



THE KING'S SCHOOL

GRANTHAM

Anti-Bullying Policy

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1 Aims

- 1.1 This is the Anti-Bullying Policy for pupils of The King's School (**Academy**).
- 1.2 The aims of this Policy are as follows:
 - 1.2.1 to actively promote and safeguard the welfare of pupils at the Academy;
 - 1.2.2 to maintain and drive a positive and supportive whole school culture among all pupils and staff throughout the Academy;
 - 1.2.3 to prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;
 - 1.2.4 to create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.5 to help to promote a whole school culture of openness, safety, equality, inclusion and protection from all forms of harm and abuse.
- 1.3 This Policy forms part of the Academy's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies. Where circumstances arise that endanger the safety of a pupil or staff member, the Academy will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence

2 Application

- 2.1 This Policy applies to the whole Academy.
- 2.2 This Policy applies at all times when the pupil is:
 - 2.2.1 a registered pupil at the Academy (including where the pupil is off-site for whatever reason);
 - 2.2.2 in or at the Academy (to include any period of remote education);
 - 2.2.3 representing the Academy or wearing school uniform;
 - 2.2.4 travelling to or from the Academy;
 - 2.2.5 on Academy organised trips;
 - 2.2.6 associated with the Academy at any time.
- 2.3 The Academy also has the power to intervene in bullying incidents that have occurred when pupils are not in the care of the school. Therefore this Policy shall also apply to pupils at all times and places in circumstances (including out of school hours and off the Academy premises) if failing to do so may:
 - 2.3.1 pose a threat to another pupil;
 - 2.3.2 affect the health, safety or wellbeing of a member of the school community or a member of the public;
 - 2.3.3 have repercussions for the orderly running of the Academy; or
 - 2.3.4 bring the Academy into disrepute.

3 Definitions

- 3.1 Where the following words or phrases are used in this Policy:
 - 3.1.1 The Anti-Bullying Policy is referred to as this **Policy**;
 - 3.1.2 References to the **Academy Trust** means the board of trustees of the King's School, Grantham Academy Trust.¹

¹ The Academy Trust may also be referred to in legislation and guidance as the proprietor body.

- 3.1.3 **Parent or Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian);
- 3.1.4 **School days** mean any day on which there is a school session to which attendance is required;
- 3.1.5 **DSL** means the Academy's Designated Safeguarding Lead. References to DSL include the Deputy DSL (DDSL) where the DSL is unavailable;
- 3.1.6 **SEN** means special educational needs;
- 3.1.7 **KCSIE** means the statutory guidance Keeping children safe in education 2024.

4 **Responsibility for this Policy**

- 4.1 The Academy Trust has overall responsibility for all matters which are the subject of this Policy.
- 4.2 The Academy Trust will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 which imposes a duty on schools and school staff to prevent discrimination, harassment and victimisation at school. The Equality Act also includes the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Academy Trust is required to have due regard to the need to:
 - 4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 4.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.
- 4.3 **Academy Trust**
 - 4.3.1 The Academy Trust has overall responsibility for promoting and safeguarding the welfare of pupils at the Academy, ensuring that those in leadership and management positions actively promote pupil wellbeing. This includes ensuring that policies and procedures are in place and implemented effectively to:
 - (a) minimise the risk of bullying at the Academy so that pupils and staff feel safe and secure;
 - (b) intervene early in low-level disruption to prevent negative behaviours escalating;
 - (c) deal swiftly with allegations and incidents of bullying at the Academy so that pupils and staff feel confident that all incidents will be dealt with appropriately;
 - (d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours which can provide an environment that may lead to sexual violence.
 - 4.3.2 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including governors and trustees) and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles especially:
 - (a) having an understanding of the groups who may be more vulnerable to bullying;
 - (b) awareness of the risk and indications of bullying, and how to deal with cases;

- (c) awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns;
- (d) the level and frequency of training will depend on role of the individual member of staff.

