

East Midlands Academy Trust

ANTI-BULLYING POLICY

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V4	Filename: EMAT ANTI-BULLYING POLICY
Approval: October 2025 <i>Approved by the Trust Board</i>	Next Review: October 2027 <i>This Policy will be reviewed by the owner and approved by the Trust Board every two years</i>
Owner: Head of Education, Innovation & Improvement	Union Status: Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy
Related policies and procedures This policy should be read alongside EMAT's and the academy's policies and procedures including: • Safeguarding and Child Protection policy • Behaviour policy • Equality policy • Online safety policy • Code of conduct for staff and volunteers	

Revision History

Revision Date	Revisor	Description of Revision
September 2025 v4	J Lawson	
September 2023 – V3	J Lawson Thompson Team	Policy strengthened ref updated guidance – DfE Effective Responses to Bullying Behaviour January 2022
January 2022 – v2	M Juan	Policy review – NO CHANGES
February 2021 – v1	M Juan	New EMAT Anti-bullying Policy issued to all academies



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children.

We, at EMAT, believe that academies/settings play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each academy's culture, its curriculum, and all policies. We aim to give all pupils/students and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our academies will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its academies. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the academy or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Speak Up Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Alexandra Rigler
alexandra.rigler@central.emat.uk
- **EMAT Head of People & Culture** – Vicky Donnelly
- Vicky.donnelly@central.emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**



EMAT ANTI-BULLYING POLICY

1. Introduction

We believe that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them. Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others. We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Bullying is entirely contrary to the values and principles we work and live by. Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be accepted in any of our academies and settings.

2. Purpose of the policy

The purpose of this anti-bullying policy is to help ensure that pupils/students learn in a supportive, caring and safe environment without fear of experiencing bullying behaviour. This policy sets out how we aim:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

The policy sets out how we ensure that incidents of bullying are dealt with consistently, and in a constructive and fair manner so that all members of the academy/setting community know what they can expect from the academy and what the academy expects of them in regard to bullying.

This policy is informed by the **DfE guidance: *Preventing and Tackling Bullying*** and ***Keeping Children Safe in Education*** and takes account of:

- Education and Inspection Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986



3. Scope of the policy

This policy applies to anyone working on behalf of EMAT and all members of the academy/setting community, including pupils/students, LAB Members and trustees, volunteers and parents and carers. The policy is promoted and implemented throughout the academy and academy community, through the curriculum, assemblies, academy events and academy communications.

4. General principles of the policy

- All pupils/students have a right to learn free from intimidation and fear.
- Academies and settings will not tolerate bullying behaviour.
- Reported incidents will be taken seriously and thoroughly investigated.
- The needs of the person experiencing bullying behaviour are paramount.
- Bullied pupils/students will be listened to.
- Support and guidance will be provided to those who display bullying behaviour.

5. Definition of bullying

It is important to be clear what bullying is. Bullying is not pupils 'being unkind', deliberate teasing, one-off incidents such as venting frustration or spontaneous incidents of physical or verbal aggression. Such incidents are dealt with in accordance with the academy or setting's behaviour policy.

Bullying is abusive behaviour that is:

- repeated behaviour over a period of time.
- intended to hurt someone either physically or emotionally.

Bullying can be physical, verbal, written or electronic communication, or a combination of these things. Bullying is often an abuse of power between the person on the receiving end of the bullying and the person or persons doing the bullying. It can occur when one or more people physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/themselves.

Bullying happens over a period of time and consists of a series of different incidents. There are many different types of bullying that staff must be aware of and about which our pupils are taught to have an age-appropriate understanding.

Different types of bullying include:

- **Physical** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- **Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.



- **Emotional/psychological** – excluding someone from a group, humiliation.
- **Racist** – insulting language/gestures based on a person’s actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.
- **Sexual** – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.
- **Homophobic** – insulting language/gestures based on a person’s actual or perceived sexuality, name-calling, graffiti, homophobic violence.
- **Cyber** – bullying e.g. by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites. See section 9 below.

6. Responding to bullying

Bullying is often an emotive issue, therefore it is essential that we use supportive, understanding language when discussing these matters. For that reason, we never refer to a child/young person as ‘a bully’ or a ‘perpetrator’, nor do we refer to a child/young person as ‘a victim’. Instead, we will refer to the child/young person by describing the situation, for example:

- A child/young person displaying bullying behaviour.
- A child/young person experiencing bullying behaviour.

