



# St. Edward's Church of England Academy

## Anti-Bullying Policy

Approved by Trustees  
Last Reviewed in: July 2025  
Next Review due by: July 2026  
Statutory Policy



St Edward's  
Church of England  
Academy

## The Vision for Education at our Academy

***Jesus says, "I have come that they may have life and have it in all its fullness."  
John 10:10***

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

**...we are 10:10 people.**

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

***"For I know the plans I have for you, declares the Lord, plans to prosper you  
and not to harm you, plans to give you hope and a future."***

**Jeremiah 29:11**

***"Be strong and courageous.  
Do not  
be afraid; do not be  
discouraged for  
the Lord your God will be with  
you wherever you go."***

**Deuteronomy 31:6**



***"I no longer call you  
Followers. Instead I call  
you friends."***

**John 15:15**

***"Show proper respect to everyone"  
1 Peter 2:17***



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## Our Aim

We are a **Rights Respecting School** as defined by the Convention on the Rights of the Child. Therefore, our aim is to create respect for one another in a Christian, caring and equal society, promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment. The Academy rejects all forms of bullying behaviour and intends to provide an atmosphere of safety and happiness for all pupils. Bullying behaviour of any kind is unacceptable and will not be tolerated at our Academy. If bullying behaviour does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. As a Church of England Academy, our approach is rooted in the Christian values of compassion, justice and forgiveness as well as our core values of Respect, Courage, Hope and Friendship.

## Objectives

The objectives of the policy are:

- To raise whole staff, pupil, parent and community awareness of the nature of the problem and ensure their commitment to and support of this policy
- To promote good classroom management by all staff to ensure the development of mutual respect and consideration amongst pupils
- To use a variety of strategies within the curriculum to promote the establishment of our aim
- To create and maintain communication structures within the Academy which will enable incidents of bullying behaviour to be properly reported
- To follow clear and appropriate procedures for investigating incidents of alleged bullying
- To work positively, in partnership with parents, over incidents of bullying and attempt to ensure appropriate treatment and support of “the person affected” and “the bully”.
- To identify areas to be supervised by members of staff
- To ensure our procedures reflect the duty of care we have as part of our responsibility for child protection and that they are a coherent part of our Behaviour for Learning Policy



## **Policy Development and Review**

The policy has been developed through a review which involved all members of the Academy community- children, parents/carers, trustees and Academy staff. It has been created to comply with The Children's Act 1989, The Education and Inspection Act 2006, the Malicious Communications Act 1988, The Equality Act 2010, Bullying at School (DFE guidance) and Preventing and Tackling Bullying (DFE guidance). It should be read in conjunction with the following policies:

Safeguarding Policy, E-safety Policy, Behaviour for Learning Policy and the Additional Educational Needs (AEN) Policy.

All stakeholders are crucial in the ongoing development and review of this policy, e.g. questionnaires at parents' evenings / parent forums, as well as pupil, staff and trustee meetings / questionnaires.

## **Evaluation Procedures**

In order to assess the effectiveness of this Policy, the following standards will be used as a means of measuring performance.

- Variations in number of reported incidents over a given period; individual incident reports, including nil reports, within given periods for different age groups
- Anti-bullying is a standing agenda item at the student Teaching and Learning sub-committee where reports and analysis is discussed with trustees

## **Definition, Types and Practices**

Bullying behaviour takes many forms and in determining whether bullying behaviour has taken place, the views of the target **must** be considered.

## **The Anti-Bullying Alliance, definition of bullying:**

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.



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Examples of types are:

**Verbal:** name calling, taunting, mimicking, insulting or hurtful comments, including comments about looks, ability, accent, families, race, gender or sexual orientation (including transphobia, homophobia, biphobia) and those who have 'protected characteristics as defined by the Equality Act 2010

**Indirect:** spreading unpleasant stories about someone, electronic messages, e-mails and comments or photographs on web-sites, malicious texting or phone calls, excluding someone from a group, writing hurtful comments, etc.