4.4 **Staff**

4.4.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:

- (a) celebrating achievement;
- (b) anticipating problems and providing support;
- (c) gathering intelligence about issues between pupils which might provoke conflict and developing strategies to prevent bullying occurring in the first place;
- (d) responding to incidents of bullying promptly, fairly, predictably and with confidence, each case being dealt with on its individual facts;
- (e) comply with their duties under the Equality Act, including the duty to make reasonable adjustments, and also consider whether an alleged perpetrator or victim of bullying may require additional support due to the pupil's SEN and disabilities, additional needs or other special circumstances such as mental health difficulties;
- (f) being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any reports of sexual violence or sexual harassment;
- (g) making opportunities to listen to pupils and acting as an advocate where necessary;
- (h) exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children who may be in need of help or protection;
- (i) reporting concerning behaviour in accordance with the provisions outlined in this Policy, adopting a "it could happen here" approach.

4.4.2 Members of staff and volunteers are vigilant at all times but particularly:

- (a) at the start and end of the school day when pupils arrive and leave the site;
- (b) before lessons;
- (c) in the queue for the dining hall and in the dining hall itself;
- (d) in school corridors;
- (e) on Academy transport / trips;

4.4.3 Bullying is regularly discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.

4.5 In order to achieve full and effective implementation of this Policy, the Academy has allocated the following tasks:

| Task | Allocated to | When / frequency of review |
|--|--------------|----------------------------------|
| Keeping the Policy up to date and compliant with the law and best practice | Deputy Head | As required, and at least termly |
| Monitoring the implementation of the Policy | Deputy Head | As required, and at least termly |
| Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the Policy | Deputy Head | As required, ideally termly |
| Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR | Deputy Head | As required, and at least termly |
| Formal annual review | Proprietor | Annually |
| Overall responsibility for content and implementation | Proprietor | As a minimum annually |

5 Bullying

- 5.1 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up." Bullying will not be tolerated by the Academy because:
- 5.1.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
 - 5.1.2 it interferes with a pupil's right to enjoy their learning and leisure time free from intimidation;
 - 5.1.3 it is contrary to all our aims and values, our internal culture and the reputation of the Academy.
- 5.2 Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:
- 5.2.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
 - 5.2.2 **Verbal:** derogatory language, name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
 - 5.2.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below);
 - 5.2.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;
 - 5.2.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;
 - 5.2.6 **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;
 - 5.2.7 **Initiation / hazing type behaviour:** rituals which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;

- 5.2.8 **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;
- 5.2.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix 2 to this Policy for guidance for pupils about cyberbullying. The Academy's separate Acceptable use policy for pupils sets out the Academy's policy and expectations on the use of technology including mobile electronic devices;
- 5.2.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;

5.2.11 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:

(a) **sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include but is not limited to:

- (i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- (ii) sexual jokes or taunting;
- (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
- (iv) online sexual harassment which may include: non-consensual sharing of sexual images and videos (sharing of nudes or semi nudes images and videos, otherwise known as sexting or youth produced sexual imagery, including digitally manipulated or AI-generated sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

(b) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent.

5.3 **Discrimination-based bullying:** bullying may also be:

- 5.3.1 sexist, related to a person's sex or gender reassignment;
- 5.3.2 racist, or regarding someone's religion, belief or culture;
- 5.3.3 related to a person's sexual orientation (homophobic bullying);
- 5.3.4 related to pregnancy and maternity;
- 5.3.5 related to a person's home circumstances;
- 5.3.6 related to a person's disability, special educational needs, learning difficulty, health or appearance; or
- 5.3.7 related to a person's age.

5.4 **LGBTQIA+ -based bullying:** Children who self-identify as LGBTQIA+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA+ (whether they are or are not) can be just as vulnerable as children who identify as LGBTQIA+. Risks can be compounded where children who self-identify as LGBTQIA+ lack a trusted adult with whom they can

be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff, to help counter homophobic, biphobic and transphobic or other gender orientation and self-identification bullying and abuse.

