

Anti-Bullying Policy

Freemantle Church of England Community Academy Trust



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1. Statement of Intent

At Freemantle CE Community Academy, we are committed to providing a safe, caring, inclusive and respectful environment where every pupil can learn, achieve and thrive. We believe that all members of our academy community have the right to feel safe and valued and should be treated with dignity and respect.

Bullying of any kind is unacceptable. We are committed to preventing bullying, responding promptly to concerns, supporting those affected and educating pupils about positive relationships, inclusion and respect. Freemantle CE Community Academy will not tolerate bullying, harassment, victimisation or discrimination related to any protected characteristic as defined by the Equality Act 2010. We are committed to promoting equality, diversity and inclusion and ensuring that all members of our community are treated with dignity and respect.

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Child-on-Child Abuse Policy
- Behaviour Policy
- Complaints Policy
- Whistleblowing policy
- SEND Policy
- Online Safety Policy
- PSHE Education Policy
- RSHE Policy

This policy is based on DfE guidance 'Approaches to preventing and tackling bullying' 2018, 'Behaviour in schools' September 2022, 'Keeping Children Safe in Education' 2026, 'The Equality Act' 2010, 'The Children's Act' 1989, 'Protection from Harassment Act' 1997, 'The Malicious Communications Act' 1988 and 'Public Order Act' 1986. The policy also reflects aspects of the draft consultation of 'Flourishing for all: Anti-Bullying guidance for Church of England Schools' July 2024.

The academy recognises that bullying may constitute child-on-child abuse and, in some cases, may be a safeguarding concern requiring intervention under the Child Protection and Safeguarding Policy and Keeping Children Safe in Education (2026).

Bullying behaviour may be experienced as child-on-child abuse and may include physical abuse, emotional abuse, prejudice-based behaviour, sexual harassment, sexual violence, online abuse, initiation or hazing-type behaviour and harmful behaviour within intimate personal relationships. Any concerns that meet, or may meet, safeguarding thresholds will be managed in accordance with the academy's safeguarding procedures.

Please note, where we use the term 'parent' within this document, this should be read as being inclusive of carers and any other person with parental responsibility.

Scope of this Policy

This policy applies to all members of the academy community, including pupils, staff, directors, volunteers, contractors, visitors and parents/carers. This policy applies wherever a pupil's safety, wellbeing or education may be affected by bullying behaviour.

This includes:

- On academy premises
- During educational visits and residential trips
- While travelling to and from the academy
- During academy-organised activities
- Online and through the use of technology where behaviour impacts members of the academy community
- In situations outside of school where the behaviour could affect the safety, wellbeing or education of pupils

2. Policy Objectives

Good behaviour is central to a good education. At Freemantle Academy, all stakeholders share responsibility for promoting positive behaviour and respectful relationships so that we can provide a calm, safe and supportive environment where children and young people want to be, learn and thrive. This commitment is reflected in our vision and values, where we state that "Everyone is welcome". As part of our Freemantle Family, we believe every child is known, valued and supported to flourish. We are committed to nurturing curious minds, caring hearts and bright futures within a community where everyone belongs and bullying is never accepted.

The importance of our pupils being good citizens is embedded within our curriculum aims. We are committed to the personal development of every child through a curriculum which celebrates diversity, promotes fairness and justice, and supports pupils to become strong, courageous and responsible learners. Learning how to build positive relationships, show respect for others and respond appropriately to differences is an important part of this development.

Bullying is a barrier to learning, personal development and wellbeing. It can have a significant impact on a pupil's sense of safety, belonging and achievement. At Freemantle Academy, we are committed to developing and sustaining an anti-bullying culture in which the bullying of children, young people or adults is not tolerated in any form.

The objectives of this policy are to:

- Promote a culture of kindness, inclusion, respect and belonging
- Ensure all members of the academy community understand what bullying is and recognise the different forms it can take
- Prevent bullying through education, awareness, positive relationships and effective pastoral support
- Provide a clear framework for reporting, recording, investigating and responding to incidents of bullying
- Ensure that all pupils, including those with protected characteristics and additional needs, feel safe, valued and respected
- Support those who experience bullying and address the behaviours of those responsible
- Ensure that bullying, discrimination, prejudice and harassment are challenged consistently and effectively
- Encourage pupils, staff, parents and carers to work together to promote a safe and respectful academy community
- Meet the academy's safeguarding responsibilities and comply with relevant statutory guidance

3. Definition

Freemantle CE Community Academy adopts the definition of bullying used by the Anti-Bullying Alliance:

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

We recognise that some incidents may not initially meet all elements of the bullying definition but may still cause significant distress or harm.

