

Brunts Academy – Anti-Bullying Statement and Policy

January 2024

(To be reviewed January 2025)

Rationale and Principles

This guidance and associated policy for Anti-Bullying has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115271/Keeping-children-safe-in-education-2023.pdf)

KCSiE 2023 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.

Incidents of bullying may be considered as ‘Child-on-child Abuse’.

Definition of bullying and ‘relational conflict’:

Brunts Academy is a member of the Anti-Bullying Alliance and participates in the United Against Bullying Programme. We therefore adopt the definition of bullying provided by the [Anti-Bullying Alliance](https://www.anti-bullyingalliance.org.uk/):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

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. Relational conflict usually involves individuals or groups who are relatively similar in power and status, 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, 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’, 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. We challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all students feel supported.

Contextual Safeguarding and interventions:

Bullying can happen to any child, 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 should consider the context within which incidents and/or bullying behaviours occur. Academy staff consider the motivations behind the bullying behaviour and 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.

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

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, 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.

Brunts Academy's Anti-Bullying Policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Child-on-child Abuse policy
- Online Safety Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) Policy

Preventing bullying:

Brunts Academy promotes, 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 does not start at the point at which a child has been bullied, 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 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 \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)).

Brunts Academy's approach to tackling bullying involves these key elements. We always:

- Involve parents/carers – ensuring that they are aware that the school does not tolerate bullying and that they know what procedures to follow if they believe their child is being bullied or is bullying. Parents/carers should feel confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child (**Please note, even if an incident is not deemed as 'bullying' following an investigation, the pupil(s) and parents/carers may need further support. Please see information about 'relational conflict'**)
- Involve children – ensure they know how to report bullying and how they can play a part in preventing bullying (including their role as a bystander). We make it easy for children to report bullying – 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 which may have occurred outside school 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 incidents outside of school 'to such an extent that is reasonable'. This includes bullying that happens anywhere off the school premises, on the way to or from school, and/or online.**).
- Regularly 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 the Anti-Bullying Alliance's whole-school programme – [United Against Bullying](#) – this programme supports schools to audit their Anti-Bullying practice and procedures**). 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, without fear of further bullying or discrimination.
- Celebrate successes – this is an important way of creating a positive Academy ethos

Useful documents and websites

- Keeping Children Safe in Education (KCSiE) 2023: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115690/Keeping-Children-Safe-in-Education-2023.pdf)
- Working Together to Safeguard Children: [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115690/Working-Together-to-Safeguard-Children-2018.pdf)
- Preventing and Tackling Bullying: [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115690/Preventing-and-Tackling-Bullying-2017.pdf)
- Equality Act 2010 guidance: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115690/Equality-Act-2010-guidance-2017.pdf)
- Education and Inspections Act 2006: [Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/25/section/100)
- Statutory Guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115690/Relationships-Education-Relationships-and-Sex-Education-and-Health-Education-guidance-2020.pdf)
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance [Nottinghamshire Safeguarding Children Partnership](https://www.nottinghamshire.gov.uk/childrens-services/working-together-to-safeguard-children)
- Nottinghamshire Schools’ Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://www.nottinghamshire.gov.uk/childrens-services/working-together-to-safeguard-children)
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: [Anti-Bullying Alliance](https://www.antibullyingalliance.org.uk/)

Brunts Academy: Anti-Bullying Policy

January 2024

Introduction

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 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 an incident of bullying 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 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 and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2023) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings)
- Parents/carers (through written consultations, and the parent forum)

- Students (through student voice)
- Trustees (through meetings)
- Other partners (Tackling emerging threats to children LA team and Police schools' early intervention officer)

This policy is available:

- Online, on the Academy website here: <https://www.bruntsacademy.org/information/policies>
- In the Academy prospectus
- From the Academy reception
- Child friendly versions are on display and in welcome packs for new students

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our Academy are aware that children may bully other children, 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.

The Principal: (Rachel Sutcliffe) has overall responsibility for Anti-Bullying at our school. 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 Multi-Academy Trust, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinators: Mr S Taylor and Mrs K Loach are 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 incidents
- 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 Deputy DSL is Mrs J Kirkland. 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 C Leitheiser (Education Director)

What is bullying and how does it differ to relational conflict?

At Brunts Academy we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups, (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual or perceived differences between children.

