



Anti-Bullying Policy

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Contents

- a. [Introduction](#)
- b. [What is bullying?](#)
- c. [Child on child abuse](#)
- d. [What we will do](#)
- e. [Strategies to prevent bullying](#)
- f. [Sexualised behaviour](#)
- g. [Roles and responsibilities](#)
- h. [Related documents](#)

Introduction

Sybil Andrews Academy is committed to promoting an inclusive, joyous, and safe environment for its children and staff, ensuring that every individual is treated fairly and with respect. Our values of Respect, Kindness and Compassion are actively taught, as an effective way of minimising bullying and peer-on-peer abuse and to provide a positive atmosphere that is caring and full of friendships. We demand that all members of the school community be able to feel valued and learn and work without anxiety or fearfulness.

What is bullying and child-on-child abuse?

Bullying and peer-on-peer abuse is rarely a single incident and tends to be an accumulation of many small incidents, each of which, when taken in isolation and out of context, can seem trivial. There are many definitions of bullying and peer-on-peer abuse, but most have three things in common:

- It is deliberately hurtful or threatening behaviour.
- It is repeated often over a period.
- It is difficult for those being bullied to defend themselves.

Bullying and child-on-child abuse at Sybil Andrews Academy can take many forms, but the main types are:

- Physical hitting, kicking, biting, taking and breaking another's belongings.
- Verbal – name calling, insulting, unkind or discriminatory remarks.
- Emotional – spreading nasty stories about someone, excluding someone from group activities and threatening gestures.
- Intimidation - making someone frightened by gesture, posture, or vocal threats.
- Sexual (Unwanted physical contact or abusive comments)
- Online/Cyber bullying, verbal, emotional and sexual through use of electronic device

These abuses may or may not be linked to race, ethnicity, sex, sexual orientation, SEN and/or disabilities and, irrespective of this, are regarded as totally unacceptable.

What we will do:

Bullying and peer-on-peer abuse is unacceptable at Sybil Andrews Academy and as such we aim to:

- develop a school ethos where everyone is responsible for ensuring that bullying and peer-on-peer abuse is challenged and reported.

- provide a safe and secure environment where all can learn and work without anxiety, humiliation or oppression.
- respond effectively to any bullying and peer-on-peer abuse incidents that may occur
- record all incidents of bullying and peer-on-peer abuse, no matter whether deliberate or because of another pupil's anxieties, as however they come about, there is a victim to take care of
- ensure that everyone takes responsibility for the prevention and elimination of bullying and peer-on-peer abuse at Sybil Andrews Academy Students

Our approach to antibullying and peer-on-peer abuse takes into consideration on the one hand, the impact of inappropriate behaviour on others, while taking into account the behaviour of some children with special educational needs, that may not always be deliberate. The task for the school is two-fold: to prevent and teach the wrongs of intentional bullying (a rare occurrence in our context) whilst also being mindful of and preventing the fear and harm that may be caused to victims of unintentional abuse.

We distinguish between the inappropriate behaviour to others that are a result of specific special educational needs and associated social or behavioural problems and those that occur through bullying and peer-on-peer abuse. Whilst not underestimating the impact of any inappropriate behaviour on the physical and emotional well-being of the recipient, the approach to the management of bullying and peer-on-peer abuse will differ depending on the particular circumstances.

We shall make reasonable adjustments in keeping with the Equality Act 2010 so that whilst remaining consistent with our policy of eliminating bullying we deal with each situation on a personal basis, understanding and respecting the needs of all parties involved. All peer-on-peer abuse is recorded on CPOMS and regularly discussed and analysed but it is rarely appropriate to issue punitive measure to those that have caused the abuse. However, it is always essential to protect the victims of the unintended abuse. Sybil Andrews Academy recognises this complexity and takes its duty to prevent harm to others (emotional or physical) very seriously.

Strategies to prevent bullying and child-on-child abuse:

- Communication skills are a key component of the Curriculum and are vital to enable students to demonstrate their feelings without resorting to abuse of others.
- Our school values are designed to instruct students about the behaviours that will ensure an abuse free and respectful environment.
- Bullying and peer-on-peer abuse involving member(s) of staff will be dealt in accordance with the Staff Code of Conduct and the school's Disciplinary Policy
- Within the curriculum the school will raise the awareness of positive relationships and bullying through inclusion in PSHE/RSE lessons, form time, assemblies.
- Building relationships through our warm and welcoming approach.
- Staff will follow the Trust code of conduct and Teachers' Standards to ensure

they commit to constantly building positive relationships. For example, knowing how a student(s) may respond in a bullying scenario, knowing school reporting and support procedures, understanding personal development needs, knowing the school ethos and values, observing professional boundaries, being a role model, communicating (verbal and non-verbal) positively and displaying respectful conduct to all stakeholders.

What Parents and Carers Can Do

Parents and carers have an important role in preventing and reporting bullying in school.

- Encourage positive, non-violent behaviour at all times.
- Be aware of signs and symptoms, particularly a change in normal behaviour.
- Calmly listen to and support your child.
- Encourage them to let you report it.
- Make a note of what, how, who and where.
- Be aware that ignoring or hitting back can make it worse.
- Support your son/daughter by working with those trying to help.
- Allow the school reasonable time and opportunity to deal with any reported behaviour

Sexualised behaviour and Sexualised abuse:

While we believe that sexual abuse between peers is unlikely at Sybil Andrews Academy, we are mindful of Part One of Keeping Children Safe in Education that states that all staff working with children are advised to maintain an attitude of “it could happen here” and all staff are fully appraised of the signs and indicators.

We are though very aware that sexualised abuse of students at Sybil Andrews Academy whilst not at school and / or at the hands of adults, certainly could happen. We are very watchful for such signs and report any potential abuse via Welfare and Safeguarding to the MARF process.

Roles and responsibilities:

The Executive Headteacher/ Head of School/ Deputy Headteacher and DSL have oversight of:

- overall monitoring of bullying and peer-on-peer abuse and the anti-bullying and peer on-peer abuse policy within the school
- dealing with incidents of bullying and peer-on-peer abuse between adults
- following up any situations not satisfactorily resolved in the view of the SLT member, parent, or any concerned member of staff.
- ensuring accurate record keeping All staff are responsible for:
- ensuring the safety of more vulnerable students who, because of the impact of their special needs, struggle to communicate any issues that arise.
- Ensuring that all incidents involving students are recorded as they occur.

Related documentation:

- Behaviour Policy
- Behaviour for Learning Policy
- SEND Policy
- Equality and diversity policy
- Code of Conduct (various group) Policies
- KCSiE Introduction