent forum
- Parent events
- Regular staff training and development for all staff
- All staff model expected behaviour as detailed in the Behaviour and relationships policy

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other Academy policies are dealt with, as determined by the Principal and Greenwood Academies Trust.
If a parent/carer is not satisfied with our Academy's actions, we ask that they follow our complaint policy and procedures. This is available online from our academy website, and on request from the Main Academy Reception.

Useful documents and websites:

- Keeping Children Safe in Education (KCSiE) 2024: Keeping children safe in education - GOV.UK (www.gov.uk)
- Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying: Preventing bullying - GOV.UK (www.gov.uk)
- Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
- Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire Schools' Portal – Education Safeguarding Health and Wellbeing: Education Safeguarding, Health & Wellbeing Hub (ESHAWH) | NCC Schools Portal
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance
- Diana Award: Anti-Bullying Pro