



Hartshill Academy

The best in everyone™

Part of United Learning

Anti-Bullying Policy

REVIEWED BY: United Learning

DATE REVIEWED: Autumn 2023

DATE OF NEXT REVIEW: Autumn 2024

Anti-Bullying Policy

Date of last central office review:	Autumn 2024	Review Period:	1 year (minimum)
Date of next central office review:	Autumn 2025	Owner:	Mr Richard Christon
Date of next school level review:	September 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Hartshill Academy
School policy ratified by Local Governing Bodies	December 2023
Implementation of Group Policy	December 2023



Anti-Bullying Policy

1. Introduction

At Hartshill Academy there is a zero tolerance to bullying.

We are committed to fostering a safe, inclusive, and respectful learning environment for all pupils. Our Anti-Bullying Policy is rooted in the belief that every pupil has the right to an education free from fear, harassment, and discrimination. Bullying, in any form, undermines the integrity of our Academy community and impedes the academic, social, and emotional development of our pupils.

This policy outlines our comprehensive approach to preventing and addressing bullying, including definitions, reporting mechanisms, and response strategies. We emphasize the importance of creating a culture of respect and empathy, where differences are celebrated and every member of our Academy feels valued and supported.

Our mission is to ensure that all pupils can thrive in a positive and nurturing environment. By working together—pupils, staff, parents, and the broader community—we aim to eliminate bullying and promote an Academy culture characterized by kindness, cooperation, and mutual respect.

We invite everyone to join us in this vital endeavor to make Hartshill Academy a safe haven for learning and growth.

2. Aims and Objectives

The aims of this policy are:

- To provide a safe, secure environment where all members of Hartshill Academy community can flourish, thrive and feel a sense of belonging and fulfil their potential.
- To be an integral part of Hartshill Academy's behaviour policy.
- To ensure that all members of the Academy community understand that bullying is not tolerated and the potential actions that may be taken when bullying occurs and understand the role they play in the prevention of bullying.
- To promote Hartshill Academy as an 'upstanding' community.
- To promote the Hartshill Academy the core value of Respect; in conjunction with the other HART Values
- To be proactive in the prevention of bullying.
- To raise awareness of what is meant by bullying, the different forms of bullying and the strategies used to prevent bullying.
- To deal effectively with bullying behaviours if they occur.
- To monitor and evaluate any data on bullying and identify curriculum/training needs for staff and pupils.

What does it mean by an 'upstanding' community?

Upstander = someone who recognises when something is wrong AND ACTS to make it right. When an upstander hears/sees some experiencing bullying behaviour they speak up and report it.



Bystander = someone who sees or knows about bullying behaviour that is happening to someone but takes no actions to address or report it. Pupils are reminded that bystanding in cases of bullying brings part-responsibility on themselves, and that it is every pupil's responsibility to report observed cases of bullying. Pupils who bystand in cases of bullying behaviour and do not pass on what they see will be subject to investigation and possible sanction/s. Pupils must be ready to recognise when behaviour described as 'banter' is an actual case of bullying

3. Roles and Responsibilities

Pupils:

If you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help – be an upstander. This may be a friend, your HART Coach, a teacher, or any member of the staff you feel you can confide in. Alternatively, you can phone the NSPCC helpline 0800136663. Should you not feel confident in reporting your concern face-to-face, you could email any trusted member of staff, using the email:

forename.surname@hartshillacademy.org.uk For example, Richard Christon = Richard.christon@hartshillacademy.org.uk

You may be allocated an anti-bullying ambassador to mentor you, and help rebuild confidence. If you are a pupil that engages in bullying behaviour/s you may receive educational intervention to understand how your behaviour has caused distress to another member of the Academy community. This will enable you to learn how to conduct yourself in the future and gain an understanding about bullying behaviour/s and how you can change your behaviour in the future. You may be allocated an anti-bullying ambassador to mentor you. You may receive sanctions up to and including permanent exclusion from Hartshill Academy.

Staff:

All staff recognise that it is their responsibility to facilitate a climate where bullying is not tolerated and continually develop best practice based on knowledge of what works. All staff must have a clear understanding of their roles and responsibilities in preventing and responding to incidents of bullying. Staff model positive relationships and behaviours and act as role models in terms of being an 'upstander'.

Any adult who has concerns about the bullying of a pupil should report this via CPOMS using the category of bullying concern and behaviour concern, referring it to the relevant Pastoral Leader in order for this to be dealt with promptly.