There are four key elements to this definition:

- Hurtful
- Repetitive
- Intentional
- Power imbalance - *any situation where someone feels they have power to negatively influence an individual or group of individuals*

Such incidents will be taken seriously and addressed through the Behaviour Policy, safeguarding procedures and appropriate pastoral support.

Bullying behaviour can be:

Physical	Pushing, poking, kicking, hitting, biting, pinching, damaging belongings, threatening behaviour etc.
Verbal	Name calling, taunting, insults, sarcasm or mocking, making offensive comments, spreading rumours, making threats, teasing, belittling.
Emotional	Isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
Social or Relational	Deliberately excluding others, spreading rumours, humiliation, encouraging others not to be friends with someone.
Prejudice-based	Race, ethnicity or culture, religion or belief, disability, Special Educational Needs, gender reassignment, sex, family circumstances
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
Online/cyber	Sending abusive messages, sharing harmful images, social media harassment, creating fake accounts, online intimidation, circulating rumours digitally and the use of artificial intelligence (AI), including manipulated images, audio recordings or videos ("deepfakes"), to intimidate, embarrass or harm others.
Indirect	Can include the exploitation of individuals.

The academy recognises that prejudice-based bullying can have a significant impact on pupils' wellbeing and sense of belonging and will be addressed robustly.

Bullying can cause severe and adverse effects on children's emotional development. As an academy we take incidents of bullying and its impact seriously. Staff, pupils and parents will be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The academy will seek ways to counter the effects of bullying that may occur within academy or in the local community. At the academy we promote high standards of behaviour as this benefits both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widely available and may be used by staff, pupils and parents/carers. These include generative AI systems that create text, images, audio and video content.

Freemantle CE Community Academy recognises that AI can support learning but may also be misused in ways that harm others.

Examples include:

- Creating or sharing manipulated images

- Producing fake audio recordings
- Generating misleading videos ('deepfakes')
- Creating abusive messages
- Impersonating pupils or staff online

The misuse of AI may constitute bullying, harassment, discrimination, image-based abuse, impersonation or online harm and will be treated with the same seriousness as any other form of bullying behaviour. Any use of artificial intelligence to bully, harass, intimidate, discriminate against or cause distress to members of the academy community will be treated as a serious incident and managed in accordance with this policy, the Behaviour Policy and safeguarding procedures.

Where the misuse of AI presents a safeguarding concern, the academy will take appropriate action and involve external agencies where necessary. Please refer to our AI policy for further information.

4. Recognising the Signs of Bullying

Bullying can have a significant impact on a child's wellbeing, emotional health, attendance, behaviour and educational outcomes. While some pupils may report concerns directly, others may show signs or behaviours that indicate they are experiencing difficulties. Staff, parents/carers and other members of the academy community should be alert to potential indicators of bullying and respond appropriately to any concerns. The presence of one or more of these signs does not necessarily mean that a child is being bullied; however, they should be taken seriously and investigated where appropriate.

Bullying can happen to anyone and can affect children of all ages and backgrounds. This policy covers all types and forms of bullying, including:

- Bullying related to physical appearance
- Bullying of young carers, children in care, or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics) e.g. Bullying related to race, religion, faith and belief and for those without faith and bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation, gender identity or gender expression

Some groups of children and young people are more at risk of bullying because they may identify as, or are perceived to be, 'different' from their peers including being targeted because of their identity or protected characteristic. It is important to note that the below groups also intersect and some children and young people may be even more at risk because they fall into more than one, or multiple at-risk groups. Protected characteristics are explored through training and as part of the personal development/safeguarding curriculum, so that children learn how to live alongside and show respect for a diverse range of people.

