THE ASHLEY SCHOOL ACADEMY TRUST	Policy / Procedure / Academy Document **ANTI-BULLYING POLICY**

POLICY / PROCEDURE / ACADEMY DOCUMENT:	**Anti-Bullying POLICY**	
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COMMITTEE:	**Standards Committee**	
RESPONSIBLE OFFICER:	**Assistant Headteacher (B4L)**	

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ANTI BULLYING POLICY

CONTENTS

1. Purpose and Aims
2. Prevention
3. Implementation
4. Legal framework
5. Training
6. Monitoring, evaluation and review

Anti-Bullying Policy

1. Purpose and Aims

This policy forms a part of the schools overall Behaviour for Learning Policy. The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

- All members of TASAT community have the right to work in a safe and secure environment.
- We want everyone to feel safe and be happy in school and have the right to support when feeling insecure. TASAT is a school where bullying is viewed as unacceptable, treated seriously and dealt with effectively.
- Bullying is anti-social behaviour and affects everyone. TASAT will not accept bullying of any kind.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and can sometimes be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a pupil is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences.

Pupils who are being bullied may show changes in behaviour, such as becoming shy andnervous, feigning illness, taking unusual absences, unexplained weight loss or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. In all instances TASAT will encourage pupils to discuss their concerns with a trusted adult.

Bullying can be:

- Physical - Pushing and shoving, tripping up, kicking, spitting.
- Emotional - Humiliating someone, name calling, using insulting names or comments.
- Driven by a prejudice - This might be homophobia, racism, or victimising those whohave special needs or disabilities. It may be picking on a pupil because they are cared for away from home or it may be picking on a pupil who cares for a sick relative.
- Indirect - Spreading rumours whether true or not.
- Cyber bullying - Any form of bullying using a mobile phone or the internet, chatrooms, social networking sites, instant messaging or email.

It may also be bullying when:

- The same person or group always leaves someone out or shuns them.
- Someone makes threats of violence against someone else.
- Someone damages someone else's possessions or clothing deliberately.
- Someone takes someone else's belongings deliberately.
- Someone tries to force someone else to do something they do not want to do.
- Someone tries to force another to do something sexual they do not want to do.

Although all of these actions are serious and adults should always intervene, they may notalways be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim

In the first instance it is not a requirement for members of the school to investigate whether bullying is occurring but rather to accept the pupil's perception and jointly agree a way to go forward with them, which will reduce and ultimately eliminate their difficulties.

2. Prevention

TASAT aims to prevent bullying by:

- Being a school where pupils feel they can talk to someone about bullying.
- Involving pupils in discussions about bullying.
- Teaching pupils about friendships and appropriate relationships.
- Raising self-esteem.
- Providing effective supervision.
- Early intervention by staff.
- Giving pupils strategies to avoid bullying.
- Dealing with issues related to bullying within the school curriculum.
- Promotion of positive social behaviour.

3. Implementation

Each case will be treated individually and depending on circumstances, one or more of the following strategies will be employed.

Staff:

- If bullying is suspected or reported, the incident will be dealt with at the earliest opportunity by the member of staff who has first been involved.
- A clear account of the incident will be recorded and given to the Key Stage Lead, Form Tutor, Pupil Support or Assistant Headteacher B4L, who will agree an appropriate response.
- The appropriate person will interview/counsel all concerned and will record theincident.
- Parents/carers of pupils involved to be kept informed.
- Measures to stop the behaviour will be used as appropriate and in consultation with all parties concerned.
- Involvement of appropriate outside agencies may be taken.
- Regular monitoring and tracking by the Tutor, Key Stage Lead, Pupil Support and Assistant Headteacher B4L, will occur after the incident to ensure that it is not continuing.

Pupils:

Pupils who have been bullied will be supported by some of the following:

- An offer of an immediate opportunity to discuss the experience with a member of the Pastoral team.

- Support within school through the Pupil Support team.
- An offer of continuous support and reassurance to the pupil
- Opportunities to restore self-esteem and confidence.
- Opportunities to discuss their concerns with a trusted adult within the school.
- Safe areas to go to if the pupil feels vulnerable at particular times in the school day.

Pupils who have bullied will be supported by some of the following:

- Discussing what happened/why the pupil became involved.
- Opportunities to discuss their concerns with trusted adults.
- Opportunities to discuss their concerns with the Pupil and family support team.
- Support with friendships and relationships.
- Informing parents/carers to help change the attitude of the Pupil.
- Provided with structured, supervised social times.
- Increased levels of supervision and support within the school day
- Support from external agencies

- The following disciplinary steps may also be taken:

  - Restorative work.
  - Loss of social times.
  - Exclusion from certain areas of school.
  - Removal of access to social areas.
  - Supervised learning time away for the school community.
  - Fixed-term exclusion/permanent exclusion.

Curriculum

- pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE lessons and other subject areas and through assemblies and other school activities, such as Anti- Bullying week.

Adults

- Adults at the school also have a right to work free from bullying and the philosophy of this policy applies to all members of the school community.
- Any adult who feels they are being bullied should be encouraged to discuss the issue with their Line Manager or a member of the Senior Leadership Team.

4. Legal Framework

The Education and Inspections Act 2006

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 ensure that students behave when they are noton school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protectedcharacteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. Schools are now required to comply with the 2010Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student inrelation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and FreeSchools, and maintained and non-maintained special schools.

Criminal Law

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 example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may havebeen committed they should seek assistance from the police. For example, under the Malicious Communication 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, a threat, or information which is false and known or believed to be false by the "sender."

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Bullying outside school premises

Head teachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate students' conduct when they are not on school premises and

are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti- social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle Cyber bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5. Training

- There will be regular training for all members of the school community asappropriate.
- Regular training for new staff will include information on this policy.

6. Monitoring, evaluation and review

- The TASAT will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy is linked directly to the following policies:

- Behaviour for learning policy.
- Safeguarding Policy.

Useful Legislation Links:

Preventing and Tackling Bullying:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf