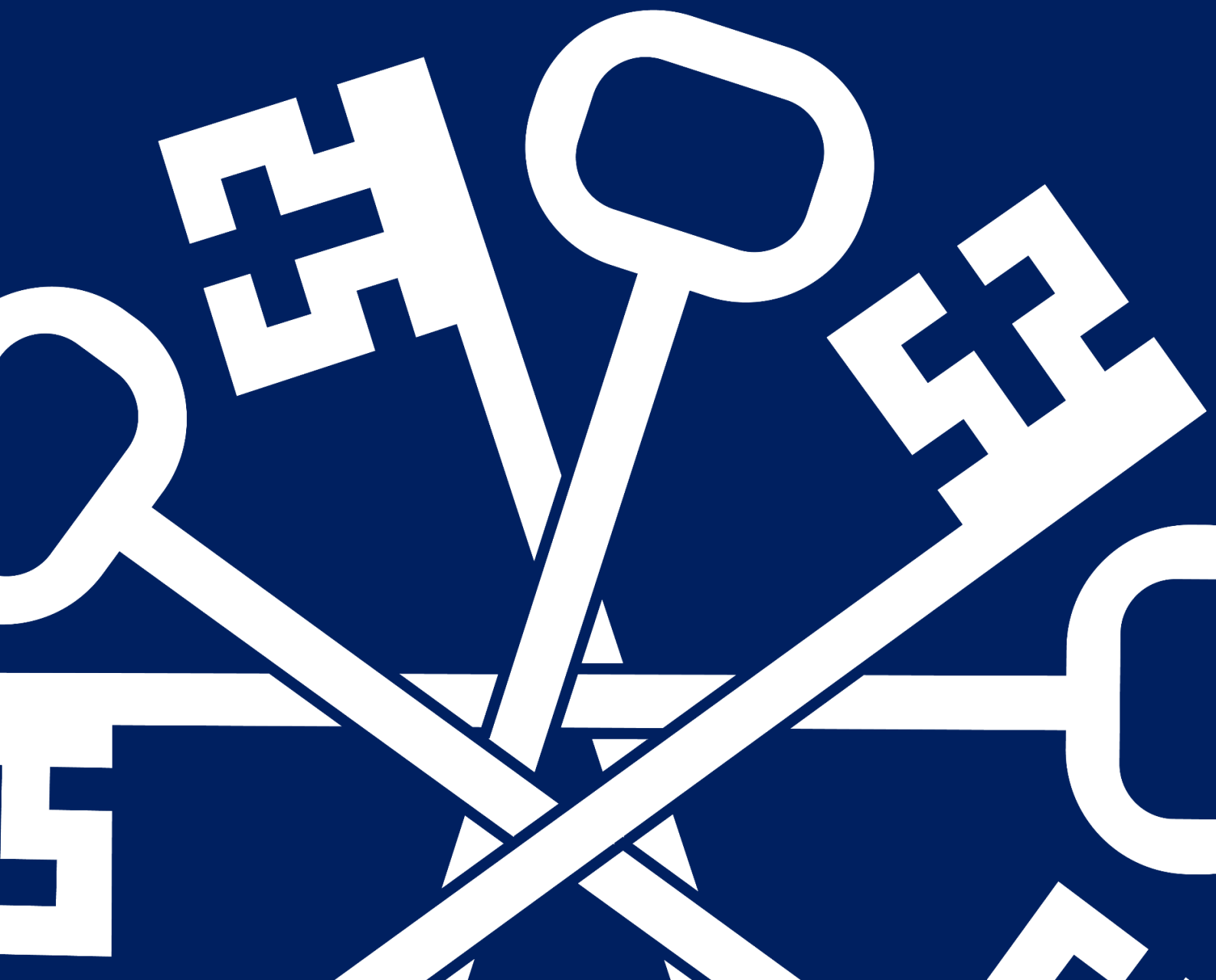
KEYS ACADEMIES TRUST

Anti-Bullying Policy
Version 1.0



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1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. This is the first policy iteration.

