Ormiston Academies Trust

Flegg High Ormiston Academy

Anti-bullying policy

Policy version control

Policy type	Statutory, OAT mandatory template
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	Representative sample of Education Directors and academy principals, behaviour leads, DSLs and SENCos
Approved by	National Leadership Group
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Description of changes	• Complete policy review and re-write Key areas to note: • Updates throughout in line with KCSIE 2025

Contents

1. Statement of intent

1.1. Our Academy is committed to ensuring that every individual can learn and thrive in a supportive, safe and respectful environment, free from bullying in any form. Bullying is anti-social, harmful and unacceptable, it will not be tolerated within our Academy community either within or beyond the school day.

2. Policy aims

2.1. We aim to:

- **Promote a positive, inclusive and aspirational culture** in which all learners, staff and families feel valued, respected and able to participate fully in academy life.
- **Make clear that all forms of bullying - including prejudice-based, discriminatory and online bullying - are unacceptable**, and ensure learners know how to report concerns safely and confidently.
- **Respond to all reports of bullying promptly, proportionately and sensitively**, taking into account the needs of all individuals involved, including those with additional vulnerabilities.
- **Protect, support and listen to any learner who has experienced bullying**, ensuring their safety, wellbeing and continued engagement in learning.
- **Support learners who display bullying behaviour** to understand the impact of their actions and make positive, sustained changes.
- **Work in partnership with parents/carers and relevant agencies** to safeguard learners and prevent further incidents.
- **Build a shared responsibility across our Academy community** to prevent bullying, challenge harmful behaviours and promote respectful relationships.
- **Review our approach regularly**, using pupil voice, staff feedback and behaviour data to improve practice and reduce incidents over time.

3. Context

3.1. This policy is informed by relevant legislation and statutory/non-statutory guidance and should be read alongside the academy's related policies, including:

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Suspension and Exclusion Policy

Reading this policy alongside the academy's safeguarding, SEND, behaviour and exclusion policies ensures a **consistent, whole-academy approach** to prevention, intervention and support.

4. Defining and identifying bullying

4.1. At **Flegg High Ormiston Academy**, we are committed to safeguarding all learners. Understanding what constitutes bullying is essential to preventing it, identifying it early, and responding effectively.

4.2. What is bullying?

4.2.1. Bullying is the repetitive, intentional hurting of one person or group by another, where there is an imbalance of power. It can be **physical, verbal, emotional, or online** and can have short- and long-term effects on all involved.

4.2.2. Bullying can involve **different roles**:

- **Target** – the person being bullied
- **Ringleader** – initiates and leads bullying
- **Assistant** – actively participates
- **Reinforcer** – encourages or supports the behaviour
- **Defender** – stands up for the target
- **Outsider** – observes but does not intervene

4.3. Relational conflict vs. bullying

4.3.1. Not all disagreements or conflicts are bullying. Relational conflict:

- Occurs between individuals or groups of similar power
- Is generally occasional and may be accidental
- Often includes willingness to resolve issues
- Will be monitored to prevent escalation into bullying

4.4. What is not considered bullying?

- Single acts of nastiness, social rejection, or disagreements
- Random aggression or sensory intolerance
- Isolated incidences of behaviour resulting from communication difficulties or SEND.

4.5. Forms of bullying

- **Child to child, adult to child, child to adult**
- **Banter** that is hurtful, unwanted, discriminatory, or targets insecurities is considered bullying
- **Sexual harassment** (online or offline) that violates dignity, intimidates, or creates a hostile environment is bullying and child-on-child abuse

4.6. Legal consideration

4.6.1. Some forms of bullying are illegal and may be reported to the police, including:

- Violence or assault
- Threats of violence

- Theft
- Repeated harassment (name-calling, abusive messages)
- Hate crimes (based on race, religion, sexuality, disability, or gender identity)

4.7. Common types of bullying

- **Verbal** – name-calling, teasing, rumours
- **Physical** – hitting, kicking, pushing
- **Emotional** – exclusion, intimidation
- **Racist, sexual, transphobic, homophobic, faith-based, gender-based, social/economic, ability-based, including SEND.**
- **Cyber** – online abuse, text/email/social media threats or misinformation, misuse of technology

5. Practice and procedures

5.1. Statutory duties

5.1.1. The academy has a legal duty to prevent bullying and to ensure that all staff, pupils, and parents are aware of the procedures for reporting, addressing, and preventing bullying. This includes statutory responsibilities under the School Standards and Framework Act 1998, Keeping Children Safe in Education (2025), and other relevant legislation.

5.2. Prevention and culture

5.2.1. Everyone in the academy community has a role in preventing bullying. To promote a positive culture:

- All members should model respectful and supportive behaviour.
- Staff should provide clear rules, guidance, and positive role models.
- Children should be encouraged to act as defenders, not outsiders or contributors to bullying.
- The curriculum, assemblies, PSHE, RSE, and special projects (e.g., Anti-Bullying Week) should raise awareness of bullying, including online and cyberbullying, and its impact.
- Online safety education should teach pupils to recognise and respond to cyberbullying and collect evidence safely.

5.3. Reporting bullying

- All members of the community are expected to report incidents of bullying promptly.
- Staff should be alert to signs of bullying and aware of the different roles within group bullying (target, ringleader, assistant, reinforcer, defender, outsider).
- Reports should be recorded using the academy's designated system and escalated to a senior leader as appropriate – cases are monitored and logged via CPOMS and behavioural consequences logged on our system.

5.4. Responding to incidents

5.4.1. When bullying is suspected or reported:

- Staff take the allegation seriously and act promptly.
- A clear record is made, and the incident is reported to a senior leader.
- All parties involved are interviewed individually and, if needed, as a group.
- Support is provided to the target, including immediate reassurance, ongoing pastoral support, and restoration of confidence.
- Those who have engaged in bullying are guided to understand the impact of their behaviour, given support to change, and, where appropriate, restorative practices are used.
- Parents/carers are informed and involved in supporting all parties.
- Sanctions, when necessary, are proportionate and consistent with the academy's behaviour policy, safeguarding policy, and statutory guidance.
- Serious incidents, including breaches of the law or hate crimes, are reported to statutory agencies.

5.5. Support and follow up

- Targets of bullying receive continuous pastoral support, including access to trusted staff, mentors, or counselling.
- Pupils who have displayed bullying behaviour are supported to develop empathy, communication, and conflict-resolution skills, and their progress is monitored.
- The academy monitors group dynamics to prevent recurring or escalated incidents.

5.6. Roles and responsibilities

- Trustees/governors: oversee policy implementation, receive termly reports, and review the policy annually.
- Principal/senior leaders: ensure staff and pupils understand and follow the policy, analyse trends in bullying data, and provide training and support.
- All staff: take all incidents seriously, record and report appropriately, model positive behaviour, and participate in relevant training.
- Learners: follow the academy code of conduct, report bullying, and act as defenders where possible.
- Parents/carers: support the academy in preventing and addressing bullying and engage with staff in the resolution process.

5.7. Recording and monitoring

- All incidents are logged and analysed to identify trends and vulnerable groups.
- Data is reviewed regularly by senior leaders and governors to inform response, training, and policy updates.

5.8. Curriculum and development

5.8.1. Anti-bullying education is embedded across the curriculum and wider school activities, covering:

- Online safety and cyberbullying.
- Respectful relationships and empathy.
- Assertiveness, communication, restorative practices, conflict management, and resilience.
- The roles of targets, ringleaders, assistants, reinforcers, defenders, and outsiders.