We encourage everyone to use this language within their Anti-Bullying Policy and when discussing or recording bullying incidents. When a bullying concern comes to our attention, we will:

1. Clarify facts and perceptions so we can implement effectively appropriate interventions to stop any further reoccurrences.
2. Assess if the behaviour meets the definition of bullying. Where the behaviour is assessed not to be bullying behaviour, the situation must still be addressed and followed up.
3. Check academy/setting records e.g. for information of any previous incidents.
4. Assess the situation, the severity of the incidents and the impact on those involved.
5. Identify any themes or motivating factors (for example disablist bullying, cyber-bullying, bullying involving Children Looked After (CLA), bullying involving LGBTQI+ Children and Young People, etc.).
6. Record the concern. **Appendix 1** highlights the important information that will be recorded on the academy/setting’s electronic system (My Concern) and consider the type of intervention that needs to be made, including the possible involvement of others, e.g. parental involvement, DLS, pastoral support, external agency support. This will depend on the nature, frequency, duration and complexity of the bullying behaviour.
7. Consider the need for a Risk Assessment.
8. Track and monitor the effectiveness of the interventions agreed for both the target and the pupil

displaying bullying behaviour. We will always aim to select and implement further interventions as necessary and continue to keep outcomes under review until a satisfactory result has been achieved for both parties.

9. Keep and retain an evidence file as a record of the support provided and outcomes achieved for both pupil(s) experiencing bullying and pupil(s) displaying bullying behaviour.
10. Advise parents and carers of the academy/setting's stepped Complaints Procedure should either party feel the academy/setting has failed to follow their Anti-Bullying Policy and wishes to take the matter further.

We will make sure our response to incidents of bullying behaviour takes into account:

- the needs of the person experiencing bullying behaviour
- the needs of the person displaying bullying behaviour
- the needs of any bystanders
- our organisation as a whole.

Working in partnership with parents/carers

Bullying concerns are sometimes reported to academies/settings by parents/carers. Effective communication between academy and home is essential to ensure that bullying concerns are resolved as quickly and effectively as possible. This can be a sensitive experience for the parent/carers of all the pupils involved. The academy/setting staff will try to get clear facts about the situation and gather as much reliable information as possible including being clear whether the behaviour does or does not meet the definition of bullying. The academy/setting will communicate the actions to be taken with parents so they are informed. The academy/setting will remind parents/carers that the only information that can be shared with them is in regard to their own child. No information regarding actions taken in relation to other pupils will be shared with other parents/carers.

7. Responsibilities

Our academies and settings are committed to stopping bullying behaviour and this is the responsibility of everyone. The sections below explain the responsibilities for members of the academy/setting community

7.1 Academy/setting staff

All staff will receive training on how to identify and respond to incidents of bullying. All staff are expected to:

- Report bullying concerns brought to their attention to the relevant academy/setting leader and record relevant details on My Concern.
- Teach pupils what bullying is and how pupils should respond if they have a concern.
- Promote through their own teaching practice and actions an environment that is constructive and



safe for all pupils.

- Follow the procedures set out in this policy when responding to bullying incidents.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and the academy's Local Advisory Board (governors).
- When a bullying incident leads to 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', the incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, academy staff will discuss the incident with the academy's Designated Safeguarding Lead who may, when it is relevant to do so, report concerns to their local authority children's social care and work with them to take appropriate action.
- Academy staff have the power to discipline pupils for misbehaving outside the academy/setting premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a academy's disciplinary powers can be used to address pupils' conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre.

7.2 Parents/carers

All parents and carers can expect to be kept informed of the academy's anti-bullying work throughout the academic year. Academy staff will do their utmost to address any concerns parents/carers may have about bullying; parents/carers will be asked to co-operate with the academy in supporting their child and promoting the message that bullying behaviour is not acceptable.

If you believe your child is experiencing bullying behaviour, you can expect that:

- You and your child will be listened to.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying behaviour.
- Staff will do their best to address any concerns you may have.
- Where appropriate, the academy/setting will put you in contact with outside agencies (e.g. counselling services, etc.) to provide additional support for you and your child in addressing his/her experience of bullying behaviour.

