



# Anti-bullying Policy

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03.07.20 25	V5	Statutory Change (subject to Board approval)	Trust

*To be read alongside all relevant Matrix Academy Trust policies and procedures*

## 1. Aims

1.1. The aim of this policy is to provide a working document giving clear guidance to Trustees, members of the Parent Advisory Forum, staff, parents/carers and pupils on strategies to prevent, reduce and respond to all types of bullying (including cyberbullying, prejudice-based and discriminatory bullying) as well as how to work with the victims and perpetrators.

- To encourage and promote the 'telling school' ethos.
- To model that we are also a 'listening school'.
- To demonstrate that we take bullying very seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying within our School.
- To protect those who might be bullied.
- To demonstrate that the safety and happiness of all pupils are enhanced by dealing positively with bullying incidents.
- Preventing any repeat bullying incidents from reoccurring by working with both victims and perpetrators.

## 2. Introduction

2.1 We are committed to protecting **all** members of our school communities from being bullied by providing a **caring, friendly** and **safe** environment so that learning is completed in a safe and secure atmosphere. We are committed to creating a climate where bullying behaviour is not accepted by any member of our school communities and is reported immediately.

2.2 Bullying is the wilful, conscious desire to hurt, threaten or frighten someone, usually repeated over time. Anti-bullying is when **everyone** in the school understands that bullying is unacceptable. **EVERY member of the School community** has a part to play in order to **stop bullying**.

2.3 **We will not tolerate bullying of any kind.** We take bullying most seriously. Bullying can be from an individual, or from a group, but the motive is usually to upset. We strongly encourage respect for others through the use of excellent manners, acceptance of differences and having the ability to work alongside all people. We encourage good behaviour and respect for everyone, regardless of race, sex, gender reassignment, sexual orientation, disability, religion or belief, pregnancy and maternity.

2.4 **Our schools are TELLING schools.** This means that anyone who is aware of bullying should report it immediately. Our schools are also **LISTENING** schools and we are committed to **listening** to pupils, parents / carers and staff who report any issue of bullying and to **investigate** their concerns most seriously.

### 2.5 What is Bullying?

We define bullying as the behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally. This repetitive, intentional hurting of an individual or group denotes a relationship where there is an imbalance of power. It can happen face to face or online.

### 2.6 Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical:** pushing, kicking, hitting or using violence.
- **Racist:** racial taunts, inappropriate jokes, graffiti and gestures.
- **Sexual:** unwanted physical contact or sexually abusive comments / sexual violence / sexual harassment; exposure to inappropriate films
- **Homophobic/Biphobic:** discriminating against someone because of their sexual orientation.
- **Verbal:** name-calling, sarcasm, spreading rumours, belittling and teasing.
- **Cyber:** all areas of social media, such as posting threatening or personal comments / images / videos about someone.
- **Transphobic:** founded on gender identity.
- **Child on child:** verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils

- This list is not exhaustive.

Children with special education needs and disabilities or certain medical conditions can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. There is the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Staff are trained in how to recognise where this might be happening.

## 2.7 Support for Staff

All members of the staff ) have a right to be treated with dignity and respect in the workplace as such bullying of staff either by pupils parents or colleagues is unacceptable and appropriate action may be taken.

## 3 Roles and responsibilities

3.1 Creating a safe environment is essential for effective learning and ensures that all pupils' rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** which aims to develop a shared awareness and understanding so that a consistent approach to tackling bullying is taken. All members of the school communities share the responsibility for preventing and stopping bullying.

### 3.2 Headteachers will:

- Disseminate the policy to the whole school community via a link on the school website.
- Implement the policy effectively.
- Train staff and raise awareness.
- Ensure that all children, especially those who may be LGBT+, have a trusted adult who they can be open with.
- Monitor, review and evaluate the effectiveness of the policy.
- Report to the governors on request.
- Liaise with the Local Authority and Matrix Academy Trust to ensure that best practice is shared effectively.
- Report forms of bullying to the police that are illegal such as bullying that involves violence or assault; theft; repeated harassment or intimidation or hate crimes

### 3.3 Members of the Parent Advisory Forum will:

- Support the Headteachers.
- Help to build positive and supportive relationships with parents/carers through mutual understanding and trust.

### 3.4 Staff will:

- Take all reports of bullying seriously and respond to each incident accordingly.
- Inform the Head of House/Year Lead or Senior Leadership team in the primary phase of any concerns/incidents regarding bullying and any actions taken.
- actively model and encourage an encourage 'listening and telling' practises and promote 'Anti-bullying' ethos
- Head of House/Year Lead or the Senior Leadership team in the primary phase will inform the Anti-Bullying leads, investigate fully and decide on the action required. These individuals will take appropriate action of any intervention/prevention strategies /programmes which involve intervention programmes to support both the victim and perpetrator.
- Log all bullying incidents on pupil files or CPOMS .

### **3.5 Pupils will:**

- Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- Report any incidents of bullying to their Head of House / Form Tutor / Anti-Bullying Leads/ Prefects / Parent / Carer.
- Report any incidents that have occurred over social media sites.
- Recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

### **3.6 Parents/Carers will:**

- Inform schools of concerns raised by their child.
- Support key messages being given to their child and, where appropriate, attend meetings and contribute in a positive way.
- Monitor their child's use of social media regularly if their child uses social media.
- Expect that all reports of bullying will be dealt with, even if it is requested that schools do not do so, due to our duty of care. Every incident will be dealt with sensitively and anonymously where required.