- 5.5 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.
- 5.6 Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" 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. If left unchallenged or dismissed low level disruption can have a wearing, and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture the Academy adopts.
- 5.7 Bullying may also be regarded as threatening behaviour or harassment as can acts of voyeurism (e.g. upskirting). Misuse of electronic communications with the intent to cause distress or anxiety can also be bullying.
- 5.8 **Safeguarding and child-on-child abuse:**
- 5.8.1 Bullying is closely connected with pupil wellbeing and therefore will often require a safeguarding response. Bullying demonstrates a lack of respect for others which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs the Academy's zero-tolerance approach in relation to all types of bullying, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.
- 5.8.2 Child-on-child abuse can occur both inside and outside of school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities or certain medical or physical health conditions may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 5.8.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, misogynistic and misandristic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 5.8.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in Appendix 3 the Academy's Safeguarding and Child Protection Policy and procedures. Concerns about a pupil's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the Safeguarding and Child Protection Policy and procedures and appropriate action taken, taking into account the local Safeguarding Partners' threshold document.

6 **Anti-bullying culture and systems**

- 6.1 It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying for any reason, for example because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or special educational needs or disability, home circumstances or because they are new in the Academy, appears to be uncertain or has no friends.

- 6.2 Our expectation of all members of the Academy community is that:
- 6.2.1 everyone will uphold the Academy's policies on behaviour;
 - 6.2.2 a pupil or a member of staff or volunteer who witnesses or hears of an incident of bullying will report it in accordance with the terms of this Policy;
 - 6.2.3 a complaint of bullying will always be taken seriously;
 - 6.2.4 no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- 6.3 In the Academy and in every year group:
- 6.3.1 discriminatory and offensive words and behaviour are treated as unacceptable;
 - 6.3.2 positive attitudes are fostered towards people with any protected characteristic including those who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the Academy;
 - 6.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and
 - 6.3.4 incidents of bullying which are based on protected characteristics will be distinguished in the Academy's records.
- 6.4 **Pupils**
- 6.4.1 Through the Academy's pastoral care systems, pupils are informed and taught that **bullying will never be tolerated in the Academy**. They are encouraged:
- (a) to report all instances of bullying to a member of staff without delay;
 - (b) to celebrate the effort and achievements of others;
 - (c) to hold and promote positive attitudes;
 - (d) to feel able to share problems with staff;
 - (e) to turn to someone they trust, if they have a problem;
 - (f) not to feel guilty about airing complaints;
 - (g) to be kind, considerate and tolerant towards others;
 - (h) to be aware of the impact their behaviour can have on others;
 - (i) to challenge their peers if they are unkind to others;
 - (j) to celebrate the diversity of others;
 - (k) to use technology safely and securely and to be aware of the risks and impact of the use of technology on themselves and others.
- 6.4.2 Measures are taken throughout each year to educate pupils about bullying and this Policy. These measures include:
- (a) the PSHE and relationships and sex education curriculum includes lessons on bullying;
 - (b) the Academy community will challenge stereotypical opinions so negative views are not perpetuated e.g. misogyny or misandry;
 - (c) anti-bullying messages are given in assemblies;

(d) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the Academy's strategies to safeguard pupils through correspondence. See the Academy's Online Safety Policy for further

(e) [• include details of any House systems, peer support, etc., the Academy has in place] whisper made aware to all students,

6.4.3 The Academy recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation, bullying, without outwardly showing any signs. The Academy will consider extra pastoral support for pupils with special educational needs and disabilities, as required.

6.5 **Parents** and carers

6.5.1 The Academy will take active measures to promote an anti-bullying culture and make it clear to Parents that bullying amongst pupils or towards staff will not be tolerated by the Academy.

6.5.2 The Academy will not tolerate bullying by Parents or carers in any circumstances.

6.5.3 Parents or carers who believe that their child is bullying others at the Academy are expected to report the bullying behaviour to a member of staff without delay. The Academy will support the family including the pupil in finding the root cause for the bullying and addressing it. The Academy recognises that many children who bully others are in a difficult place themselves and will need support alongside their Parents or carers.

6.5.4 Parents and carers are encouraged to promptly ask for a meeting with the Academy to discuss any concerns around bullying however minor they may seem.

6.5.5 Parents or carers whose children are refusing to attend school should be live to the fact that this may be due to bullying and seek the support of the school as soon as possible.

7 **Reporting concerns**

7.1 **Pupils**

7.1.1 A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. They can:

- (a) tell their Parents, Form Tutor or any member of staff or volunteer at the Academy or a responsible older pupil;
- (b) contact the School Counsellor, for advice;
- (c) contact the NSPCC Helpline (0808 800 5000) or Childline (0800 1111).

