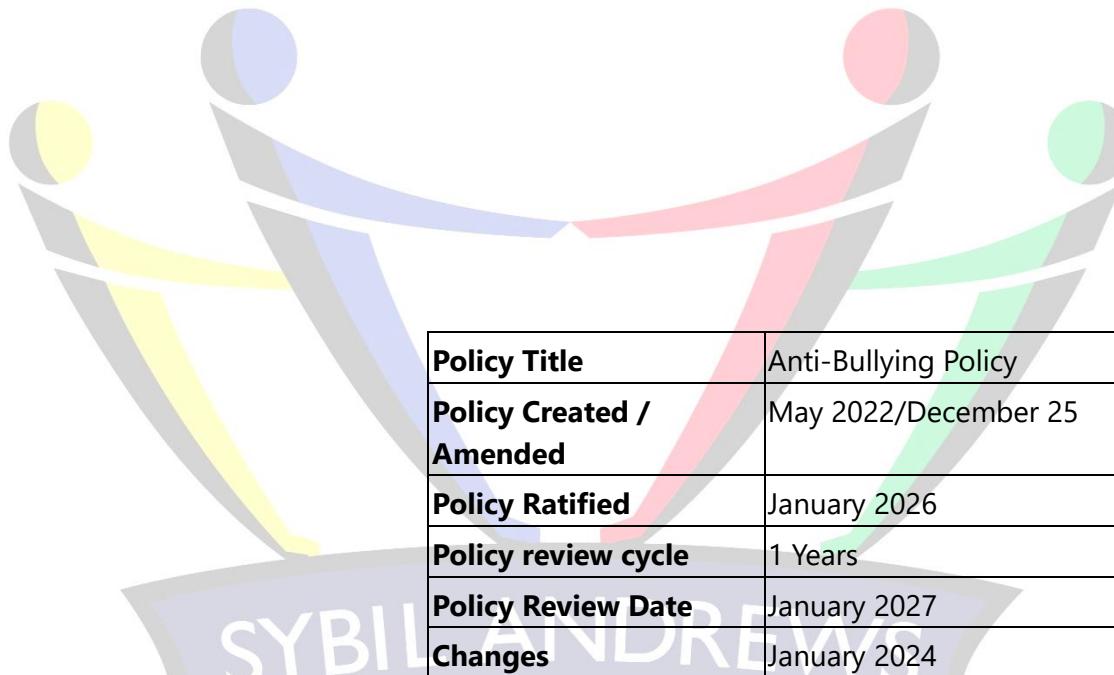


# Anti-Bullying Policy



<b>Policy Title</b>	Anti-Bullying Policy
<b>Policy Created / Amended</b>	May 2022/December 25
<b>Policy Ratified</b>	January 2026
<b>Policy review cycle</b>	1 Years
<b>Policy Review Date</b>	January 2027
<b>Changes</b>	January 2024 Amendment to staff titles pg.4 January 2025 Updated types of bullying pg.3 Strategies to prevent bullying updated Pg 5 Added What parents and carers can do Pg 6 January 2026 Reference to KCIE and staff training Updated roles and responsibilities Procedures Disciplinary steps

## 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. Dealing with incidents
- i. Disciplinary steps
- j. 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 Responsibility, Kindness and Courage 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.

This policy is aligned with the statutory requirements set out in *Keeping Children Safe in Education (KCSIE) 2025*. It reflects the guidance on preventing and responding to bullying and child-on-child abuse, including sexual harassment and online harms.

## 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, this could also include emerging risks from misinformation, harmful content, and AI-generated material.

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
- Ensure that all staff, are given appropriate information and training where necessary, in respect of the KCSIE 2025 via annual staff training and updates.

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 case by case 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 not always 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, welcoming and friendly 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.
  - a. Ensure that all staff, are given appropriate information and training where necessary, in respect of the School's Anti-Bullying Policy;

## 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:

It is the responsibility of the **Governing Board** to establish a policy and procedure for anti-bullying and to monitor the effects of the procedure

The Headteacher/ 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.

It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure with professional standards. In particular, they should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **students** to develop positive relationships in the School and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to support the School in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

### **Dealing with Incidents**

The following steps will be taken quickly and in a timely manner when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the pastoral team.
- A member of staff will interview all concerned, statements will be taken and the incident will be recorded on CPOMS.
- Parents / carers and the appropriate staff will be informed.
- If the bullying is substantiated then it will result in a relevant proportionate sanction

Sybil Andrews Academy is committed to repairing and rebuilding relationships where bullying or other behaviours dictate and supporting the wellbeing of students. Conflict in relationships between adolescent students is common and the school will also support students in managing issues of friendship breakdowns which are not bullying related. Other strategies may be used to support bullying or friendship breakdowns such as a restorative approaches, check ins.

## **Disciplinary Steps**

The School will take a range of disciplinary steps; these may include:

- An official warning to stop offending;
- Inform bullies' parents/carers;
- Give detentions at break, lunch times, or after school;
- Internally isolated;
- suspend from the School for a fixed period;
- If bullying persists, exclude for a fixed period (up to five days);
- If bullying persists, recommend a permanent exclusion.

## **Related documentation:**

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