If bullying or cyberbullying raise safeguarding concerns, staff must contact the DSL and be aware of the importance of adopting an 'it could happen here' attitude. Staff are expected to actively participate in CPD opportunities as and when directed, keeping their knowledge of issues relating to (cyber)bullying as up-to-date as possible.



Senior Leadership team and Governors:

A member of the Senior Leadership Team (SLT) is designated as overseeing anti-bullying at Hartshill Academy. At present, this is Kate Wooldridge – Assistant Principal. The Academy is proud to actively participate in the anti-bullying ambassador programme: The Diana Award.

As Designated Safeguarding Lead (DSL), Richard Christon – Vice Principal – will escalate incidents to external parties if/when a child's welfare is a cause for concern. SLT will monitor and evaluate any data on bullying and identify curriculum/training needs for staff and pupils. SLT will review the academy's anti-bullying policy on an annual basis and update as necessary based on development of curriculum opportunities, national patterns of behaviours and local trends.

The HART Time Personal Development curriculum ensures that our PSHE curriculum facilitates pupils to gain knowledge and understanding of core concepts linked to bullying.

Parents/Carers:

Be an upstander - any parent who has concerns about their child or about any other pupil in the Academy should inform an appropriate member of staff (in most cases this will be the HART Coach or class teacher for that pupil. Details about lines of communication for parents are available via the academy's website. Be confident that all reported incidents of bullying will be investigated and dealt with. Be aware that the term 'bullying' is not an umbrella term that can be used for all incidents – bullying behaviour may be isolated incidents and will be dealt with as a behaviour concern.

4. Definitions

What is bullying? – raising awareness

In the government document, Preventing and Tackling Bullying: Advice for Academy Leaders, Staff and Governing Bodies, (July 2017), it says: *"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, and involves an imbalance of power"*.

This alludes to 3 key points:

1. The behaviour is repeated – doing something more than once
2. The behaviour is intended to hurt others - to cause the 3 U's – causing others to feel upset, uncomfortable or unsafe
3. There is an imbalance of power between the perpetrator/s of bullying and the target.

Bullying can take place between pupils, between pupils and staff or between staff. Examples of bullying behaviour – link to the 3 C's – it is a choice, can be challenged and can be changed.

Verbal – including use of discriminatory language, taunting, making mean statements, name calling and the use of derogatory terms.



Indirect – emotional, spreading rumours, saying things behind other’s backs, offensive graffiti, mocking, excluding others from the group, and cyberbullying (sending inappropriate text messages, images, e-mails, mis-use of social media, setting up websites designed to embarrass others, trolling)

Physical – taking belongings, kicking, hitting, pushing, spitting.

Bullying behaviours can be discriminatory and include: Racist/Faith/Culture, Sexual Orientation, Gender, Age/Maturity, Social/Economic status, Disablist/SEN, Appearance and Image.

Other key terminology linked with aspects of bullying

Banter:

At times it can be claimed that hurtful comments are only “banter”. Banter is defined as verbal communication between groups of equal power, not the intentional misuse of power to upset another person. However, describing behaviour as “banter” can cause actual cases of bullying to go unreported and be dismissed as insignificant and we educate the pupils about this throughout our curriculum.

Child on Child abuse:

Keeping Children Safe in Education (Sep 2022) places emphasis on the duty for academies to guard against the negative impact on children’s welfare, happiness and development, caused by child on child abuse. In Annex A of KCSIE (Sep 2022). The term child on child abuse replaced “peer on peer” abuse in order to better highlight the fact that the victims of this type of bullying are children. The following is stated: *“Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.”*

Cyberbullying:

In Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017) it says: *“The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone”.* At Hartshill Academy, we operate a strict ‘not seen, not heard’ policy on mobile phones.

Sexual violence:

Sexual violence and sexual harassment between children in schools and colleges (September 2021) states that it is important that schools are aware of sexual violence and the fact that children can and sometimes do, abuse their peers in this way and it can happen both inside and outside of school. When referring to sexual violence in this we do so in context of child on child sexual violence and links to sexual violence



offences which are also part of the sexual offences act 2003. This includes rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent.

Sexual harassment:

Sexual violence and sexual harassment between children in schools and colleges (September 2021) states that when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and off line and both inside/outside of school. Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded, or humiliated. Examples of sexual harassment include: sexual comments, sexual jokes, physical behaviour (e.g. deliberately brushing past someone), online sexual harassment, sharing of nude/semi-nude images and videos and upskirting (criminal offence).