7.2 **Parents**

7.2.1 Parents who are concerned that their child is being bullied must inform their child's Form Tutor without delay.

7.2.2 Parents who are concerned that another child is being bullied must inform a senior member of staff without delay.

7.2.3 Parents are expected to encourage their child's compliance with this Policy and understand the Academy's zero-tolerance approach to bullying.

7.3 **Staff**

7.3.1 A member of staff or volunteer who learns of alleged bullying behaviour should:

- (a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim;

- (b) listen carefully and keep an open mind;
- (c) not ask leading questions;
- (d) reassure the pupil but not give a guarantee of confidentiality;
- (e) report the allegation to the pupil's Head of Year as soon as possible;
- (f) make a written record of the report and store it securely. If it would not be appropriate or possible to make the written record at the time of the report this should be done as soon as possible after the report was made.

7.3.2 The pupil's Head of Year must inform the Deputy Head and contact the relevant Form Tutor to agree on a strategy for dealing with the matter.

7.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the Academy's Safeguarding and Child Protection Policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.

7.3.4 This Policy focuses mainly on the bullying of pupils by pupils (i.e. child-on-child) although it is recognised that a staff member could be a victim of and on occasion may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by pupils, Parents or other colleagues, is unacceptable. Staff members who are concerned about being bullied or harassed should refer to the Academy's Staff Handbook. Pupils and Parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.

8 Why incidents might not be reported

8.1 There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may think, for example:

- 8.1.1 it is telling tales;
- 8.1.2 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- 8.1.3 the things they are saying and doing are too embarrassing to discuss with an adult;
- 8.1.4 it is all my fault anyway for being overweight / too studious, etc.;
- 8.1.5 there are too many of them; there is nothing the staff can do;
- 8.1.6 it will get back to my Parents and they will think less of me;
- 8.1.7 I will just try and toughen up and grow a thicker skin;
- 8.1.8 I will lie low and not draw attention to myself;
- 8.1.9 this is a normal part of growing up and going to school.

8.2 There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may think:

- 8.2.1 it is "grassing" and I will become unpopular;
- 8.2.2 it is not my concern anyway;
- 8.2.3 I don't like the victim and I would find it embarrassing to be associated with him / her.

8.3 Any of these responses would be contrary to our zero-tolerance approach to bullying at the Academy. When we implement this Policy we encourage every pupil (and their Parents) to understand that:

- 8.3.1 every complaint of bullying will be taken seriously;
- 8.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- 8.3.3 there is a solution to nearly every problem of bullying;
- 8.3.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis;
- 8.3.5 the primary aim will be for the bullying to cease, not the punishment of the bully unless this is necessary;
- 8.3.6 we may need to support the bully as well so we can address the causes of bullying behaviour.

9 **Assessment of concerns**

- 9.1 The pupil's Head of Year will normally see the victim and any witnesses without delay and form an initial view of the allegation. The assessment will consider:
 - 9.1.1 the nature of the incident(s): physical? sexual? verbal? exclusionary? etc.
 - 9.1.2 is it a "one-off" incident involving an individual or a group?²
 - 9.1.3 is it part of a pattern of behaviour by an individual or a group?
 - 9.1.4 has physical injury been caused?
 - 9.1.5 who should be informed: the Deputy Head? the Parents? the Academy's DSL? children's social care? the police?
 - 9.1.6 can the alleged bully be questioned without disclosing the victim's identity?
 - 9.1.7 what is the likely outcome if the allegation proves to be correct?
- 9.2 At this stage, the possible outcomes for an incident which is not too serious include:
 - 9.2.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
 - 9.2.2 the complaint is justified in whole or in part, and further action will be needed.
- 9.3 If at any stage the alleged bullying behaviour raises a safeguarding concern, the Academy's Safeguarding and Child Protection Policy and procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos / sexting (including digitally manipulated or AI-generated nude or semi-nude imagery) or other harmful sexual behaviours are involved. Where bullying allegedly involves youth produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the Academy's policy on sharing consensual or non-consensual nude and semi-nude images as set out in Appendix 1 of the Academy's Safeguarding and Child Protection Policy and procedures.
- 9.4 Otherwise, in cases where the pupil's Head of Year believes that serious bullying behaviour has occurred involving a pupil or has recurred after warnings have been given to the "bully" they will refer the matter to the Deputy Head.
- 9.5 The Deputy Head will:
 - 9.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
 - 9.5.2 send a summary of their findings to the Head and other relevant staff.