If your child is displaying bullying behaviour to another pupil, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her bullying behaviour and will be supported by staff to do so.
- Where appropriate, the academy will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

If you believe that your child is experiencing bullying behaviour (see definition in section 5), tell your child's academy/setting. The academy will look into the concerns you have raised. They will speak with the pupils involved and communicate with you the actions the academy/setting will take. In most cases, incidents of bullying are resolved at this stage, and the pupils involved receive follow-up support. Where concerns are serious concerns and further actions are needed, a meeting may be convened with parents to agree a more formal plan to address the issues.

If you have any concerns that another pupil who attends the academy (e.g. a friend of your child) may be experiencing bullying behaviour, please do not turn a blind eye – contact the academy or setting.

7.3 Trustees and the Local Advisory Board (LAB)

Trustees and the Local Advisory Board are kept up to date on the progress of the academy's anti-bullying work and receive ongoing and annual reports on bullying and the academy/setting's responses. The LAB is expected to:

- monitor the implementation of the anti-bullying policy and practices in the academy
- publicly support EMAT and the academy/setting's anti-bullying ethos.

7.4 All pupils/students

All of us find ourselves in vulnerable positions sometimes, for example, when we start a new academy/job/subject or if we are having problems at home. As part of the caring academy /setting community, pupils have a responsibility to help combat bullying behaviour by supporting other pupils when they are vulnerable.

No pupil should make fun of, embarrass or humiliate another pupil, especially when they are in a vulnerable position. Try to help him/her feel less vulnerable. No pupil should succumb to peer pressure and join in if others are behaving inappropriately. Pupils should not turn a blind eye to bullying behaviour but report this if it happens.

We expect pupils to not be bystanders but anti-bullying advocates and all EMAT academies are *telling* academies. If we see or know something that worries us, we tell someone so something can be done about it. If we do not do this, things might get worse. Here's what to do if you think that another pupil is experiencing bullying behaviour (this could be a friend that you know really well, someone in one of your classes, or someone that you just see around the academy and have never even spoken to). The bullying behaviour could be happening the academy/setting, or on the way to and from the academy. If you are worried that you or someone you know is experiencing bullying behaviour, tell a member of staff. You can do this in lots of different ways:

- speak to a member of staff; . Members of staff are teachers, teaching assistants, office staff, librarians and playground supervisors. You can always pretend that you need help with some work if you are worried that other pupils might hear you ask the teacher for a private word.
- you can write down the details about the bullying behaviour and give it to a member of staff. Make sure you say who is experiencing bullying behaviour, how they are experiencing bullying behaviour, and when and where this is happening/happened; if you can, write down who is displaying the bullying behaviour and also your name.



- If you don't feel confident doing this, you might tell one of your peers who can support you in doing so or tell them for you if you feel unable to do so.

When you let staff know about bullying behaviour you can expect what you say to be taken seriously and that action will be taken to stop the bullying behaviour. Staff will not name you when they investigate the bullying behaviour unless they are forced to because of safeguarding laws.

If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), do not hesitate to tell a member of staff so that they can take immediate action to keep the pupil safe with the help of other staff at the academy/setting, parents/carers and the police and ambulance service if necessary.

7.5 Support for the needs of pupil/student experiencing bullying behaviour

If you are experiencing bullying behaviour, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help stop the bullying behaviour.
- You will be involved in the process of deciding what actions need to be taken to help stop the bullying behaviour and any worries that you may have will be listened to and respected.
- You will be given the opportunity to talk about the way that the bullying behaviour has made you feel and to find strategies to deal with these feelings and to understand and cope with the effect of the bullying behaviour.

This means:

- Your teacher and the member of staff in charge of the anti-bullying policy will be told about your situation so that they can help and support you.
- You will be given the chance to work with them to find strategies to deal with bullying behaviour and to talk about any feelings and worries that you may have.
- You may be offered the chance to talk with staff from other agencies as well.
- Your teacher will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you too.
- You will have regular meetings with staff (e.g. every week for a month, a half term, or a term) to make sure that the actions taken to stop the bullying behaviour are working and that you are happy with how things are going.

If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the academy, parents/carers and outside agencies like the police and ambulance service if necessary.