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from the academy and asks to be driven to the academy
- Changes their usual routine
- Is unwilling to go to the academy and begin to truant
- Has declining attendance or increasing episodes of lateness
- Regularly asks to leave the classroom or go home
- Shows a sudden decline in engagement, participation or educational attainment
- Is reluctant to attend particular lessons, activities or areas of the academy
- Becomes withdrawn, anxious, or lacking in confidence
- Develops changes in speech or communication, including stammering
- Displays signs of significant emotional distress or expresses thoughts of self-harm
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to make less effort with academy work than previously
- Comes home with clothes torn or books damaged

- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Becoming short tempered
- Has a change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

5. Academy Ethos

Freemantle CE Community Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our academy can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe and abides by the anti-bullying policy.
- Requires all members of the community to work with the academy to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected; works in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the academy response to bullying in line with our complaints policy.

6. Roles and Responsibilities

It is the responsibility of the Headteacher to communicate this policy to the academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably. Parents and carers should contact the DSL or DDSL regarding any concerns over bullying. The website lists the DDSL's who are responsible for each year group.

Academy Directors take a lead role in monitoring and reviewing this policy. The Directors have appointed a named Director with responsibility for monitoring the academy's anti-bullying arrangements. This role is undertaken by the Chair of the Curriculum and Standards Committee, Mrs Janet Parker.

All staff must work together to support, uphold and implement this policy, as well as model exemplary conduct towards each other and pupils.

We expect parents to support their children and work in partnership with the academy to promote positive behaviour in line with our behaviour policy, and work together to prevent bullying.

We expect pupils to abide by the policy.

Staff

All staff will:

- Promote positive relationships.
- Challenge bullying behaviour.
- Report concerns promptly.

- Follow safeguarding procedures.
- Record incidents appropriately.
- Support pupils involved.

Headteacher and DDSL's (Deputy Designated Safeguarding Leads)

The Headteacher and DDSL's will:

- Lead implementation of the policy.
- Ensure staff training is provided.
- Monitor effectiveness.
- Oversee investigations into serious incidents.

Directors

The Directors will:

- Monitor implementation of this policy.
- Ensure legal responsibilities are met.
- Review bullying data and trends.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Report bullying concerns.
- Support peers safely by seeking help from adults.
- Follow academy expectations.

Parents and Carers

Parents and carers should:

- Support the academy's approach to promoting respect.
- Encourage children to report concerns.
- Work in partnership with the academy to resolve incidents.
- Inform the academy of concerns promptly.

7. Preventing Bullying

Freemantle CE Community Academy recognises that preventing bullying requires a whole-school approach involving pupils, staff, parents/carers, directors and the wider community. We are committed to creating a culture in which all members of the academy community feel safe, valued, respected and able to thrive. Bullying prevention forms part of our safeguarding responsibilities and wider commitment to promoting positive behaviour, wellbeing, inclusion and equality.

7.1 Creating a Positive and Inclusive Environment

The academy will:

- Create and maintain an inclusive environment which promotes mutual respect, kindness, dignity and consideration for others, underpinned by our vision and values and the promotion of Fundamental British Values.
- Foster a culture where diversity is celebrated and differences are recognised as a strength.
- Recognise that bullying can be perpetrated by, and directed towards, any member of the academy community, including children and adults.
- Recognise that bullying may constitute child-on-child abuse and will be addressed through safeguarding procedures where appropriate.
- Recognise that some pupils may be more vulnerable to bullying, including those with SEND, disabilities, mental health needs, looked after children, previously looked after children, young carers and pupils with protected characteristics.
- Provide additional pastoral support, reasonable adjustments and targeted interventions where required.
- Promote an environment where pupils feel confident to report concerns and seek support.
- Openly discuss and educate pupils about difference, diversity, equality and inclusion, including differences relating to race, ethnicity, culture, religion, disability, family circumstances, gender, sexuality and appearance.

- Challenge discriminatory language, prejudice, stereotypes, harmful behaviours and inappropriate "banter" which may normalise bullying or harassment.
- Work proactively to identify and remove barriers which may prevent pupils from feeling safe, included and respected.
- Create and promote safe spaces and trusted relationships for vulnerable pupils.
- Celebrate achievement, positive behaviour and acts of kindness to strengthen the academy's culture and sense of belonging.