### **3.7 The Anti-Bullying Ambassadors/Peer mentors will:**

- Raise awareness of all aspects of bullying through activities / events / media and assemblies.
- Meet regularly to discuss bullying concerns and implement strategies on how to deal with them.
- Act as a voice for all pupils and direct victims concerns to relevant staff
- Direct victims to support within school
- Plan and deliver assemblies.
- Review anti-bullying policies.
- Encourage new ideas.
- Report any incidents of bullying that they are aware of.
- Provide support for victims and perpetrators.
- Liaise with feeder primary schools where necessary.
- Create and deliver PSHE lessons on anti-bullying issues for anti-bullying week.
- Create surveys for pupils to complete to monitor all aspects of bullying.
- Facilitate mediation if the victim feels comfortable

## **4 Bullying outside of school**

4.1 If the school becomes aware of any bullying issues outside of school, during term time or school holidays, the school will encourage pupils and parents to contact relevant agencies i.e. Police, Children's Services and CEOP (Child Exploitation and Online Protection).

4.2 Schools **may** discipline, where appropriate, a pupil in accordance to our own Behaviour and Safeguarding Policies, if the misbehaviour poses a risk to a pupil and the reputation of the school.

## 5 Child on Child abuse

5.1 The school wants to make sure that all pupils feel safe at school and accepted into our school community. All Academies within the Trust are **'Telling Schools'** and we encourage pupils to inform staff of any concerns they have in relation to poor behaviour towards others. Child on child abuse of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated.

5.2 Child on child abuse can be verbal or physical, by person or by electronic, online or written means and can be directed at both staff and pupils. All schools within the trust practise preventative strategies to reduce the occurrences of peer on peer abuse. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

5.3 If an allegation of child on child abuse does occur, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim

make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions

- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider an internal or fixed term exclusion in cases of repeated child on child abuse or a serious incident of child on child abuse.

## 6. OUR SCHOOLS ARE 'TELLING SCHOOLS'

### What to do if you are being bullied or see someone being bullied?

#### 6.1 Who can you tell?

- Any member of staff
- Head of House
- Form Tutor
- Leadership
- Teacher
- Anti-Bullying Leads
- Learning Support Assistant
- Parents / Carer
- Peer Mentors
- Prefect
- A friend
- Contact any of the organisations linked to bullying below

## 7. Associated Organisations

Childline	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
KIDSCAPE (Parents Line)	0300 102 4481 or WhatsApp 07496 682785
Family Lives	0808 800 2222
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Samaritans	<a href="http://www.samaritans.org/how-we-can-help/contact-samaritan">www.samaritans.org/how-we-can-help/contact-samaritan</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
Kooth	Resources available for PSHE from Stonewall <a href="http://www.kooth.com">www.kooth.com</a>

## 8. Effective strategies to prevent bullying

**8.1** At our schools we have a range of interventions in order to support the victim and educate the perpetrator. We acknowledge that all children can make mistakes and we are committed to working with our pupils in order to prevent and stop bullying. Interventions may include:

- Anti-Bullying Ambassadors in each tutor group.
- Investigating all allegations of bullying, with or without parental consent.
- Assemblies.
- PSHE programme.
- Media campaigns - designed and edited by pupils.
- Raising awareness about bullying during Anti-Bullying Week and throughout the academic year.
- Pupils who are trained in peer mentoring will be available to provide support and advice as well as restorative conversations.
- Class discussions and role plays.
- Break Out Club to provide a safe space for pupils.
- Pupil Services run programmes for pupils. (e.g. Self Esteem, Behaviour Modification).
- E-Safety Policy and awareness programmes.
- Counselling.
- Mediation.
- Buddy Scheme organised by Heads of House.
- Early Career Teacher programme covers behaviour management, scenarios and the role of the Form Tutor.
- Home School Agreement.
- Behaviour Policy.
- Safeguarding Policy
- Uniform Policy.
- Prefect System / Prefect support at break times within the Success Centre.
- Mentor support.
- School Council Representative in every tutor group.
- Digital Leaders.
- Diana Awards.

## 9. Responses to bullying

*All bullying is taken seriously, as shown by our extensive list of sanctions, possible actions to support victims and the work we do with the perpetrators to ensure bullying behaviour is not repeated.*

### 9.1 Sanctions may include:

- Withdrawal from lessons.
- Parent/Carer Meetings.
- Parent/Carer informed about behaviour of their child.
- Detention.
- Isolation/Time in reflection
- Fixed-term exclusion or permanent exclusion.
- Report cards (Form Tutor / Head of House / Leadership)
- Behaviour impositions.

This list is not exhaustive.

### 9.2 Working with victims

- Time Out cards / Early Leave cards.
- Counselling.
- Mental Health Practitioner
- Mediation.
- Well-Being & Success Centre programmes.
- Parent/Carer support and involvement.
- Peer mentoring by Prefect / Mentors.
- Peer Mentoring by trained pupils.

This list is not exhaustive.

### 9.3 Working with the perpetrator

- Education of their actions.
- Counselling.
- Mental Health Practitioner
- Mediation.
- Behaviour Management programme.
- Managing emotions programme.
- Parent/Carer support and involvement.
- Peer mentoring by Prefect / Mentors.

This list is not exhaustive.

No two bullying episodes are exactly the same. That is why the responses are tailored to the specific circumstances. Where bullying has had a serious impact in a child's ability to learn, we will work with individual pupils to identify the underlying causes of their difficulties, targeting interventions to address any needs identified. This may, for instance, involve bespoke work with a victim of bullying around social, emotional or mental health difficulties. It may be appropriate to assess a pupil for SEND. A pupil may also benefit from additional support with catching up on incomplete learning.

## 10. Other

This policy was reviewed in consultation with Antibullying Ambassadors in schools and using the following sources:

[Anti- Bullying Alliance](#)

[DFE Bullying at School](#)

[DFE Preventing and Tackling Bullying 2017](#)

**Keeping Children Safe in Education 2025**