7.6 Support for the needs of needs of the person displaying bullying behaviour

All behaviour is communication and helping a young person to understand their behaviour develops an



Inclusion



Innovation



Impact

increased self-awareness enabling self-regulation. EMAT believes in a restorative approach to help pupils who display bullying behaviour to take responsibility for their hurtful actions and act to promote reparation by making things better, putting it right. However, we will make clear that bullying behaviour has no place at the academy. If you are involved in displaying bullying behaviour, you can expect that:

- Your bullying behaviour will be investigated and if it is bullying, challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and expected, encouraged and supported to do so.

This means:

- You will be expected to work with staff to look at the reasons why you have been displaying bullying behaviour and the effect this has on other people. You will be supported to find and put into practice better ways of behaving.
- When relevant, your teacher will let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
- You will have regular meetings with staff to review your behaviour (e.g. every week for a month, a half term, or a term).
- You may be offered the chance to work with staff from other agencies who can help you to stop displaying bullying behaviour, e.g. Personal Advisers from the Connexions service and the academy counsellor.
- If you don't work at changing your behaviour then staff will have to take more serious action, e.g. suspending you from academy activities. At this point the academy/setting will involve your parent/carer.
- Our priority is to make sure the academy/setting is a safe and positive place for the whole community. The academy is very clear that if a pupil takes part in a serious campaign of abuse and intimidation or physical bullying behaviour against any other person belonging to the academy community, they will be suspended from coming to the academy/setting while the behaviour is investigated with the possibility of exclusion. Please see the Behaviour Policy for more information.

8 Prevention of bullying behaviour

We aim to prevent bullying behaviour by:

- developing a code of behaviour that sets out how everyone involved in EMAT is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use EMAT about bullying behaviour and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying behaviour, including racist, sexist, homophobic, transphobic and sexual bullying



- putting clear and robust anti-bullying procedures in place

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

EMAT academies and settings:

- involve parents to ensure that they are clear that the academy does not tolerate bullying behaviour and are aware of the procedures to follow if they believe that their child is experiencing bullying behaviour. Parents should feel confident that the academy will take any complaint about bullying behaviour seriously and resolve the issue in a way that protects the child, and parents should reinforce the value of good behaviour at home.
- involve pupils. All pupils understand the academy/setting's approach and are clear about the part they can play to prevent bullying behaviour, including when they find themselves as bystanders
- regularly evaluate and update approaches to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement relevant disciplinary sanctions (see also the Behaviour Policy). The consequences of bullying behaviour reflect the seriousness of the incident so that others see that bullying behaviour is unacceptable.
- ensure the curriculum offers opportunities for pupils to explore sensitive issues in an age-appropriate way, to help them to develop appropriate protective behaviours. The curriculum gives specific attention to pupils' emotional wellbeing, health and safety, relationships and the development of a moral thinking and values system.
- openly discuss in an age-appropriate way the importance of respecting the protected characteristics and differences between people such as religion, ethnicity, disability, gender, sexuality or appearance related difference. This also, includes pupils with different family situations, such as looked after children or those with caring responsibilities. EMAT academies teach children that being disrespectful and bullying or using any prejudice-based language is unacceptable.
- draw upon the expertise of specific organisations or resources for help with particular problems. This includes the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying behaviour.
- provide effective staff training so that all academy staff understand the principles and purpose of the anti-bullying policy, the academy/setting's legal responsibilities regarding bullying behaviour, how to resolve problems and where to seek support. Training will ensure staff are familiar with signs and indicators of bullying behaviour and how to report and record any concerns that they



have or come to their attention. EMAT academies invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.

- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying behaviour is particularly serious or persistent and where a criminal offence may have been committed. EMAT academies also work with other agencies and the wider community to tackle incidents of bullying behaviour that happen outside academy.
- make it clear and simple for pupils to report bullying behaviour so that they are assured that they will be listened to and incidents acted on. Pupils are encouraged to feel that they can report bullying behaviour which may have occurred outside academy, including cyber-bullying.
- create an inclusive environment. EMAT academies and settings promote a safe environment where pupils can openly discuss bullying behaviour, without fear of further bullying behaviour or discrimination.
- celebrate success. Celebrating success is an important way of creating a positive academy/setting ethos around any issues raised.