7.2 Policy, Reporting and Support

The academy will:

- Provide a range of accessible ways for pupils, staff and parents/carers to report concerns and seek support.
- Ensure all reports of bullying are taken seriously, investigated appropriately and recorded in line with academy procedures.
- Take timely, proportionate and reasonable action in response to incidents of bullying.
- Apply sanctions and restorative approaches consistently and fairly, taking account of individual circumstances, safeguarding concerns and SEND needs.
- Support both the pupil experiencing bullying and the pupil displaying bullying behaviour.
- Work with parents/carers and external agencies where appropriate to address concerns and secure positive outcomes.
- Respond to bullying which occurs both inside and outside of the academy where it affects the wellbeing, safety or education of pupils.
- Regularly review bullying incidents, concerns and pupil voice information to identify emerging patterns and inform preventative action.
- Ensure that bullying, discrimination, harassment and prejudicial behaviour are addressed in accordance with safeguarding, equality and behaviour procedures.

7.3 Online Safety and Emerging Technologies

The academy recognises that bullying can take place online as well as face-to-face and that online harms are continually evolving.

The academy will:

- Promote the safe, responsible and respectful use of technology.
- Teach pupils how to recognise, report and respond appropriately to online bullying and harmful online behaviour.
- Regularly review online safety education in response to emerging risks, technologies and trends.
- Address cyberbullying, online harassment, impersonation, image sharing, social exclusion and other forms of digital abuse.
- Educate pupils about misinformation, harmful online content and the responsible use of digital technologies.
- Respond robustly to the misuse of artificial intelligence (AI), including the creation or sharing of manipulated images, videos, audio recordings or "deepfakes" intended to intimidate, humiliate or harm others.
- Work with families to promote safe online behaviour and digital resilience.

7.4 Education, Training and Awareness

The academy will:

- Ensure all staff receive regular safeguarding, behaviour and anti-bullying training, including training on recognising and responding to all forms of bullying.
- Ensure new staff receive anti-bullying guidance as part of their induction programme.
- Equip staff to recognise vulnerabilities, emerging risks and safeguarding concerns associated with bullying.
- Promote anti-bullying messages through the curriculum, assemblies, collective worship, displays and awareness events.
- Deliver a planned PSHE and RSHE curriculum which develops pupils' understanding of respectful relationships, equality, inclusion, online safety and personal responsibility.
- Provide opportunities for pupils to develop confidence, resilience, empathy, self-esteem and emotional literacy.
- Encourage pupil leadership and pupil voice through surveys, discussions and pupil leadership opportunities.

- Mark national events such as Anti-Bullying Week and Safer Internet Day to reinforce key messages.
- Work collaboratively with partner schools, external agencies and community organisations to promote positive relationships and support transitions.

8. Reporting Bullying

Freemantle CE Community Academy encourages all members of the academy community to report concerns about bullying. All reports will be taken seriously and dealt with promptly, fairly and sensitively. Pupils, staff, parents/carers and other members of the academy community should feel confident that concerns will be listened to and acted upon.

Any allegation or incident of bullying which raises a safeguarding concern will be responded to promptly in accordance with the academy's Child Protection and Safeguarding Policy and Keeping Children Safe in Education. Appropriate action will be taken without delay to ensure pupils are protected and supported.

Reporting Concerns

Pupils can report concerns about bullying to:

- Their class teacher.
- Any trusted member of staff.
- A member of the Senior Accountability Team (SAT).
- The Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL).

Parents/carers are encouraged to report concerns to their child's class teacher or a member of the leadership team as soon as possible.

Staff who witness, receive or suspect a report of bullying must take appropriate action and follow academy procedures for recording and reporting concerns.

Recording Concerns

All bullying concerns will be recorded and investigated in accordance with academy procedures.

Records will include, where appropriate:

- The nature of the concern or allegation.
- The pupils or adults involved.
- Dates, times and locations.
- Any witness statements.
- Actions taken and support provided.
- Outcomes, sanctions and follow-up actions.

Records will be maintained securely in line with the academy's safeguarding, behaviour and data protection procedures.

The Senior Accountability Team, DSL and Deputy DSLs will regularly review records to identify patterns, repeat concerns, emerging trends and any groups of pupils who may be at increased risk of bullying.