Introduction

2.2. This policy is to be read in conjunction with the Trust Behaviour Policy.

2.3. In keeping with the philosophy embodied in the Academy statement, all members of the Trust community will be treated with respect and their uniqueness celebrated. Bullying in all its forms will not be tolerated under any circumstances. Any incident of bullying or intimidation will be dealt with swiftly in a fair and firm manner and when necessary, using restorative practices. The procedures set down in this policy are intended to both prevent incidents of bullying and intimidation and deal with them if they do arise.

2.4. It will be the policy of the Academy to provide support for both the victim and the perpetrator and provide guidance to prevent the problems from arising again. Through this policy we will seek to protect those who are bullied and attempt to provide them with strategies to empower them and strategies to deal with incidents of bullying. It will also seek to help the perpetrator to accept responsibility for their actions and address his or her offending behaviour. As a community, the vehicle we use for this is mediation.

2.5. It is the policy of the Academy that all members of the Trust community are able to benefit from a safe and secure environment and take advantage of the opportunities available here at the Academy.

3. Definition of Bullying

3.1. 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. (Antibullying alliance 2024)

3.2. How does bullying differ from teasing / falling out between friends or other types of aggressive behaviour?

a) There is a deliberate intention to hurt or humiliate.

b) There is a power imbalance that makes it hard for the victim to defend themselves.

c) It is usually persistent.

3.3. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or when children with other vulnerabilities are involved. If the victim could be in danger then intervention is urgently required.

3.4. All incidents relating to protected characteristics must be reported, logged and monitored. Protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex

3.5. These must be **reported to the DSL without delay.**

4. Manifestations of Bullying

4.1. Bullying is anything that induces fear, misery or harm. It is manifested in a variety of ways which may be physical, verbal, written or through images. It can include taunting, torments or insults.

4.2. Bullying behaviour can include:

a) Intimidation – using power over an individual which might include a person's position or physical power – threats;

b) Racist behaviour and racist name calling;

c) Sexist behaviour;

d) Behaviour that relates to a person's sex or gender reassignment;

e) Behaviour that relates to a person's religious convictions;

f) Behaviour that relates to a person's physical appearance, for example: weight, size or dress;

g) Isolating individuals from groups or group activities;

h) Physical attacks;

i) Cyber-bullying, for example: through inappropriate text messaging, e-mailing, chat rooms, sending offensive or degrading images by phone or via the internet;

j) Producing offensive graffiti

k) Behaviour that relates to a person's ability

l) Making offensive comments; and

m) Taking or damaging belongings

4.3. Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Those students that associate with a bully must also take responsibility for their actions.

4.4. There are many forms that bullying can take including all the behaviours listed above and also:

a) Physical assault;

b) Ridicule;

c) Offensive jokes;

d) Spreading rumours;

e) Mimicking;

f) Isolation;

g) Threats and intimidation;

h) Name calling;

i) Offensive body language;

j) Extortion; and

k) Cyber-bullying, which includes any misuse of technology

5. Dealing with Bullying

5.1. We recognise the fact that bullying can and does take place in the Academy. It is not appropriate to say that it doesn't happen here.

5.2. Bullying can take place between:

a) Students;

b) Students and Staff Members;

c) Staff Members; and/or

d) Individuals or groups.

5.3. Certain groups of students are known to be particularly vulnerable to bullying by others. These may include: students with Special Educational Needs and Disabilities (SEND) such as learning or physical disabilities; young carers, Children in Care (CiC); those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender, non-binary or questioning their gender.

6. Reporting and Responding to Bullying

6.1. Our Academies have clear and well publicised systems to report bullying for the whole community (including: staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

6.2. There are various ways to report bullying:

a) Students should report any incidents of bullying to members of the staff pastoral team, form tutor or class teacher.

b) Parents / Carers should phone to speak to the staff pastoral team, form tutor or class teacher, if the staff member is not available, the parent should give a brief outline of the incident to the receptionist who must then ensure that the information is shared with relevant colleague with immediate effect. The parent should expect a call back within 48hours but where possible on the same day. Arrangements will be made by the Academy to facilitate parents who do not have English as a first language in order to open up dialogue and be able to express concerns where possible.

c) All staff and visitors to report directly to reception, providing as much detail as possible to the Senior Leader responsible for complaints.

d) Bystanders should report any incident of bullying to their staff pastoral team, form tutor or class teacher. Reports will be dealt with confidentiality and sensitivity.