9 Signs and symptoms of Bullying Behaviour

Many children and young people do not speak out when experiencing bullying behaviour. However, there are signs and symptoms that may indicate a pupil is experiencing bullying behaviour. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from the academy/setting
- is unwilling to go to academy (academy phobic)
- does not want to go on the academy/public bus
- begs to be driven to or from the academy
- changes their usual routine
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- says they cry themselves to sleep at night or have nightmares
- uses excuses to miss academy (headache, stomach-ache etc.)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has dinner/monies/possessions continually 'lost'
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- bullies other children or siblings
- changes their eating habits (stops eating or over eats)

- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received
- gives unlikely excuses for any of the above
- attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems as well as bullying and should always be investigated.

10 How anti-cyber bullying is promoted

Academy/setting leaders, teachers, academy staff, parents and pupils/students all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying behaviour.

The academy will offer support to parents on how to help their children engage safely and responsibly with social media, for example, through parents' information event, advice in academy newsletters or signposting to other sources of support and advice. Creating a good academy/parent relationship helps engender an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the academy.

For more detailed information regarding this aspect, see EMAT's online safety policy.

Social media

It is not acceptable for any pupil, parent or member of staff to carry out any form of bullying behaviour, either face to face or via social media. EMAT academies encourage all members of the academy community including parents to use social media responsibly.

11 Safeguarding of children who have been experiencing bullying behaviour

If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm** because of bullying behaviour, the academy will consult and refer such instances immediately to the Designated Safeguarding Lead (DSL) in that academy. Even when safeguarding is not an issue, the academy DSL may consult and work with external agencies to support students who are experiencing bullying behaviour or involved in displaying bullying behaviour.

12 Harassment

Although displaying bullying behaviour in itself is not a specific criminal offence in the UK, some types of harassment or threatening behaviour communications could be criminal offences under the following Acts:

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- The Public Order Act 1986

If an Academy/setting Designated Safeguarding Lead feels that an offence may have been committed, he/she may seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive. This could be a threat, or information which is false and known or believed to be false by the sender. If an academy believes this to be the case, the incident will be reported to the relevant authority.

13 Diversity and inclusion

All our academies are inclusive. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Equality act 2010 means that academy/settings have a duty to protect all staff and pupils from prejudicial, discriminatory behaviour on the grounds of gender, religion and belief, race, ethnic or national origin, sexual orientation, marital status, gender reassignment status or disability. These are referred to as the 'protected characteristics'.

We have many pupils who have special educational needs and/or communication difficulties. All academy staff are made aware that these pupils can be especially vulnerable to bullying behaviour and we are therefore particularly vigilant at all times. Staff will treat all types of bullying behaviour that relate to the protected characteristics seriously.



Inclusion



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Impact

We recognise that bullying behaviour is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

14 How leaders and governors will monitor the effectiveness of the policy

EMAT academies maintain detailed logs of incidents that are reported and the academy's actions to address the concerns raised. The record should include the motivation, methods used and information on how each incident was addressed, together with the outcomes of interventions. The numbers of incidents and actions taken are reported to governors and trustees termly and in an annual report. EMAT regularly reviews and checks systems and procedures are secure in each academy.

15 Sources of further information, support and help

This policy should be read in conjunction with other policies including:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Pupil Suspension and Exclusion Policy
- Equality Policy

There is a vast amount of information and guidance available about bullying behaviour that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (Helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (General enquiry number) 08451 205 204 (Helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk

NSPCC Helpline	0808 800 5000	
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk
UK Government Website	not available	www.direct.gov.uk

Appendix 1: reporting bullying concern form

(this maybe completed using a paper version, or the academy's electronic recording system (My Concern). All information will be transferred to My Concern).

Bullying Concern Report Form	
Incident date: Person reporting the concern: Person recording the concern:	
Pupils involved and role Name(s) of pupil(s) experiencing alleged bullying behaviour: Name(s) of pupil(s) demonstrating alleged bullying behaviour:	
Bullying concern (possible category of incident (physical, verbal, cyber etc.))	Comments
Is the behaviour intentional/premeditated?	Y/N
Is the behaviour targeted at a specific pupil or group of pupils?	Y/N
Is the behaviour repeated?	Y/N
Select one or more of the following: ☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking) ☐ Any other physical contact (which may include the use of weapons) ☐ Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours) ☐ Social (includes group manipulation, individual manipulation, controlling behaviour) ☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others) ☐ Electronic (through technology such as mobile phones and internet) ☐ Written ☐ Other acts Please specify: _____	
Next steps (actions to be taken)	