Responding to Concerns

Following a report of bullying, the academy will investigate the concern and determine the most appropriate response.

The action taken will depend on factors including:

- The nature of the behaviour.
- The frequency and duration of the behaviour.
- The impact on those affected.
- Whether there is a power imbalance.
- The age and understanding of those involved.
- Any safeguarding concerns identified.
- Any additional needs or vulnerabilities of the pupils involved.

Some incidents may be addressed through education, support, restorative approaches and relationship-building strategies, while more serious or repeated incidents may require formal behaviour sanctions and wider safeguarding intervention.

Consideration of SEND and Additional Needs

The academy recognises that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying and may also require additional support to understand the impact of their behaviour on others.

When investigating incidents and determining appropriate support or sanctions, the academy will take account of:

- A pupil's age and stage of development.
- Any Special Educational Needs or Disabilities.
- Communication and interaction needs.
- Social, emotional and mental health needs.
- Any identified safeguarding concerns.
- Reasonable adjustments required under the Equality Act 2010.

Support and consequences will be proportionate, fair and tailored to individual circumstances while ensuring that bullying behaviour is challenged effectively and that all pupils remain safe.

9. Responding to Bullying

Freemantle CE Community Academy recognises that bullying can have a significant impact on a child's wellbeing, emotional health, safety, attendance and educational outcomes. All reports of bullying will be taken seriously and will be responded to promptly, consistently and proportionately. The academy will adopt a restorative and educational approach wherever appropriate, while ensuring that bullying behaviour is challenged effectively and that pupils receive the support they need. Where bullying raises safeguarding concerns, including incidents involving prejudice, discrimination, child-on-child abuse or online harm, these will be managed in accordance with safeguarding procedures.

9.1 Procedures for Investigating Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher/Deputy/Designated Safeguarding Lead (DSL) or another member of the Senior Accountability Team (SAT) will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- Where bullying behaviour may constitute child-on-child abuse, prejudice-based bullying, sexual harassment, sexual violence or other safeguarding concerns, the matter will be managed in accordance with the academy's Child Protection and Safeguarding Policy.
- The academy will speak with and inform other staff members, where appropriate.
- The academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the academy behaviour policy and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off site or outside of normal academy hours (including online bullying), the academy will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools, agencies, or the Police where necessary. Appropriate action will be taken, including providing support and implementing sanctions in accordance with this policy and the academy behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The incident will be shared with Directors to show action taken and impact of this.

9.2 Cyberbullying/ Online Bullying

Note: The academy will refer to Childnet's Cyberbullying guidance when responding to Cyberbullying concerns. <https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>

The academy will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage those affected to retain any available evidence, such as screenshots, messages, images, videos, usernames, URLs or other digital content, to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the academy systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- The academy will consider whether incidents involving online bullying, image sharing, impersonation, anonymous accounts, manipulated content, artificial intelligence (AI) or deepfakes raise wider safeguarding concerns and will respond accordingly.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- Requesting the deletion of locally-held content and content posted online if they contravene academy behaviour policies.
- Ensure that appropriate sanctions are applied to the person responsible for the cyberbullying; the academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

9.3 Supporting Pupils Who Have Been Bullied

Pupils who have been bullied will be supported by:

- Identifying a trusted adult where appropriate.
- Agreeing a pupil support plan where required.
- Monitoring the pupil's wellbeing, attendance and engagement following the incident.
- Reviewing support arrangements regularly with the child and their parents/carers.
- Reassuring the child and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Discussing how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through the Southampton Children's Resource Service (CRS) or support through the Children and Young People's Mental Health Service (CAMHS).

9.4 Supporting Pupils Who Have Displayed Bullying Behaviour

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Exploring any underlying needs, vulnerabilities or safeguarding concerns which may have contributed to the behaviour.
- Supporting the pupil to understand the impact of their actions.
- Providing opportunities to repair relationships where appropriate through restorative approaches.
- Considering referrals for additional pastoral, SEND or emotional wellbeing support where needed.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with academy behaviour policy; this may include warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children and Families First via the Children's Resource Service, or the Children and Young People's Mental Health Service (CAMHS).

