

Anti-Bullying Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
3.0	Nov 2025	KLE	Moved onto the new policy template Updated in connection with KCSIE 2025.
2.0	Nov 2023	KLE	Updated in connection with redefined roles
1.0	Nov 2020	KLE	Updated in connection with redefined roles

Policy Purpose and Objectives

Orchard Mead Academy is committed to ensuring a safe, respectful, and inclusive environment where bullying in any form — whether physical, verbal, emotional, online or prejudice-based — is not tolerated. This policy outlines our commitment to preventing, identifying and responding to bullying; and supporting all members of our community: pupils, staff, parents/carers.

The policy aims to ensure that:

- All governors, staff (teaching and support), students and parents/carers understand what constitutes bullying.
- All staff understand and consistently implement the school's procedures when bullying is reported.
- All students and parents/carers know how to report bullying, and what will happen once it is reported.
- Students and parents/carers who report bullying are assured of support and prompt, effective action.

The School fosters a culture where bullying is understood as unacceptable and where mutual respect, dignity and equality are upheld.

This policy has due regard to:

- Education and Inspections Act 2006, Section 89 (measures to prevent bullying and encourage good behaviour)
- GOV.UK
- Education (Independent School Standards) Regulations 2014 (where applicable)
- Equality Act 2010 (including Public Sector Equality Duty)
- Children Act 1989 (duty to safeguard children; a bullying incident may become a child-protection concern if there is suspicion of significant harm)
- Statutory guidance: Keeping children safe in education 2025. All staff should be aware of the risk of child-on-child abuse and the need to respond appropriately.
- Non-statutory guidance from the Department for Education: "Preventing and tackling bullying" (2017) and "Cyberbullying: advice for headteachers and school staff" (2014).

This policy should be read alongside other relevant school policies, including (but not limited to):

- Safeguarding / Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- SEND/Inclusion Policy
- Online Safety / Acceptable Use Policy
- Social Media Policy
- Confidentiality Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy

Definition of Bullying

For the purposes of this policy, bullying is understood as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.”

Bullying is characterised by four key features: repetition (not a one-off), intention to harm, targeting (specific individual or group), and imbalance of power (real or perceived).

Bullying may take many forms, including (but not limited to):

- Verbal: name-calling, taunting, mocking, offensive comments
- Emotional / relational: excluding, isolating, spreading rumours, social exclusion, tormenting (e.g. hiding belongings, threatening gestures)
- Physical: hitting, kicking, pushing, any use of violence or force
- Sexual: unwanted physical contact, sexually abusive comments or harassment
- Cyber / online: misuse of internet, social media, messaging/email, gaming, mobile phones — including threatening/abusive messages, sharing sexual or degrading images (sexting), posting harmful content, social exclusion or impersonation.
- Prejudicial / protected-characteristic bullying: related to race, religion or belief, ethnicity or culture, nationality, sex, gender identity (including gender reassignment / transphobia), sexual orientation (homophobic/biphobic bullying), pregnancy/maternity, special educational needs or disability (SEND), mental or physical health conditions, appearance or home circumstances (e.g. young carers / children in care).
- Indirect or third-person bullying: encouraging another person to bully, social isolation, manipulation or coercion, group exclusion.

The school recognises that bullying can happen between pupils, from pupils to staff, from staff to pupils, or between adults. It can occur on school premises, during off-site activities, on the way to or from school, or online.

Why Reporting and Addressing Bullying Matters

Bullying can have serious consequences: it can harm mental health and wellbeing, create barriers to learning, damage self-esteem, and impact a pupil's ability to feel safe and able to engage fully at school. The school is committed to taking all reports seriously, responding sensitively, and supporting victims, witnesses and perpetrators appropriately.

We will:

- Take every reported incident seriously.
- Ensure staff, pupils and parents know that concerns will be dealt with sensitively, fairly and effectively.
- Intervene promptly to stop harmful behaviour, support those affected, and prevent recurrence.
- Work in partnership with parents/carers, and where needed, with external agencies (e.g. social care, mental health services, police).
- Monitor and review incidents and patterns to identify vulnerable pupils or groups, adapt strategies, and learn from best practice.