²The Academy will be alert to and take action in response to single incidents where necessary and make appropriate records in order to assist it to spot patterns and to ensure the single incident does not become the first of a series.

- 9.6 Together with the Head, the Deputy Head will decide on the action to be taken in accordance with this Policy.
- 9.7 The Head of Year or Deputy Head will notify the Parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the Academy's Behaviour Policy.

10 **Response to concerns**

- 10.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
- 10.1.1 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;
 - 10.1.2 advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning, including support from external services where appropriate;
 - 10.1.3 action to break up a "power base";
 - 10.1.4 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);
 - 10.1.5 moving either the bully or victim to another form group after consultation with the pupil, their Parents and the relevant staff;
 - 10.1.6 notifying the Parents of one or both pupils about the case and the action which has been taken;
 - 10.1.7 a disciplinary sanction against the bully, in accordance with the Academy's Behaviour Policy. In a very serious case or a case of persistent bullying, a pupil may be permanently excluded in accordance with the Academy's Behaviour Policy.
 - 10.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the Academy's internet and email facilities if cyberbullying (see also the Academy's Acceptable Use Policy for Pupils);
 - 10.1.9 considering whether the motivating factors behind the bullying should be addressed as a safeguarding concern and if so, the Academy's Safeguarding and Child Protection Policy and procedures will be followed;
 - 10.1.10 notifying external agencies and/or involving children's social care or the police where appropriate;
 - 10.1.11 such other action as may appear to the Head to be appropriate.
- 10.2 The position should be monitored for as long as necessary thereafter. Action may include:
- 10.2.1 sharing information with some or all colleagues and with pupils in the Form / Year so that they may be alert to the need to monitor certain pupils closely;
 - 10.2.2 ongoing counselling and support;
 - 10.2.3 vigilance;
 - 10.2.4 mentioning the incident at meetings of staff; and
 - 10.2.5 reviewing vulnerable individuals and areas of the Academy.

11 **Bullying and the police**

- 11.1 Some types of bullying can be reported to the police. These include bullying that involves the following (whether face to face or online):

- 11.1.1 violence or threats of violence;
- 11.1.2 assault (including sexual assault);
- 11.1.3 malicious communication;
- 11.1.4 harassment e.g. name calling, threatening behaviour, abusive phone calls, text messages, e-mails and Facebook messages;
- 11.1.5 theft;
- 11.1.6 intimidation;
- 11.1.7 any of the above that are committed because of the victim's disability, gender-identity, race, religion, belief, or sexual orientation.

12 Supporting those severely impacted by bullying

- 12.1 The Academy recognises that removing bullied pupils from the Academy is disruptive and can make it difficult to reintegrate. The Academy understands in some circumstances, however, the consequences of being bullied may have had a severe impact on a pupil's social, emotional or mental health and may have seriously impacted a pupil's ability to learn.
- 12.2 The Academy will do all that is reasonably possible to ensure bullied pupils continue to attend the Academy and maintain their educational progression by putting in place proportionate short term alternative on-site provision plans where necessary.
- 12.3 If the pupil is considered to have significantly greater difficulty learning than the majority of those the same age, because of the impact of the bullying the Academy will consider whether the pupil will benefit from being assessed for SEN.

13 Risk assessment

- 13.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 13.2 Day to day responsibility to carry out risk assessments under this Policy will be delegated to the Deputy Head who has been properly trained in, and tasked with, carrying out the particular assessment.

14 Record keeping

- 14.1 The Head will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).
- 14.2 The Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.
- 14.3 The Academy's staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual pupils and across the Academy as a whole and to evaluate the effectiveness of the Academy's approach.
- 14.4 The Academy will also maintain written records of all staff training related to bullying.
- 14.5 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.
- 14.6 All records created in accordance with this Policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

15 **Publication availability and feedback**

- 15.1 This Policy is published on the Academy's website.
- 15.2 This Policy is available in hard copy on request, including in accessible formats.
- 15.3 A copy of the policy is available for inspection from the PA to the Head during the Academy day.
- 15.4 The Academy welcomes feedback on how the Academy can continue to improve this Policy, and this can be sent to the school office marking the subject line "Feedback on Anti-Bullying Policy."

