



**MARY ELLIOT
ACADEMY**

Anti-Bullying Policy

Version: **2**

Ratified by the Local Governing Body

Signed by the LGB: **10.07.2026**

To be reviewed every 2 years: **10.07.2028**

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1. Introduction

Mary Elliot Academy is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of “it could happen here” and that they recognise that safeguarding is everyone's responsibility.

We believe that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and students should recognise that bullying is an anti-social behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the academy's approach, roles and responsibilities with regard to all student-bullying matters.

This policy aligns with the PSHE/RSE curriculum and ensures a consistent whole-school approach to promoting safe, respectful and inclusive relationships.

2. Aims

The aims of the anti-bullying policy are to:

- 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 student who has experienced bullying and to trigger sources of support for the student.
- To apply supportive strategies to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- To ensure that all learners, staff, parents and governors are aware of this policy and fulfil their obligations to it.
- Preventative work is delivered through the PSHE curriculum strands – Respectful Relationships, Being safe, Online and Media and Families and People who Care for Me.

3. Definition of bullying

Bullying is defined as ‘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: Advice for Headteachers, Staff and Governing Bodies – July 2017)

Four main types of bullying can be identified:

- Physical: hitting, kicking, taking or hiding belongings.
- Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
- Emotional: being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Cyber: email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Students at Mary Elliot Academy have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Mary Elliot Academy will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual.

Cognitive understanding and communication impairment are strong factors in how/what our students communicate. School staff support our students to understand what is meant by the definitions above and how to resolve any bullying situation.

Students who are being bullied may show changes in behaviour, such as becoming withdrawn, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Issues around bullying will be covered through the curriculum; including how and who to go to if they feel they are being bullied.

4. Roles and Responsibilities

4.1. The Local Governing Body

Our governing body will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

4.2. The Head Teacher/Senior Leadership Team

- Oversee the implementation of the Anti-Bullying Policy and evaluate its effectiveness. Report to the LGB on the implementation of the policy including the analysis of incidents to determine the effectiveness of the policy.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date

4.3. The Positive Behaviour Lead (PBL) and Designated Safeguarding Lead (DSL)

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the academy's safeguarding and behaviour report analysis (CPOMS) and plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a point of contact to advise staff on any bullying related matter and to liaise with external agencies as necessary in partnership to support anti-bullying strategies.
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4.4. PSHE Lead

- Oversee anti-bullying education within PSHE, RSHE and ICT, ensuring content is developmental, accessible and aligned with statutory RSHE guidance.
- Work with the safeguarding team and the PBL to identify learners needing targeted PSHE interventions.
- Provide staff with guidance to personalise resources, training and teaching and learning guidance on anti-bullying, relationships and personal safety.
- Monitor the quality and sequencing of anti-bullying teaching across the school.

4.5. All school staff

- To be constantly monitoring the pupils for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the pupils.
- Ensure that any instances of bullying are reported to the PBL and DSL.

5. Student voice and Support

There are a number of ways that students can communicate to express their feelings and thoughts. These include everyday communication with school staff. Students will communicate their wants and needs and how they feel through their behaviour. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through student voice or from signs such as distress, change in mood, injury, and change in behavioural norms. Claims or expressions of bullying made by students will be taken seriously.

When a disclosure of bullying is made, the member of staff will listen carefully and make accurate notes on what has happened. Both parties will be listened to, and if necessary, third parties as required. Staff will deal sensitively with the investigation in order to avoid making the situation worse for the victim of the bullying. Whilst also supporting the alleged perpetrator.

6. Reporting Process

Any incidents of behaviour (not bullying) towards another peer are recorded on the appropriate behaviour recording system (SOLAR) and logged within their Positive Behaviour Plan (PBP).

- In the event that bullying behaviours are reported or observed; the member of staff who has that information should promptly report it to the PBL and the DSL/DDSL and record on CPOMs. The PBL/DSL will ascertain the facts and decide on appropriate actions.
- Follow up actions should be devised, recorded and aimed at addressing bullying behaviours.
- In the event that bullying behaviour are not successfully changed or prevented; and those agreed strategies do not show indications of working then the matter will be reported to the Head Teacher.

7. Working with Families

Close work with our families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life. For individual matters relating to bullying, advice should be sought from the PBL and the DSL on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members/carers into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call.

Students who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents/carers to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about.

If, as a parent/carer you are concerned about your child/young person being bullied, you should: Contact the school immediately and ask to speak to the DSL, PBL or Family Liaison Officer. In the unlikely event of you been told that they are unavailable please ask to speak to the Head Teacher.

Contact the school if the bullying is taking place on home to school transport. You should also contact the home to school transport team on 01922 652928 so they can also carry out an investigation.

8. Linked Policies

- Online Safety Policy
- Safeguarding Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- PSHE and RSE Policy

9. Changes

Description	Date	Page	Section
Inclusion of PSHE curriculum in the introduction	June 26	3	1
PSHE work strands added	June 26	3	2
Document in which definition is taken updated	June 26	3	3
Inclusion of PSHE lead role	June 26	5	4.4
Reporting process moved from section 8 to 6	June 26	6	6
Addition of PSHE/RSE to linked policies	June 26	7	8