9.5 Supporting adults

Our academy takes measures to prevent and tackle bullying; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Head, Deputy or Chair of Directors.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off site or outside of normal academy hours (including online), the academy will still investigate the concern and ensure that appropriate action is taken in accordance with the academy's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the academy's official complaints procedures.
- If online, requesting that content be removed/or reporting directly to the Police.
- Instigating disciplinary, civil or legal action as appropriate or required.

9.6 Follow-Up and Monitoring

Following any reported incident of bullying, the academy will take reasonable steps to monitor the situation and ensure that the behaviour has ceased and that appropriate support remains in place.

The academy will:

- Carry out follow-up discussions with the pupil who has experienced bullying to ensure they feel safe, supported and confident that the behaviour has stopped.
- Continue to monitor the wellbeing, attendance, behaviour and engagement of pupils involved where appropriate.
- Review the effectiveness of interventions, support plans and sanctions implemented.
- Maintain communication with parents/carers, where appropriate, regarding progress and any ongoing concerns.
- Monitor for any recurrence, retaliation or escalation of bullying behaviours, including online activity affecting pupils' wellbeing.
- Provide further support or intervention where concerns persist.
- Consider whether additional safeguarding action is required where bullying is repeated, severe or linked to wider welfare concerns.
- Record follow-up actions and outcomes in accordance with academy safeguarding and behaviour procedures.
- Use information from bullying incidents to identify patterns, emerging trends or vulnerable groups and inform future prevention strategies.

The academy recognises that effective responses to bullying extend beyond the initial investigation. Ongoing monitoring and support help to ensure that all pupils feel safe, respected and able to thrive as valued members of the academy community.

10. Stakeholder Involvement and liaison with parents/carers

10.1 Involvement of Pupils

The academy will:

- Involve pupils in policy writing and decision making, to ensure that they understand the academy's approach and are clear about the part they play in preventing bullying.
- Through PSHE/RSHE education explore our children's views on the extent and nature of bullying.

- To ensure our children understand their rights as children and how they can stay safe through the PSHE/RSHE curriculum, UNICEF RRSA work and Collective Worship.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns and embedding messages in the wider curriculum.
- Utilise pupil voice in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Promote a culture of openness through our Mental Health support and Mental Health Champions, so that children know who they can talk to or how they can request help.

10.2 Involvement of Parents/Carers

The academy will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the academy does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the academy website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying.
- Ensure that parents work with the academy to role-model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11. Sanctions

The academy recognises that bullying incidents vary in nature and severity. Staff will respond proportionately and sanctions will be determined according to:

- The seriousness of the incident.
- The frequency of the behaviour.
- The impact on those affected.
- The age and developmental stage of the pupils involved.
- Any safeguarding concerns.
- Any Special Educational Needs or Disabilities (SEND).
- Previous incidents or patterns of behaviour.

Where bullying is confirmed, sanctions may include:

Educational:

- Reflection activities
- Restorative Conversations
- Apologies
- Relationship support

Pastoral:

- Behaviour mentoring
- Targeted support
- Emotional wellbeing support

Behavioural:

- Verbal warning
- Loss of privileges
- Internal sanctions
- Fixed-term suspension in serious cases

Sanctions will always be:

- Fair
- Proportionate
- Age appropriate

When determining sanctions, the academy will consider:

- Individual circumstances
- SEND needs
- Disabilities
- Vulnerabilities
- Safeguarding concerns

12. Monitoring and Review

The academy will monitor the effectiveness of this policy through:

- Behaviour and safeguarding records
- Bullying incident records
- Pupil voice activities
- Parent/carers feedback
- Staff feedback
- Director oversight and challenge

Patterns, trends and emerging risks, including those relating to online safety and AI-enabled bullying, will be reviewed regularly to inform preventative strategies and staff training.

13. Complaints

Where a parent/carers is dissatisfied with the academy's response to bullying concerns, they may raise concerns through the academy complaints policy. Details of the Complaints Policy and procedure are available on the academy website.

14. Useful Information and Supportive Organisations

Further information and support can be found through:

- Anti-Bullying Alliance
- Childnet
- NSPCC
- Childline
- UK Safer Internet Centre
- Kidscape
- Diana Award Anti-Bullying Programme
- PSHE Association

Further resources are available via the academy website.