16 **Version control**

| | |
|-------------------------------------|---------------|
| Date of adoption of this Policy | December 2018 |
| Date of last review of this Policy | November 2024 |
| Date for next review of this Policy | November 2025 |
| Policy owner (SMT) | Deputy Head |

What to do if a child is being bullied

Speak to your child and decide on action you would both like to take.
Write down or keep a record of the incidents of bullying that your child has told you about with dates and as much detail as possible.



Report incidents of bullying to your child's form tutor as soon as possible.
You can do this using the email address that you have for the school, by calling us or by coming into the school to share your concerns.



The Head of Year will notify the Parents of the pupils involved giving them details of the reports, the action being taken and support. The action taken may include further investigation and sanctions imposed in accordance with the Academy's Behaviour Policy. It will also include supporting the pupils involved in or affected by the bullying.



If you have concerns about the Academy's approach you can raise a complaint. See the Academy's Complaints Policy for more information.



If the issues remain unresolved you can escalate matters to The Department for Education.

Appendix 1 Cyberbullying: Guidance for Pupils and Parents

- 1 The Department for Education's guidance Preventing and tackling bullying (July 2017) states that "The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all time of the day with a potentially bigger audience, and more accessories as people forward on content at a click".
- 2 Cyberbullying is bullying that takes place using technology.
 - 2.1 It can take the form of many behaviours including:
 - 2.1.1 harmful messages (text, instant, multimedia, email);
 - 2.1.2 impersonating another person online;
 - 2.1.3 sharing private messages;
 - 2.1.4 uploading photographs or videos of another person that leads to shame and embarrassment;
 - 2.1.5 creating hate websites / social media pages;
 - 2.1.6 excluding people from online groups.
- 3 Pupils should remember the following:
 - 3.1 use the security settings when using technology;
 - 3.2 regularly change your password and keep it private;
 - 3.3 always respect others - be careful what you say online and what images you send;
 - 3.4 think before you send - whatever you send can be made public very quickly and could stay online forever;
 - 3.5 if you or someone you know are being cyberbullied, tell someone. You have the right not to be harassed or bullied online. Tell an adult you trust - your Parents, any member of staff or volunteer, use Whisper Anonymous Reporting or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;
 - 3.6 don't retaliate or reply online;
 - 3.7 save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the Academy to investigate the matter;
 - 3.8 block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly;
 - 3.9 don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.
- 4 You may find the following websites helpful:
 - 4.1 www.childnet.com/young-people
 - 4.2 www.thinkuknow.co.uk

- 4.3 www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx
 - 4.4 www.saferinternet.org.uk/advice-centre/young-people
 - 4.5 www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP
 - 4.6 www.bbc.com/ownit
- 5 Please see the Academy's Acceptable Use Policy for Pupils which sets out the Academy's policy on the use of technology including mobile electronic devices. Internet safety measures (including the use of filters and monitoring of usage and mobile technology) are set out in the Academy's Online Safety Policy and / or Acceptable Use Policy.
- 6 For further information and guidance about cyberbullying and e-safety, please see the Department of Education's [Advice for parents and carers on cyberbullying \(November 2014\)](#).