Roles and Responsibilities

- Principal — ensures this policy is communicated to all stakeholders; ensure disciplinary and support measures are applied fairly and consistently; appoint a member of the senior leadership team to take overall responsibility for anti-bullying strategy and implementation.
- Academy Council — maintain oversight of the anti-bullying policy; monitor and review its effectiveness regularly (at least annually).
- All staff (teaching, support, non-teaching, trainees, visitors) be alert to signs of bullying or child-on-child abuse; respond promptly and appropriately to any report; support victims, and help promote a positive, respectful school culture.
- Students — abide by the school's expectations of behaviour; report any bullying they experience or observe (whether to themselves, peers or staff); support peers and contribute to a safe school environment.
- Parents / carers — support their children; report any concerns to the school; work with the school throughout any investigation or resolution process; reinforce positive behaviour and respect at home.

Procedures for Reporting, Recording and Responding to Bullying

- **When bullying is suspected or reported:**
 - The report will be taken seriously and acted on promptly by the member of staff who first receives the concern — or by any staff member who witnesses suspected bullying.
 - That member of staff should refer the matter to the relevant pastoral lead (e.g. Assistant Head of Year, Head of Year) or to the Designated Safeguarding Lead (DSL), where appropriate.
 - All parties involved will be interviewed; written statements may be taken where appropriate; school may confiscate or examine relevant electronic devices if necessary and lawful (in line with Searching, Screening and Confiscation policy) to investigate online/cyberbullying.
 - Parents/carers of both victim and alleged perpetrator will be informed, kept updated, and involved as appropriate.
 - Support will be offered to the victim (and, where appropriate, to the perpetrator), including restorative conversation, counselling/mentoring, or referral to external agencies, where needed.
 - Disciplinary or other sanctions will be applied, consistent with the school's Behaviour Policy — and proportionate to the severity of the incident, taking account of any SEND or vulnerability factors.
 - In serious cases (e.g. suspected criminal offence, significant harm, risk outside school) the school will involve external agencies, including police, social care or mental health services.
 - A clear, confidential record of the incident (and outcome) will be made, using the school's recording system (BromCom). This record should capture: nature of bullying, motivation

(including if prejudice-based), context (on or off site; online; travel; social), action taken, support given, and outcomes.

The Vice Principal for Behaviour will analyse bullying data regularly to identify patterns/trends — by year group, type of bullying, protected characteristic, location/time, online vs offline etc — and use findings to inform prevention strategy.

Preventative Measures and Whole-School Approach

To prevent bullying, the school will:

- Promote a school culture of respect, inclusion, tolerance and mutual care.
- Include anti-bullying, respect, equality and online-safety education in the curriculum (e.g. via PSHE / Growth Curriculum, assemblies, tutor-time, external workshops).
- Provide regular reminders to students about how to report bullying (e.g. via posters, student handbook, student voice opportunities, drop-in sessions).
- Offer “safe spaces” and support networks for vulnerable or at-risk students (e.g. SEND, young carers, children in care, those new to school).
- Provide staff training — including as part of induction — on recognising bullying and child-on-child abuse, appropriate responses and use of reporting mechanisms.
- Use restorative practices, peer mediation, mentoring, and counselling to resolve conflicts and rebuild relationships, where appropriate.
- Ensure consistent supervision at unstructured times (breaks, lunch, transitions), including lunchtime supervisors, pastoral staff, SLT presence.
- Monitor and review patterns of behaviour, rewards and sanctions, and bullying incidents to evaluate effectiveness and make improvements.
- Engage with parents/carers — through newsletters, parent-evenings, information sessions — to reinforce policy expectations and promote partnership in preventing bullying.
- Work collaboratively with external agencies (social services, mental health services, police, where necessary) when issues arise beyond the school’s capacity.

Support for Those Involved

For students who have been bullied:

- Provide pastoral care, a trusted member of staff to talk to, and access to counselling or mentoring as appropriate.
- Offer opportunities for restorative conversation, reconciliation, and rebuilding self-esteem.
- Provide ongoing support and monitoring; facilitate access to wider support networks (peers, staff, external agencies).

