



**Anti Bullying
Policy**

Date of approval	June 2026
Approved by	A Henderson, Principal
Owner	S Cartland, Vice Principal (Student Welfare)
Review date	June 2027



KEY CONTACT PERSONNEL IN SCHOOL

Nominated Member of SLT:	Sam Cartland, Vice Principal
Designated Safeguarding Lead:	Sam Cartland, Vice Principal
Named Governor with lead responsibility:	Caroline Thomas

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the annual DfE statutory guidance “Keeping Children Safe in Education” and Sexual violence and sexual harassment between children in schools and colleges. The Academy has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”. It also embraces the St John’s vision of providing a kind, supported and happy environment.

POLICY OBJECTIVES:

- This policy outlines what St John’s Marlborough will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- St John’s Marlborough is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES:

This policy links with a number of other school policies, practices and action plans including:

- Behaviour for learning policy
- Complaints policy
- Safeguarding and Child protection policy
- Online safety and Acceptable use policies (AUP)
- Mobile phone and social media policies
- Searching, screening and confiscation policy

LINKS TO LEGISLATION:

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Behaviour in Schools 2022
- Mental Health and Behaviour in Schools 2018
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education 2020
- Special Educational Needs and Disabilities (SEND) Code of Practice



RESPONSIBILITIES

It is the responsibility of:

- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Academy Committee members to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

ANTI-BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Under the Education and Inspections Act 2006, St John's have the power to regulate conduct outside the Academy and to apply sanctions. If a cyber-crime may damage discipline, as in targeting a teacher, St John's can act. Similarly, if cyber bullying affects a student, St John's can act accordingly. The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the Academy would seek police involvement due to a criminal offence being committed).



	Behaviour that causes alarm or distress is criminal harassment (see E-safety policy).
Child on Child Abuse	<p>We recognise that children are capable of abusing other children. We understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.</p> <p>There is a zero tolerance approach to abuse and it should never be passed as 'banter' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.</p> <p>Child on Child abuse can take the form of bullying, inclusive of cyber bullying, physical assault, making threats, and name calling. It can also include:</p> <p>Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;</p> <p>Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;</p> <p>Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);</p> <p>Disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.</p>

Bullying is not tolerated at St John's. Preventative work through assemblies, Personal Development Days, Student Council, Year Leader / Key Worker 'open-door' during unstructured times, Restorative conversation techniques, Online reporting facility and other activities help to promote positive behaviour.



RESPONDING TO BULLYING

The following steps may be taken when dealing with all matters of bullying reported to the school:

- If bullying is suspected or reported, the matter will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Principal, another member of the leadership team or a pastoral lead will interview all parties involved.

The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns. The Academy will speak with and inform other staff members, and parents/ carers, where appropriate. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned. If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm). Where the bullying takes place off school site or outside of normal school hours the school may take appropriate action, including providing support and implementing sanctions in school in accordance with the school's behaviour policy if required.

When responding to cyberbullying concerns, the school will act as soon as bullying has been reported or identified. We will provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again. We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. We will take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.

We will work with the individuals and online service providers to prevent the matter from spreading and assist in removing offensive or upsetting material from circulation.

St John's will provide information to staff and students regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.



STUDENT SUPPORT SYSTEMS

Students who have been bullied will be supported, reassured and provided with continuous support. Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice. Students will be advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate, working towards restoring self-esteem and confidence.

St John's will provide ongoing support; this may include working and speaking with staff, offering formal counselling and engaging with parents and carers.

Where necessary we will work with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

- Students who have perpetrated the bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or an alternative education program.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

SUPPORTING ADULTS

St John's takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the



concern.

- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

PREVENTING BULLYING

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities will be thought of.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate, and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the event, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting concerns).
- Consider a range of opportunities and approaches for addressing bullying throughout the



curriculum and other activities, such as: through displays, assemblies, peer support etc.

- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

INVOLVEMENT OF STUDENTS

We will:

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

INVOLVEMENT AND LIAISON WITH PARENTS / CARERS

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

MONITORING, EVALUATION & REVIEW

The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Lesson observation, Learning Walk and Climate Walk data
- Attendance data
- Class Charts Behaviour Log data (positive and negative)
- Suspension data
- Internal Suspension Room data
- Social, emotional scaling tools
- Student & Staff Voice exercises

Performance will also be monitored and evaluated through Line Management meetings. By evaluating the success of the policy, St John's will consider to what extent:



- Combined use of Fixed Term and Internal Suspension surrounding bullying have reduced
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare to be good or outstanding
- In Academy variance of focus groups, ethnicity and gender is reduced

Particular attention will be given to the data for vulnerable students to ensure that appropriate interventions are in place to support them.

TRAINING

St John's staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

USEFUL LINKS AND SUPPORTING ORGANISATIONS

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

CYBERBULLYING

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

RACE, RELIGION AND NATIONALITY

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org



- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related