**Physical:** hitting, pushing, barging, tripping up, kicking, pulling hair, sexual harassment, taking and hiding belongings, damaging property etc.

**Practices:** It is important to recognise that bullying can take place between various people, such as, between children, between children and adults, or between adults. It can involve individuals or groups and be face-to-face, indirect and use a range of cyber- bullying methods.

### **Causes of bullying behaviour**

The Diana Award identify that are 8 key causes of bullying behaviour. These are:

- Reactive Behaviour
- Cultural Influences
- Institutional Causes
- Social Causes
- Family Issues
- Personal History
- Having Power
- Blaming the Target

### **Reactive/Reciprocal Behaviour**

Some young people might replicate the behaviour that has been exhibited or directed towards them. It could even be a coping strategy; a young person might believe that if they are no longer seen as a target, the bullying behaviour they are experiencing will decrease or stop.



**Cultural Influences:** Young people can be heavily influenced by media platforms, such as popular music, YouTube, TV, films, and gaming culture. Young people want to be accepted in their 'youth culture' to find their place. Yet, mainstream media can create a culture that recognises and rewards those with power, e.g. in video games, movies and television. Young people might be drawn to desire power and may also begin to mimic the negative behaviour they see. e.g. Fortnite – behaviour, competition, status.

**Institutional Causes:** This is where bullying behaviour incidents occur frequently in a certain institution (for instance, a school, a workplace etc.) and are not dealt with in a manner that addresses the behaviour or takes it seriously. This allows this negative behaviour to become the 'norm.' An example of this might be normalised language, such as 'That's gay', that goes unchallenged.

**Social Causes:** A young person might believe that they will get more social recognition for negative behaviours rather than positive ones. For instance, a young person might receive more attention for misbehaving in class than for behaving in a positive manner. Jealousy or envy of another person, lack of personal or social skills, an inability to process feelings, or the absence of being challenged constructively for negative behaviour can also be contributing factors.

**Family Issues:** A negative and dysfunctional home life without positive reinforcement may contribute to a young person exhibiting bullying behaviour. For instance, a young person coming from a distressing situation or environment might use the mistreatment of others as a coping mechanism.

**Personal History:** Various personal experiences can contribute to a young person exhibiting bullying behaviour. For instance, children who experience academic pressures or failures might display bullying behaviour as a result of frustration or resistance against the education system. Those who have experienced social rejection or extra-curricular stress (e.g., at sports clubs) might similarly be more likely to display bullying behavior.



**Having Power:** Some young people may like to be in control or a dominating position because this means that they will not be targeted themselves. Young people might also be given power without being trained in leadership skills and so do not know how to wield their power wisely.

**Blaming the Target:** Some people who display bullying behaviour will attempt to justify their actions by blaming the target and suggesting that they provoked them. For instance, views that can be classed as discriminatory can be used to justify behaviours; this can include negative judgements against different subsets of youth culture where personal tastes vary. Phrases such as 'It's their own fault', 'They shouldn't be weird, then should they?', 'If they only dressed 'normally' and not like a goth, no one would target them' are examples of this. It is important to remember that nobody ever asks to experience bullying behaviour and it is never the fault of the victim. Nobody should ever be made to feel upset, uncomfortable, or unsafe for being who they are.

### **Signs of bullying behavior**

Signs that a pupil may be the target of bullying behaviour, may include:

- A change in character, becoming withdrawn, anxious, nervous or alterations in eating habits
- 'Loses' money, possessions or has property damage
- Has unexplained marks, bruises or cuts
- Is reluctant to go to the academy or truant
- Becomes aggressive, disruptive or demonstrates bullying behaviour towards other children or siblings

### **The Role of the Academy**

All adults within the Academy community have a shared responsibility to ensure that bullying behaviours are addressed and dealt with.

