



Cloughwood
Academy

Anti-Bullying Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
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Policy Statement

All pupils at Cloughwood should feel free from fear and safe from harm. They all deserve to feel that they are cared for and secure in their school.

All pupils need a safe space in which to develop physically, emotionally and psychologically. At Cloughwood we aim to create a family-based atmosphere and environment that does not accept or tolerate the oppression of one person by another and where victims and bullies are supported and enabled to overcome their difficulties.

This policy outlines what our schools and college will do to prevent and tackle all forms of bullying. It is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education 2023”. Reference has also been made to Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges”. The policy has been adopted with the involvement of the whole school community.

Links with other school policies and practices

This policy should be read alongside the following organisational policies:

- Behaviour Policy
- Exclusions Policy
- Safeguarding Policy
- E-Safety Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

School Ethos

In our school, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated.

Some pupils may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils/learners are less likely to intentionally ‘bully’ others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

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The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

Aims

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college.

The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school/college. Reports of bullying will always be taken seriously. Reports of bullying will be logged on the digital recording platform.

The aims of the school/college's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising the indicators that bullying is occurring

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Pupils' communications must be listened to.

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We carefully review the reasons why bullying is occurring on a case by case basis.

Implementation

Preventative Strategies include:

- Using our extensive knowledge of pupils, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual safety plans;
- Talking to pupils about issues of difference through dedicated events or projects;
- Talking with pupils about how to manage their own feelings and emotions;
- Ensuring that all pupils are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where pupils are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils from cyber based bullying

The following steps should be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who witnessed the incident or who the incident was reported to;

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- A clear account of the incident will be recorded on Arbor and shared with the appropriate member of SLT.
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil then the disciplinary procedure will be acted upon and a safeguarding concern raised.

Pupils

Bullying behaviour or threats of bullying must be dealt with immediately.

Pupils who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos.

Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and subject areas, as appropriate).

Monitoring, evaluation and review

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The school will review this policy every two years and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils.

The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

Complaints

There may be times when it is felt that the Academy has not handled the situation to your satisfaction. In the first instance, please contact the Headteacher.

If you are still not satisfied you may contact Graham Shaw (Chair of Governors) on 01606 537690 and request that the school contacts Mrs Madeley who will return your call.

Alternatively contact Ofsted at:

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