

ANTI-BULLYING POLICY

2024 – 2025



Sedgehill Academy

The best in everyone

Part of United Learning

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Introduction

- At Sedgehill Academy we want all of our students to be able to function effectively in any area of society and as part of a community. We also want them to feel confident in a variety of situations.
- We believe that there are no excuses, and we recognise that students learn best in a safe, nurturing and positive environment.
- Nothing is more important to us than all students' learning and making progress, and being happy, successful people.
- Bullying of any form is not tolerated at Sedgehill Academy.
- The School's explicit teaching of behaviour for learning minimises opportunities for children to be bullied or become bullies.
- We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

What is bullying?

- Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:
 - Cyber-bullying via text messages or the internet
 - Prejudice-based bullying against particular groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation or disability
- Bullying can be motivated by actual differences or perceived differences.
- Bullying can be:
 - Physical e.g. punching, kicking, hitting, spitting at another person
 - Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
 - Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
 - Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings
 - Physical or verbal threats might be used to force the person to hand over their property
 - Face-to-face or remote e.g. via the internet or text
 - By someone known to the recipient or an unknown protagonist e.g. an anonymous email
 - Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit or humiliate

Statutory framework and other guidance

- This policy complies with all advice and legislation contained within:
 - DfE Guidance 'Preventing and Tackling Bullying' March 2014
 - DfE Guidance 'Behaviour and Discipline in Schools' July 2013
 - DfE Guidance 'Safe to learn; embedding anti-bullying work in Schools'
- There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:
 - Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents;
 - Gives head teachers the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.
- Other relevant legal frameworks that this Policy adheres to:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998
- Independent School Standard Regulations 2010
- Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for examples under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Links to other policies

- The Anti-Bullying Policy should be read in conjunction with the following areas of School policy:
 - Equal Opportunities Policy
 - Behaviour Policy
 - Admissions Policy

Principles

- The following framework underpins the Anti-Bullying Policy at Sedgehill Academy. The process:
 - Puts learning at the centre of every decision
 - Is fair, open and transparent
 - Ensures that the School community is safe, nurturing and focused on learning
 - Explicitly teaches tolerance and respect for others
 - Ensures that perpetrators of bullying have appropriate sanctions, and take responsibility for their actions

Roles and responsibilities for Anti-Bullying Policy

Students	<p>Reporting any suspicion of bullying to an adult immediately either in person or via the support boxes in school or the safeguarding email.</p> <p>Walking away from any potentially dangerous or threatening situation and telling an adult immediately.</p> <p>Treating everyone in the School community with respect, and being mindful of others' feeling at all times.</p> <p>Student Leaders are trained as buddies in Year 10 via the Franklin Scholars Programme to work to support younger children.</p>
All Staff	<p>Being alert to signs of bullying, including a change of pattern in behaviour (including friendship groups), attendance, punctuality, achievement, contributions in lessons and around the school.</p> <p>Being available for children to talk though issues with outside lesson time.</p> <p>Being mindful of seating plans, and groupings in lessons and activities that might lead to bullying.</p> <p>Being proactive on all duties and noticing any children who seem isolated or withdrawn. Passing on concerns or issues immediately to the relevant pastoral leader.</p>

	<p>Use the Behaviour Policy consistently at all times.</p> <p>Using any opportunity to reinforce expectations about positive behaviour and good relationships.</p> <p>Could be requested to investigate an incident of bullying.</p>
Principal, Vice Principal, Assistant Principals for Inclusion and Raising Standards	<p>Responsible for ensuring all incidents of bullying are investigated in a timely and fair manner and that appropriate action is taken.</p> <p>Reviewing the Anti-Bullying Policy annually.</p> <p>Monitoring, reviewing and responding to patterns in incidents relating to bullying and communicating to SLT at least annually. Reporting data to LGB via written report.</p> <p>Responsible for gathering feedback from students about personal safety and bullying, in order to refine policy and practice.</p>
Curriculum Leader for PSHE	Responsible for ensuring the relevant PSHE curriculum areas are taught in class, through assemblies and through the wider curriculum offer.
Vice Principal and Principal	<p>Ensuring the 'Anti-Bullying' is on the agenda at Parents' Forums at least once per year.</p> <p>Collating parent voice feedback about student safety and bullying, in order to refine policy and practice.</p>
Principal	<p>Overall responsibility for safety and care of all students in the School and outside the gates.</p> <p>Responsible for ensuring all staff are trained in all aspects of the Anti-Bullying Policy.</p> <p>Ensuring that staff are on duty in all areas of the School at break/lunches/before and after school, in order to prevent opportunities of bullying to occur.</p> <p>Ensuring that parents are clear about their role within this Policy.</p> <p>Ensuring that feedback from staff, parents and students is used to refine policy and practice.</p>
Parents	<p>Noticing any signs that a child might be subject to bullying. These could include:</p> <ul style="list-style-type: none"> • Regularly feeling unwell in the morning and being reluctant to go to School • Money or possessions going missing • Asking for more pocket money for no particular reason • Unexplained cuts or bruises • A sudden and sustained change in behaviour, e.g. becoming tearful, bad tempered or unhappy • A change in sleeping patterns • A change in friendship groups, or a reluctance to talk about friends • Reporting any suspicion of bullying to Sedgehill Academy staff immediately

Implementation

A: Prevention

- Sedgehill Academy is an inclusive, safe environment where any form of discrimination is opposed. The consistent application of the School's Behaviour Policy ensures that all children have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.
- We expect the entire community of Sedgehill Academy to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education is the most positive and effective means of eliminating bullying from our community.
- At Sedgehill Academy, we praise positive behaviours and recognise and promote examples of caring, co-operative relationships. We are role models in all that we do and demonstrate our respect for every member of the community through every interaction every day.
- We explicitly teach behaviours and attitudes of respect, care and tolerance through our PSHE curriculum, assemblies and events.

B: Intervention

- Children must recognise that the School will not accept bullying. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system below. We do not 'bully the bullies'.
- When an incident of bullying is reported we:
 - Make it easy for students to report bullying including bullying which may have occurred outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination.
 - Take any report of bullying seriously and investigate it thoroughly.
 - Implement sanctions for any student found to have bullied another student. This might include loss of privileges, detention, isolation, external exclusion, depending on the nature, severity and context of the bullying (see the Behaviour Policy).
 - Work with perpetrators using a restorative justice approach to help them to take more responsibility for their actions, to repair the harm done and to ensure there is no repetition.
 - Work closely with the parents/carers of the perpetrator and inform them of the outcome of the investigation.
 - Support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express ongoing concerns and use external agencies such as a counsellor, where appropriate.
 - Record all instances of bullying in line with the Behaviour Policy and identify and respond to patterns.
- If we feel that an offence may have been committed, the police will be informed.
- A bullying incident is addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, from significant harm' (Children Act 1989). When this is the case, the Child Protection Officer will follow the procedures outlined in the Child Protection Policy.
- Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.