The best approach to tackling bullying behaviour is prevention. The Academy will take a range of approaches to help prevent bullying. These include:

- Staff training and regular updates





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- Taking part in initiatives such as Anti Bullying Week where pupils take a lead
- Adapting our curriculum to ensure it meets needs of learners and encourages them to develop strategies that will keep them safe such as resilience, respect, friendship, team work, acceptance
- Carrying out regular pupil voice surveys on wellbeing and use the findings to inform our plans
- Ensuring that, as a Christian academy, where conflicts do arise, they are resolved swiftly with empathy and a focus on reconciliation, reinforcing our commitment to love and care of every individual as part of a nurturing community.

### **Pastoral Leaders**

Our Pastoral Leaders are the 'front line' of the pastoral care system and are responsible for creating a good relationship with individual pupils so that the pupils feel they can discuss personal issues including bullying with them if necessary. Pastoral Leaders are vigilant in assessing the wellbeing of pupils.

### **Form Tutors**

The Form Tutor is the daily contact for pupils; they are encouraged to raise any concerns or issues with their Form Tutor. Pupils can also use the worry boxes which are located around the Academy, along with online reporting tools. ~~This information, as well as the pupil friendly anti bullying policy, is also available in the pupil planner.~~

### **How will the Academy respond to any incidents of bullying behaviour?**

St Edward's Church of England Academy will establish and maintain the following activities to address bullying behaviour:

- There is a designated anti-bullying lead
- An appointed Link Trustee for Safeguarding and anti-bullying
- A record through which all incidents are collated, periodically reviewed and reported on appropriately
- Report incidents to the relevant authorities
- Communication of the policy and its periodic update, in order to ensure that staff, pupils, parents and trustees are continuously aware of the Policy and also of their individual responsibilities



- Evaluate the effectiveness of policy and procedure

*Please refer to the flow diagram on page 11 for a full overview of how the Academy deals with incidents that are witnessed, suspected or reported as bullying behaviour.*

### **Role of Parent/Carers**

- If parents /carers suspect bullying behaviour is taking place, contact the Academy immediately. This can be done by using the online contact form or calling the Academy
- Encourage your child to inform their Form Tutor, Pastoral Leader, Anti-Bullying Lead, or any other trusted member of staff; or, ask you to contact us if they feel they are being subjected to bullying behaviour
- The Academy will keep parents/carers informed of any investigation and its outcomes

### **Role of Pupils**

If pupils feel they or anyone they know is being subjected to bullying behaviour: the most important thing to do is to tell someone. Pupils can speak to any of the following:

- Form Tutor
- Pastoral Leader
- Any member of staff whom you find approachable
- Their friends – if they are able to report the matter on the other's behalf
- Anti-Bullying Ambassadors
- Pupil Buddies – if they are able to report the matter on the other's behalf
- Parents or Carers



## Investigation “Bullying Behaviour” Overview

The reported / suspected / witnessed incident is dealt with immediately by a member of staff



A clear account is recorded by the member of staff (this **MUST** be completed as soon as possible) and reported to the relevant Pastoral Leader.



The incident is picked up by a Key Stage Leader, Inclusion Manager or Vice Principal.



The incident is fully investigated with statements being taken by target, perpetrators and any witnesses present.



It has been deemed that bullying behaviour **Has** taken place



Details of the incident(s) are recorded in the anti-bullying log and a *Bullying* incident is also recorded.  
The parents/carers of the person/s affected and the parents of the perpetrators are contacted and the details of the conversations are recorded on My Concern.



An appropriate sanction is put in place. This is dependent upon the gravitas of the incident and whether this type of behaviour has occurred before. It can include reflections, inclusion, internal exclusion, fixed term exclusion or even permanent exclusion.



A follow up letter is sent to the parents/carers of both the person/s affected and the perpetrators.



Over a 4-week period, relevant interventions will take place, these may include: restorative justice, mediation and/or any other bespoke support. All details/information will be logged on My Concern.



If there are no further issues, then at the end of the 4-week period letters are sent to the parents/carers of both the person/s affected and the perpetrators.



If there are any further issues, then the Academy behaviour policy will be followed due to the repetitive nature and seriousness of these events. Parents of both the person/s affected and the perpetrators, will be contacted and further strategies/consequences will be implemented as applicable.

