# Anti-Bullying Policy

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| **Reviewed by:** | **Mr L Moors (Vice Principal)** |
| **Date:** | **September 2026** |
| **Next Review:** | **September 2027** |

**Anti-Bullying Policy**

Spires Academy is a happy, harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual **Respect, Responsibility and Resilience**. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways

Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfil their potential free from bullying.

This policy will set out the procedures and processes that all staff will follow to ensure that all incidents of bullying at the Academy are dealt with consistently and effectively. The Academy is committed to providing a caring, friendly, and safe establishment for all of our students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable within the Academy. If bullying does occur, all students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively and consistently.

**The policy and our aims are:**

• to prevent the occurrence of bullying.

• to create a positive and safe learning environment.

• to develop individual's self-esteem and respect for others.

• to have a complete and consistent method for dealing with incidents of bullying.

• to resolve bullying by means of reconciliation, support, or sanctions which are directly linked with our Behaviour for Learning Policy.

• that all members of the school community share an understanding of what is defined as bullying.

• to ensure that staff and students recognise the benefit of taking a stand against bullying There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.

Types of bullying

There are various types of bullying, but most have three things in common:

• It is deliberately hurtful behaviour.

• It is repeated over time.

• There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can involve:

• Physical harm pushing, kicking, punching, pinching, any form of violence.

• Verbal abuse name-calling, sarcasm, spreading rumours, persistent teasing.

• Cyber bullying sending harmful or cruel text or images using any area of the internet or mobile phones.

• Emotional abuse tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money.

• Homophobic abuse, unwanted physical contact, abusive comments, particularly related to sexuality.

• Sexual abuse, unwanted physical contact, abusive comments, particularly of an inappropriate sexual nature.

• Racist abuse, racial taunts or 'jokes', 'graffiti', gestures, making fun of customs, music, accents. Refusing to work with someone of a different cultural background.

• Child on Child Abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability, or other differences.

**Signs and symptoms**

There are several possible signs and behaviours which might indicate a student is being bullied which may include:

• Withdrawn

• Isolated behaviour

• Unwillingness to come to School

• Stopping eating

• Afraid to use the internet or mobile phone

• Complaining about missing possessions

• Truancy occurs

• Feels ill in the morning

• School work begins to deteriorate

• Becomes aggressive, disruptive or unreasonable

• Is bullying other students

• Refusal to talk about the problem

• Easily distressed

• Damaged or incomplete work

• Refusing to work in a group or with another student

The Principal has ultimate responsibility for the wellbeing of all students and staff. The Vice Principal responsible for Behaviour, Safeguarding and School Ethos has been designated to oversee the safeguarding and wellbeing of students.

All staff, students, parents, and governors must be aware of the policy and share responsibility for ensuring the consistency of the principles it addresses.

**Dealing with bullying**

The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including, assemblies, PSHE lessons, and a high staff presence and visibility during lesson change over, break, lunch time, and before and after school.

The Academy has a confidential bullying email helpline where anyone can report incidents of bullying – reportbullying@spiresacademy.com

The Academy is relaunching the Anti-Bullying Ambassador strategy in the early part of the 2023/ 2024 academic year that affords students the opportunity to speak to a peer if they do not feel comfortable speaking to an adult. The Anti-Bullying Ambassadors are also trained to intervene, where appropriate with an incident if this is appropriate. At all times this will be overseen by a Pastoral Manager.

Minor incidents or disagreements should be addressed by mentors or subject teachers; however, any suspicions of bullying must always be reported to the appropriate Pastoral Manager (PM) as soon as possible. Equally, all allegations of bullying by students must be referred to the PM immediately and these will be dealt with quickly communicating the incident and process to parents.

The PM will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims, and witnesses. After this is complete there will be some reflection of all circumstances and the facts and sanctions or next

actions and intervention will be decided. This will in most cases involve parents/carers of both the alleged perpetrator and the victim. This will be completed at the earliest opportunity.

A range of approaches will be used to support the victim and help them build resilience which may be:

a) The adult could offer coaching and problem-solving strategies to enable the victim to tackle what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower-level problems and where the victim wants to regain some control.

b) The adult may work alongside the victim to resolve the problems actively through a restorative justice model; this will involve problem solving meetings facilitated by the adult with parent's present, where appropriate.

c) In serious incidents such as safeguarding, violence, threat of weapons, or sustained serious bullying, the adult will take over and deal with the issue.

Students have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Students should inform a member of staff if they suspect bullying is taking place. Racial and homophobic bullying incidents are logged.

Serious or persistent cases of bullying will be referred to the VP and could lead to a period of suspension.

**Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers/Principal's the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school. This can relate to any bullying incidents occurring anywhere off the school premises such as:

- On school or public transport
- Outside the local shops
- In a town or village centre
- Walking to and from school

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal should also consider whether it is appropriate to notify the Police if the misbehaviour could be criminal or poses a serious threat to a member of the public.

**Prejudice Based Bullying: Anti- Homophobia and Anti-Transphobia**

**Legal framework**

The school welcomes our duties outlined in the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex

(gender), religion/belief, sexual orientation, gender identity (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The duties to promote equality in relation to sexuality and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.

**Guiding principles**

In fulfilling the legal obligations, we are guided by the following principles:

1. All learners and other members of the school community are of equal value. All members of our community have the right to feel safe and valued. It should be understood that there are lesbian, gay and bisexual people and those who experience gender dysphoria in every community including, every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia or transphobia.
2. We recognise and respect difference. We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees, governors, parents, visitors and pupils in our school community.
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- Positive attitudes towards diversity including with regard to sexual orientation and gender identity.
- Positive interaction and good relations between different groups and individuals in an absence of prejudice-related bullying and incidents, including specifically homophobia, transphobia and the stereotyping of gender behaviours.

4. We aim to reduce and remove inequalities and barriers that already exist.

We will challenge all instances of homophobic/transphobic/mysoginistic/ bullying or derogatory language and work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity. The senior leadership and governing body will monitor progress towards equality in relation to sexuality and gender identity. No-one within our community has the right to discriminate against any other member of the school community.

**Roles and Responsibilities**

All members of staff are expected to:

- Promote a fully inclusive ethos in the classroom, curriculum, and playground in which different families are represented.

- Teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexuality and gender.
- Deal with any prejudice-related incidents that may occur.
- Teach and support pupils to respect and understand diversity.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexuality or gender identity, gender, including supporting the school to prevent the use of derogatory language and any forms of social exclusion

**Helpful organisations and links**

**Bullying Online** - www.bullying.co.uk

**Kidscape** - www.kidscape.org.uk for further support, links and advice.

**Young Minds**

- A bullying support page for young people giving information and advice on how to cope with bullying.
- A parent's guide to bullying, how to spot it, stop it and support your child.
- Safety Net: an inquiry on the impact of cyberbullying on young people's mental health.
- The Disrespect NoBody campaign helps young people to understand what a healthy relationship is.

**The Department for Education** - documents for school staff, parents and carers on preventing and responding to bullying.

- Preventing and Tackling Bullying: Advice for Headteachers, Staff & Governing Bodies;
- Cyberbullying: Advice for Headteachers and School Staff;
- Advice for Parents and Carers on Cyberbullying;

**Other useful links**

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorativepracticeschools

**Cyberbullying**

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

**Race, religion and nationality**

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

**LGBT+**

Barnardo's LGBT+ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk Stonewall: www.stonewall.org.uk

**Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespectnobodycampaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgenderrelated/preventing-and-responding-sexual

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgender-relate

Developed in conjunction with the Equality Act 2010