Vulnerable Pupils:

It is also the case that some children with protected characteristics are more vulnerable to potential abuse by peers and the Academy recognises the need to acknowledge that some children are more at risk of potential targeting by bullying behaviour.

The Academy accepts the definition of bullying as written above and also acknowledges what Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017) says about the need to monitor especially certain groups of children: *"Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference... These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all."*

From Preventing and Tackling Bullying: Advice for Academy Leaders, Staff and Governing Bodies (July 2017). The equalities act 2010 also stipulates that schools are required to have due regard to the need to eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the act.

General awareness of the term bullying:

The term 'bullying' is not an umbrella term that can be used for all incidents – bullying behaviour may be isolated incidents and will be dealt with as a behaviour concern. For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. Hartshill Academy works hard to ensure all pupils know the difference between bullying and simply 'falling out'. We must be careful of the use of the term 'bullying' being used as a term that may be chosen by a party involved in incidents of bullying behaviours to escalate the seriousness of the matter – be aware of the 3 key elements of bullying – repeated, intended and imbalance of power.

Where bullying occurs

Bullying can occur in many places. This can include: the journey to and from the academy, before lessons begin, in the corridors, breaktimes and lunchtimes. Toilets and changing rooms are also areas identified as



places where bullying occurs. To limit these possibilities Academy staff are directed to be on duty in these areas before school, during lesson change over, break, lunch and after school. This provides a physical deterrent but also allow upstanding members of the Academy community to speak to someone in the immediate vicinity if any bullying behaviour occurs.

Signs of bullying

Members of the Academy community should watch for early signs of distress in pupils as it may be an early indicator of bullying. Members of the Academy community should be upstanding and report this to a member of staff if they have any concerns. These may include:

- Fears of walking to/from school
- Fear of going on school transport
- Asks to be driven to school
- Failure of the child to attend school
- Struggles in carrying out usual tasks in school life
- Physical injuries
- Difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn/shy
- Experiencing headaches, stomach aches, anxiety and/or panic attacks
- Suffering from nightmares or poor patterns of sleep
- Broader concerns about behaviour including alcohol or substance misuse
- Changes in appearance or attitude inappropriate to the child's age and previous behaviour
- Abusive behaviour towards others

5. Preventing Bullying

What do we do at Hartshill Academy to be proactive in the prevention of bullying ?

Prevention is better than cure and at Hartshill Academy we are vigilant for signs of bullying and always take seriously reports of bullying. There are a variety of methods/initiatives that we use to ensure we minimise the opportunity for bullying to occur at Hartshill Academy.

Ofsted report 2023:

- “Leaders deal with bullying when it happens and take action quickly”
- “Leaders teach pupils not to accept any bullying behaviour”
- “Leaders prioritise pupils’ personal development”
- “Pupil anti-bullying ambassadors’ support their peers’ well-being. Pupil say these ambassadors are a positive part of school culture”
- “Pupils learn about topics such as healthy relationships, British Values and online safety”

At Hartshill Academy everyone is expected to follow our HART Values of Heart, Ambition, Respect and Tenacity. By showing the HART value of Respect, we ensure that all members of the Academy community can flourish, thrive and feel a sense of belonging and fulfil their potential. The core value of Respect is



shared with all pupils regularly and acts as a reminder to the expectation of the behaviour of all members of the Hartshill Academy community. Bullying behaviours go against this core value and are not – under any circumstances – tolerated.

At Hartshill Academy we have a zero tolerance approach to bullying – this is very clear and shared with all members of the Academy community. At Hartshill Academy we promote an ‘upstanding’ ethos and encourage all members of the Academy community to be upstanding.

At Hartshill Academy we have the following initiatives to raise awareness of bullying behaviours, prevent bullying behaviours and create a positive learning environment for all members of the Hartshill Academy community:

- Anti-Bullying Ambassadors
- Diana Award anti-bullying programme
- A Comprehensive Personal Development curriculum delivered daily through HART Time sessions; underpinned by our HART Values

These initiatives are followed-up and shared in PSHE lessons and assemblies, as well as in the Academy newsletter. At Hartshill Academy we want all members of the Academy community to be upstanding and promote this through prominently displaying posters around the Academy site on how to report bullying behaviours/concerns.