- Provide advice and guidance on online safety, coping strategies, and how to report further concerns.

For students who have bullied others:

- Employ a restorative approach: discuss the incident, the harm caused, and the need for behavioural change.
- Inform parents/carers and involve them in supporting the student.
- Provide education, counselling or mentoring to address underlying issues (e.g. empathy, social skills, mental health).
- Apply sanctions or other consequences proportionally, in line with the Behaviour Policy, while ensuring support and opportunities for rehabilitation.
- For adults (staff or parents) who are bullied or experience harassment or abuse via school community / pupils / parents):
- Provide opportunity to report concerns to the DSL or a senior staff member.
- Investigate and respond in line with the Staff Code of Conduct, Behaviour Policy, or Visitors' Policy (as relevant).
- Offer support, including access to external support or counselling where appropriate.
- Take disciplinary, civil or legal action where relevant.

Policy Communication, Monitoring and Review

This policy will be published on the school website and made available to all pupils, parents/carers and staff.

All staff will receive regular training on bullying, child-on-child abuse, safeguarding and related procedures.

The policy will be reviewed at least annually by the Governing Body (or equivalent) to ensure it remains up-to-date with legislation, statutory guidance and best practice.

The school will regularly analyse bullying data (e.g. termly or half-termly) to identify patterns/trends and adapt its strategy accordingly.

Appendix - Bullying Incident Checklist

Bullying Incident Checklist DAY 1 = Day allegation made by student, parent or staff

Name of victim:

Name of Aggressor:

Allegation made by:

Scan and add to BromCom records once completed

Allegation	Action	Time Scale	✓
All allegations	Take statement from victim, perpetrator and witnesses	Day 1	
	Consider whether this is friendship issue or bullying issue	Day 1	

Bullying	Action	Timescale	✓
If first Offence AHOY LEAD	Sanction - 1 day IE. Check decision is appropriate. Complete paperwork.	By 3.30pm on Day 1	
	Education – Anti-bullying intervention from AHOY	To be completed in IE	
	Parents of perpetrator informed of outcome.	Before end of school Day 1	
	Incident recorded in BromCom	Within 24 hrs	
	Feedback to parents of victim	Before end of school Day 1	
	Restorative work and Monitor	Before IE ends	
	Support for victim	Ongoing	

Bullying	Action	Timescale	✓
If second Offence HOY LEAD	Sanction - 3 days IE. Check decision is appropriate. Complete paperwork.	By 3.30pm on Day 1	
	Education - Anti-bullying intervention from HOY	Before IE ends	
	Parents of perpetrator informed of outcome by telephone	Before end of school on Day 1	
	Parents of perpetrator in for meeting.	Before IE ends	
	Incident recorded in BromCom	Within 24 hrs	
	Inform SLT link and other as appropriate	ASAP Day 1	
	Consider class moves	Within 3 days – before IE ends	
	Feedback to parents of victim	Before end of school on Day 1	
	Restorative work and monitor	Within 3 days – before IE ends	
	Support for victim	Ongoing	

Bullying	Action	Timescale	✓
Any subsequent Offences	HOY to inform AP, VP and Principal	ASAP Day 1	
	HOY to inform parents of perpetrator of outcome by telephone	Before end of school Day 1	
	HOY to feedback to parents of victim	Before end of school Day 1	
	FTE length to be decided by AP and VP	Before end of school	

AP LEAD		Day 1	
	Incident recorded in BromCom	Within 24 hrs	
	AP to conduct face to face parent meeting with perpetrator's parents	RFE meeting	
	AP to offer face to face meeting for parents of victim	Within 2 days	
	Consider SEND – refer to ETY as appropriate	Within Week 1	
	Broker additional interventions as appropriate	Within Week 1	
	Consider Managed Move as appropriate	Within Week 1	
	Restorative work and Monitor	Return from exclusion	
	Support for victim	Ongoing	

Appendix – Anti-bullying Procedures

Anti-bullying Procedures