6.3. When an incident is reported, the following should take place:

a) Students

i. Written responses and details to be collected from those involved by the member of staff dealing with the issue. Statements should be collated from those involved and witnesses / bystanders.

ii. The person or persons who have been doing the bullying are spoken to by a member of staff. The purpose is to give the bully an opportunity to explain and given an opportunity to take responsibility, and to be reminded how serious the Academy considers the issue of bullying. Strategies will be used so the bully understands the effect their actions have on the victim.

iii. In most circumstances it will be appropriate for all those involved to be brought together with appropriate members of staff to discuss the situation and to agree a solution to the problem using mediation. The members of staff act as support and will chair the meeting.

iv. The member of staff who has dealt with the matter should ensure that all relevant staff are informed of the problem.

v. All parents will be informed of the facts and when and, if appropriate, involved in discussions in Academy.

vi. Appropriate sanctions will be applied depending upon the nature and degree of bullying.

vii. If appropriate: counselling / mentoring will be arranged with a suitable member of staff.

viii. From the outset the situation should be carefully monitored by staff.

ix. If a student is being bullied because of personal hygiene or other personal issues, the pastoral team may speak to the parent/carer and if appropriate will address any issues sensitively.

x. Where necessary a protected characteristic should be completed.

b) Bullying by a Staff Member

The Academy has a duty to follow up any incidents relating to a member of staff who is alleged to be responsible of a possible bullying incident. This should be reported directly to the Head Teacher Mr Hebblethwaite, the Headteacher, will contact the LADO if necessary. The Headteacher will refer to the Bullying and Harassment Policy as appropriate.

c) Bullying between Staff

Refer to the Staff Code of Conduct and the Staff Bullying and Harassment Policy.

7. Recording Bullying and Evaluating the Policy

7.1. Bullying incidents will be recorded by the member of staff who deals with or witnesses the incident and this will be passed to pastoral team who will record the incident, including the procedures used to resolve the situation.

7.2. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in Academy and development of the policy.

7.3. Incidents of bullying relating to protected characteristics will be presented to the Academy Committee in an anonymous format as part of the annual report.

7.4. The policy will be reviewed and updated annually. The policy review will be linked to the Academy Improvement Plan (SIP), developing our inclusive and harmonious ethos across the Academy Community.

8. Strategies for Preventing Bullying

8.1. As part of our ongoing commitment to the safety and welfare of our students, we at Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

a) Consistent implementation of expectations of students;

b) Classroom expectations;

c) Implementation of Positive Behaviour Management;

d) The issue of bullying/pro-social behaviours is raised regularly;

e) The use of PDE, PSHE, RSE and other curriculum areas;

f) Raise awareness within the student body that all forms of bullying will not be tolerated and action taken;

g) Use of assemblies – including external speakers;

h) Students are encouraged to seek help from their form tutor or class teacher.

i) Student voice offers students a significant role to play in dealing with bullying and developing the whole Academy policy;

j) Effective and consistent staff supervision in circulation areas at change of lesson and in open / social areas before Academy, break times, lunchtimes and after Academy;

k) The use of CCTV for information and monitoring purposes; and

l) Strategies both as part of the curriculum and across the whole Academy, which may include:

i. Mediation/Restorative approaches;

ii. Involvement in form time, including Anti-Bullying units;

iii. Student Leadership opportunities;

iv. Annual Anti-Bullying week in November;

v. The taught curriculum;

vi. Specific curriculum input on areas of concern such as

vii. Cyberbullying and e-safety;

viii. Student voice;

ix. Parent groups;

x. Peer-Mentoring schemes;

xi. Parent information / events;

xii. Staff training and development; and

xiii. Counselling and Mediation schemes.

xiv. Use of external partners/interventions when necessary

8.2. The appropriate teacher should be made aware of all incidents of bullying within their year groups. Any member of staff who is informed of a possible bullying incident has a duty to follow it up or report it to the appropriate member of staff

9. Links with Other Policies

9.1. Behaviour Policy

9.2. Safeguarding and Child Protection Policy

9.3. Acceptable Use Policy

in reference to Cyberbullying and e-safety

9.4. Staff Bullying and Harassment Policy

9.5. Rewards Policy

9.6. Sex and Relationship Education

10. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created using existing school level policies to convert to overall Trust policy	Jude MACDONALD	11/09/2025