Appendix 2 Useful resources for pupils and Parents

- 1 Resources for pupils
 - 1.1 Childline - a free, confidential helpline for children and young people available any time, day or night - helpline. 0800 1111 or www.childline.org.uk
 - 1.2 The Mix - provides support for under 25s for a range of issues, including bullying - text THEMIX to 85258 or www.themix.org.uk
 - 1.3 Kidscape - information for young people about what to do if they are being bullied - www.kidscape.org.uk/advice/advice-for-young-people/what-should-i-do-if-im-being-bullied
 - 1.4 The Diana Award has tips and advice on what to do about bullying on their anti-bullying website - www.antibullyingpro.com
 - 1.5 Papyrus UK - provides suicide prevention support for young people - helpline - 0800 068 4141 or www.papyrus-uk.org
- 2 Resources for Parents
 - 2.1 Anti-bullying alliance - [Bullying Information Toolkit for Parents and Carers](#)
 - 2.2 SENDIASS - confidential service for young people with special educational needs and their parents and carers - see: [Find your local IAS service](#)
 - 2.3 NSPCC - helpline for parents and carers - 0808 800 5000 or www.nspcc.org.uk
 - 2.4 Kidscape - helpline for parents and carers - 0300 102 4481 or www.kidscape.org.uk
 - 2.5 Family Lives - provides support and advice for parents on all aspects of family life including bullying - 0808 800 2222 or www.familylives.org.uk
 - 2.6 Contact - a helpline for families with disabled children can give advice on bullying issues - 0808 808 3555 www.contact.org.uk
 - 2.7 Red Balloon Learner Centres - provide intensive, full-time education for children who feel unable to return to school because of bullying. Details about their programme of online support can be found here: www.redballoonlearner.org
 - 2.8 YoungMinds - parent helpline 0808 802 5544 or www.youngminds.org.uk
 - 2.9 Papyrus UK - provides suicide prevent support for young people helpline - 0800 068 4141 or www.papyrus-uk.org
 - 2.10 Childnet - advice for parents and carers to help support young people in their safe and responsible use of the internet - www.childnet.com
 - 2.11 Internet Matters - www.internetmatters.org - provides content and support for parents and carers with all aspects of e-safety, including topics such as cyberbullying
 - 2.12 Child Exploitation and Online Protection Center (CEOP) provides help and advice on cyberbullying - www.ceop.police.uk
 - 2.13 Report Harmful Content Online - a website to report harmful online content - www.reportharmfulcontent.com

Appendix 3 Regulatory framework

1 Regulatory framework

- 1.1 This Policy has been prepared to meet the Academy's responsibilities under:
 - 1.1.1 Education (Independent School Standards) Regulations 2014;
 - 1.1.2 Education and Skills Act 2008;
 - 1.1.3 Data Protection Act 2018, and UK General Data Protection Regulation (**UK GDPR**) as amended by the Data (Use and Access) Act 2025
 - 1.1.4 Human Rights Act 1998; and
 - 1.1.5 Equality Act 2010.
- 1.2 This Policy has regard to the following guidance and advice:
 - 1.2.1 **Keeping children safe in education** (DfE, September 2025) (**KCSIE**);
 - 1.2.2 **Working together to safeguard children 2023** (DfE, updated February 2024) (**WTSC**);
 - 1.2.3 **Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers** (HM Government, May 2024);
 - 1.2.4 **Preventing and tackling bullying: advice for headteachers, staff and governing bodies** (DfE, July 2017);
 - 1.2.5 **Cyberbullying: advice for Headteachers and school staff** (DfE, November 2014);
 - 1.2.6 **Sexual and sexist bullying: developing effective anti-bullying practice** (Anti-bullying Alliance);
 - 1.2.7 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (DSIT and UKCIS, March 2024)
 - 1.2.8 **Searching, screening and confiscation: advice for schools** (DfE, July 2022);
 - 1.2.9 **Behaviour in schools: advice for headteachers and school staff** (DfE, February 2024)
 - 1.2.10 **Mobile phones in schools** (DfE, February 2024);
 - 1.2.11 **Technical guidance for schools in England** (Equality and Human Rights Commission, July 2024);
 - 1.2.12 **Equality Act 2010: advice for schools** (DfE, June 2018); and
 - 1.2.13 **Relationships education, relationships and sex education (RSE) and health education guidance** (DfE, September 2021); and

Appendix 4 Other relevant policies

- 1 The following Academy policies, procedures and resource materials are relevant to this Policy:
 - 1.1 Behaviour policy;
 - 1.2 Risk assessment policy for pupil welfare;
 - 1.3 Acceptable use policy for pupils;
 - 1.4 Online safety policy;
 - 1.5 Safeguarding and child protection policy and procedures;
 - 1.6 Complaints policy;
 - 1.7 Special educational needs and disability policy;
 - 1.8 Equality policy;
 - 1.9 Policy on smoking, alcohol, and the misuse of drugs and substances;
 - 1.10 Relationships education, relationships and sex education policy