However, we also recognise that incidents may occur between children, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur

by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our Academy is aware that occasionally, some can, and we are mindful 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.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), children who witness these incidents/behaviours are often referred to as 'bystanders'. Bystanders have a key role to play in reporting bullying or relational conflict, and the Academy recognises that they, themselves may often need support too.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our Academy will address the situation and support the children to resolve any negative feelings. Our Academy will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. We will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all children feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider Academy community).

What does bullying behaviour look like?

At Brunts Academy we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivating factors behind the behaviours and will consider the age and stage of development of children involved. Our focus will always be the safety and welfare of all young people involved.

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating others, tormenting, hiding books/belongings, 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 offensive text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, establishing fake profiles and accounts online and 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, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At Brunts Academy 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.

How to report bullying concerns



At Brunts Academy we want children, parents/carers, staff, and visitors to confidently report bullying 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.

Students, including bystanders/witnesses

We ask that all students report concerns of bullying or 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 report by directly informing a member of the safeguarding team **and** recording the concern on CPOMS:

<https://thebrunts.cpoms.net/>

The safeguarding team will then process the concern and allocate actions on CPOMS (Child Protection Online Management System). The incident will be triaged by the Designated safeguarding lead or deputy designated safeguarding lead and external agencies involved if the report is deemed urgent or if a child is considered at immediate risk.

Initially, the incident will be logged as ‘alleged’ bullying before a full investigation by members of the pastoral Crew.

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. Our Academy has a worry box in main reception and other locations (library and SDC) where children can put their name/a brief note about their concerns/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. Our Academy also has a designated ‘whisper’ button on the home page of the website, as well as a ‘help’ email address – if a child feels unable to tell a member of staff about their concerns verbally, they can use the Whisper reporting function or send an email with their concerns, and these will be followed-up/responded to by the academy’s Anti-Bullying Coordinator, as detailed above:

help@bruntsacademy.org



Posters detailing the **help** email address are displayed all around the Academy buildings

If the behaviour/incident which has been reported is deemed ‘not bullying’ following investigation and is thought to be ‘relational conflict’, Academy staff will still support the children involved and help them to resolve any concerns.

Parents/carers

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

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. 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 bullying report and record the concern on the safeguarding database CPOMS, and 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 antibullying Coordinator (ABC) will lead on coordinating responses unless a child is at risk of serious harm, in which case, it will be the DSL.

We ask that parents/carers deal directly to the Academy with their concerns rather than discussing them with other members of the Academy community in person or online.

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' 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.

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 or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to the Designated Safeguarding Lead/and Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will pass to a safeguarding officer (DSO) who will then make a formal record of the bullying report on the Academy's recording system (CPOMS) and other 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.

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, trustee, external agency etc.).

We ask that if a visitor to our Academy has any 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 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 bullying report 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

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

Our Academy keeps records of all reports of bullying, this information is stored on our safeguarding database (CPOMS). 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. Some of our Academy responses may include, but may not be limited to:

- Talking to all children involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents/carers (of the target and/or the alleged perpetrator)
- Implement 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 is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep 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.
- Implement 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, 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.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate (Early Help)
- Working with the local authority 'tackling emerging threats to children team'

If a parent/carer is not satisfied with the Academy's actions, we ask that they follow our Academy's complaints policy and procedures. This is available online from our website and on request from the Academy office.

When a case of bullying is reported it is first logged in CPOMS (reported bullying), including the type of bullying alleged, before a thorough investigation by a member of the pastoral team/safeguarding officer.

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 as below.

CPOMS will be updated (actions) as per schedule below and various actions committed as listed above until the bullying has ceased.

Following up bullying incidents

When a report is made:

- **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. 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 strategies we use include, but are not limited to:

- Active school council with representatives from each year group and individual tutor groups
- Anti-Bullying ambassadors
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days 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 board and area on the school website
- Parent events
- Regular staff training and development for all staff
- All staff model expected behaviour as detailed in the culture and conduct 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 Trustees.

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 school website, and on request from the Main Academy Reception.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following Academy policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named ‘Peer-on-peer’)	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils

Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children’s online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school’s approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school’s RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school’s response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by Trustees: January 2024

Date to be reviewed: January 2025

Appendix 1: Flowchart of actions following a case of reported bullying

