



Think Big, Chase Dreams, Succeed Together.

Anti-Bullying Policy

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1. Introduction and Scope

The aim of this policy is to ensure that all students have a safe, inclusive and welcoming learning environment in which they are able to thrive. The school is committed to providing a proactive, preventative approach to bullying, ensuring that everyone in the school community is aware that bullying is unacceptable and will not be tolerated at Shuttleworth College.

2. Roles and Responsibilities

Governors have a responsibility to:

- Ensure the school has a clear, frequently reviewed anti-bullying policy that also covers bullying outside of school, such as online/cyberbullying, and that it is freely accessible.
- Regularly review data on bullying incidents to understand trends, including the nature of incidents (e.g., prejudice-based bullying).
- Hold school leadership accountable on the effectiveness of anti-bullying strategies and ensure a "no-tolerance" culture is enforced.
- Designate a specific governor to oversee anti-bullying activity, liaise with staff, and provide feedback to the governing board.
- Ensure that the school listens to pupils' experiences, for example through surveys or interviews, and works with parents to address bullying.
- Ensure staff receive appropriate training to recognise and handle bullying incidents effectively.

School staff have a responsibility to:

- Be vigilant during form times, during lessons and whilst on duty, so that bullying does not pass undetected.
- Treat reports of bullying seriously.
- Not ignore signs of suspected bullying ensuring unpleasantness from one student towards another is always challenged and never ignored.
- Take action immediately when they become aware of a bullying incident.
- Ensure promptness to lessons and duties in order to prevent situations developing.
- Be alert to social dynamics and available for students who wish to report bullying.

Students have a responsibility to:

- Treat others with care, respect and kindness.
- Report any incidents of bullying either of themselves or others to a member of staff or a trusted adult.
- Not make counter-threats if they are alleged victims of bullying.
- Retain all evidence of cyber bullying and not respond to it.

Parents/ Carers have a responsibility to:

- Ensure any concerns about bullying are reported to the school.
- Retain any malicious text messages, comments on social networking sites or emails received by their children as evidence and not respond themselves.

3. Definition

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” (DfE “Preventing and Tackling Bullying”, July 2017)

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. There is an **intention to harm** e.g. a person teasing another with the intention of deliberately upsetting them
2. There is a **harmful outcome**: a person or persons are hurt emotionally or physically
3. The act can be **direct or indirect** e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook/snapchat
4. There is usually **repetition from the perpetrator**. However, for vulnerable students in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. There is **unequal power**. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

Bullying behaviour can be direct or indirect, simple or complex.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using for example, a mobile phone.

Indirect bullying includes persistently ignoring a student so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offense graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school at any time day or night.

It is **not bullying** when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental

- There is a one-off fight / argument between students of equal stature or strength
- There is a good reason why a student(s) cannot be included in a group activity.
- There is falling out between friends after a disagreement, quarrel or argument (though in some cases this can lead to bullying).
- There is teasing between friends without intention to cause hurt.

Friendships are complex and occasionally there are changes to friendship groups that can be temporary or permanent. Some issues experienced by students are done without deliberate intention, that is a person has not realised how damaging their comments, use of language or actions have been. If it is determined that there has not been a bullying incident, but a student's behaviour has nevertheless been inappropriate, the school's behaviour policy will be followed.

3. Prevention

The school is committed to raising awareness of bullying and will utilise all opportunities for addressing bullying in all forms throughout PSHE and the wider curriculum. This is supported with a range of approaches such as through displays, assemblies, peer support and the student council.

In addition to this, the school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school and embed messages in the wider school curriculum.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) is available to parents/carers in a variety of formats. .
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.

3. Managing Incidents

The following steps will be taken when managing alleged bullying incidents:

- If bullying is suspected or reported, a summary should be immediately emailed to the appropriate Head of Year.
- Where there is a possible threat to the student, the member of staff must first ensure the physical safety of the alleged victim.
- The Head of Year will interview all concerned and alleged perpetrators and witnesses will be given opportunity for their statements to be taken.
- A clear and precise account of the incident will be recorded by the Head of Year and shared with the Deputy Headteacher and the DSL.
- All bullying incidents will be logged on CPOMS.
- When responding to cyber bullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed by the Head of Year.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other relevant services will be consulted.

Supporting Students

Students who have been bullied will be supported by:

- Offer of an immediate opportunity to discuss the experience with their Head of Year
- Informing parents/ carers
- A resolution log which will run for approximately 6 weeks, managed by their Head of Year.
- Referrals to Counselling, Mental Health and Wellbeing support or Nurture if they feel that would help.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Staff awareness and vigilance.
- Access to supervised safe space.

Students who have bullied others will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers
- Finding any underlying reasons and offering appropriate support
- Set goals to reinforce improved attitude and behaviour
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctions in line with school behaviour policy. This may include official warnings, detentions, removal of privileges, fixed-term suspensions and permanent exclusions.
- Liaison with police or relevant services