At Hartshill Academy we provide a member of SLT to oversee anti-bullying at the Academy and actively participate in national initiatives linked to bullying (e.g. Odd Socks Day, Anti-Bullying Week, Internet Safety Week).

We also actively participate in national programmes such as the anti-bullying alliance scheme. Hartshill Academy has also been awarded the Diana Award for its work on anti-bullying. Over the course of the next academic year, the Academy will also be training a good proportion of the staff team in Mental Health First Aid in order to further support pupils who may feel affected by bullying or other related issues.

At Hartshill Academy, we have a designated safeguarding lead whom will escalate incidents to external parties if/when a child’s welfare is a cause for concern. At Hartshill Academy we monitor and evaluate any data on bullying and identify curriculum/training needs for staff and pupils. This is overseen by a member of SLT and actions are recorded by Pastoral Leaders as appropriate.

At Hartshill Academy we ensure the HART curriculum facilitates pupils to gain knowledge and understanding of core concepts linked to bullying behaviours. These include: Healthy and respectful relationships, what respectful behaviour looks like, consent, stereotyping, equality, discrimination, prejudiced behaviour, body confidence and self-esteem. We explicitly teach pupils that sexual violence and sexual harassment is always wrong. Full details of our PHSE curriculum and personal development topics can be found on the Academy website.

At Hartshill Academy we ensure staff receive up to date training and CPD opportunities linked to bullying. These include understanding their legal responsibilities in relation to the KCSIE, as well as participating in regular safeguarding training covering topics such as: harmful sexual behaviours, preventing bullying, equality and diversity, online safety and raising awareness of child-on-child abuse.



At Hartshill Academy we conduct surveys to get the pupil voice, parent voice and staff voice – to ensure all members of the Academy community can have their say and the responses are reviewed and evaluated accordingly.

At Hartshill Academy there is a high staff presence during lesson change over, break, lunch and after school. This provides a physical deterrent but also allow upstanding members of the Academy community to speak to someone in the immediate vicinity if any bullying behaviour/s occurs.

6. Responding to instances of bullying

It is the responsibility of the Academy to deal effectively with cases of bullying on its premises and on official off-site activities. The Academy will address cases of bullying outside its immediate premises, in so far as the behaviour damages the well-being of one or more of its pupils, but it will work in partnership with home and other parties, where the behaviour occurs outside Academy time and activity.

Cases of bullying or suspected bullying will be carefully and thoroughly investigated. All those involved will be given a fair opportunity to talk about the matter with an appropriate person. Where an incident of bullying is proven, a record of all relevant matters will be kept via CPOMS. Appropriate action will be taken in proven cases of bullying up to and including permanent exclusion from the Academy.

Potential actions in cases of proven bullying – these are to ensure that the bullying behaviour is recognised and the main aims are to educate to prevent and to also deter future bullying behaviours.

- Educational awareness training
- Conflict resolution
- Mediation
- Investigations
- Internal exclusion (Reflection)
- Parental meeting
- Peer mentoring by a member of the anti-bullying ambassador team
- External suspension (including cluster suspensions at other Trust sites)
- Permanent exclusion

7. Bullying and Safeguarding

How does the Academy manage the issue of, and cases of concern about, child on child abuse?

Bullying and the law

There is no legal definition of bullying and bullying is not a specific criminal offence but at Hartshill Academy we acknowledge that there are a variety of legislations that assist with bullying and how it can be addressed.

Bullying is a clear breach of the Academy's Behaviour Policy and the full range of sanctions available throughout the Academy may be used to deal with cases of bullying where found and confirmed. It should be noted that although bullying is not a specific criminal offence, there are criminal laws which apply to



harassment and threatening behaviour. Malicious accusations of bullying behaviour, if found to be untrue, will be treated very seriously and involve serious disciplinary sanction.

Incidents of bullying – and/or maliciously false allegations of bullying - can be sanctioned with a range of consequences up to and including permanent exclusion.

Taken from, Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017): *“When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school’s Designated Safeguarding Lead and report their concerns to their local authority children’s social care and work with them to take appropriate action.”* This is also laid out in KCSIE.

8. References

Sources and guidance referenced in this policy

This policy was updated with regard to the DfE guidelines:

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2022)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017)
- Cyberbullying: Advice for headteachers and school staff (November 2014) 2017)
- No place for bullying: Ofsted (June 2012)

