

Anti-Bullying Policy

Approved by Governor committee:
N/A

Date to be reviewed:
July 2026

Responsibility of:
Assistant Principal (Inclusion)

Date approved by Principal:
LT Meeting - 13th July 2023

1. General Statement

Bullying is unacceptable at Chelsea Academy and will not be tolerated in any form. The Academy also recognises that it must take note of bullying perpetrated outside the Academy, which has an impact upon Academy life. The Academy will do what is practicable to eliminate any such bullying.

The Governing Board values the positive relationships fostered within the Academy amongst students and between students and staff, and expects that every allegation of bullying will be taken seriously. The Governing Board uses the definition of bullying outlined in section 3.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and on the Academy in general, and should work towards ensuring that students and staff can work in an environment without fear - and in which they are able to flourish.

2. Aims

The aims of this policy are:

- to demonstrate that the Academy takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the Academy and during off-site activities
- to support everyone in identifying and protecting those who might be targeted
- to demonstrate to all that the safety and happiness of students and staff is enhanced by dealing positively and robustly with bullying;
- to promote an environment where it is normal practice and culturally acceptable to tell someone about bullying;
- to promote positive attitudes from students and staff
- to develop restorative justice principles and reconciliation systems when dealing with bullying incidents.

3. Definition of Bullying

The Anti-Bullying Alliance defines bullying as: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online". There are four key elements to this definition - hurtful, repetition, power imbalance and intentional"

Chelsea Academy recognises that bullying can take several forms. These include:

Verbal e.g.

- Deliberate, unkind and persistent remarks.
- Racist, sexual or homophobic/biphobic/transphobic name calling.
- Being hurtful about appearance.
- Name calling, sarcasm, persistent teasing.

Emotional e.g.

- Spreading hurtful rumours.
- Writing graffiti or using images/offensive materials.
- Tormenting, humiliating.
- Excluding someone and leaving them out on purpose.

Theft/Damaging property e.g.

- Taking someone's possessions or school work, deliberately and breaking or damaging them.
- Malicious damage to a person's property e.g. pencil case, uniform

Physical e.g.

- Pinching, punching, pushing, kicking and hitting.
- Any violence that is done on purpose to others.

Racist e.g.

- A racial taunt, graffiti, gestures.
- Making inappropriate comments regarding faiths and beliefs.

Sexual e.g

- Making sexual comments.
- Inappropriate touching.
- Coercing others into sexual activity they don't want to be involved in.
- Making comments about sexual experience or inexperience.
- Sending, creating or passing on inappropriate images, including sexting.

Cyber bullying e.g.

- The use of ICT, particularly mobile phones, the internet, and social media platforms deliberately to upset someone else.
- Hurtful, harmful messages or images sent from individuals and groups to individuals and groups
- Use of apps and games consoles to make malicious comments about others

Sexuality and gender identity e.g.

- Because of, or focusing on the issue of sexuality or gender identity

4. Responsibilities

Governing Board

The Governing Board will discuss, review and endorse agreed strategies as necessary, and will discuss the Principal's annual report on the working of this policy.

The Principal

The Principal has a legal duty under Section 61 of School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and staff.

The Principal will:

- ensure that all staff have an opportunity to discuss and review strategies;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and students;
- report annually to the governing board.

The Senior Vice Principal (Inclusion) and Assistant Principal (Inclusion) will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the victims and perpetrators of bullying;
- keep the Principal informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;
- make a termly report to the Principal;
- ensure that the Academy's positive strategies are put into practice;
- have an awareness of the Academy's procedure and deal with any incidents that are reported;
- involve external agencies when necessary.

Learning Coaches will:

- be responsible for liaising with their Head of Year over all bullying incidents involving students in their Coaching Group; the Head of Year will refer to the Senior Vice Principal (Inclusion) / Assistant Principal (Inclusion) as appropriate
- be involved in any agreed strategy to achieve a solution;

- Ensure any incidents are appropriately logged on SIMS and on CPOMS if appropriate
- Take prompt and robust action to tackle incidents
- take part in any anti-bullying initiatives/activities, particularly during the national 'Anti-Bullying Week'

All Staff will:

- be familiar with the policy and procedures;
- be observant and ask students what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying go unreported, whether on-site or during an off-site activity;

5. Anti-Bullying Education in the Curriculum

The Academy will raise the awareness of the anti-social nature of bullying through a Personal Development (PSHE and Citizenship) programme, Academy assemblies, the use of structured Pastoral Curriculum sessions during Coaching Time, off-timetable events and national 'Anti-Bullying Week' as appropriate.

The Assistant Principal (Inclusion) is responsible for initiating and developing, with appropriate colleagues, an anti-bullying programme as part of the Pastoral Curriculum programme and Personal Development curriculum.

Faculty/Curriculum Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the Academy.

6. Procedures

Signs of Bullying

Students who are being bullied may show changes in behaviour, eg becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the student's Head of Year in the first instance. The Head of Year will then liaise with the Senior Vice Principal (Inclusion) / Assistant Principal (Inclusion) as appropriate .

Students will be encouraged to report incidents of bullying. Learning Coaches and Heads of Year will include anti-bullying information in Assemblies and Coaching Time.

Dealing with Incidents:

- if bullying is suspected or reported, the incident will be reported to the relevant Head of Year who will initially be responsible for investigating and dealing with the matter immediately
- the staff member will record the details of the incident on SIMS and on CPOMS (if it is a Safeguarding matter)
- If there is a racial / sexual / homo/bi/transphobic element to the bullying, this must be reported to the Head of Year;
- The Head of Year will interview all the parties and make a record;
- Both the targeted student and perpetrator's Learning Coach (and members of staff teaching the students, if relevant) will be informed
- will determine the
- The Head of Year will oversee the implementation of a structured plan of action to deal with the bullying
- Parents will be kept informed by the Head of Year;
- Any sanctions against the perpetrator will be determined by the Head of Year, in consultation with the Senior Vice Principal (Inclusion) / Assistant Principal (Inclusion) in accordance with Academy policy.
- If a very serious incident occurs, the matter will be dealt with by the Senior Vice Principal (Inclusion) / Assistant Principal (Inclusion)

- All bullying incidents will be recorded on SIMS.

7. Students who are Victims of Bullying

Staff who deal with students who have been bullied must always offer reassurance. Students who have been victims of bullying will be given support determined by the Head of Year in consultation with the student.

8. Students who are Perpetrators of Bullying

Changing the attitude and behaviour of students who are perpetrators of bullying will be part of the responsibility of the positive procedures used by the Academy. However, the Academy recognises that sanctions will also have to be used against perpetrators of bullying in accordance with the Academy's Behaviour Policy.

9. Sanctions

Any of the Academy's formal sanctions can be used against perpetrators of bullying as appropriate. For persistent offenders or incidents considered as serious acts of aggression a student could be permanently excluded. The Anti-Bullying Policy and Behaviour Policy and procedures will be taken into account when deciding on which sanctions are appropriate.

Involvement of Parents / Carers

- Parents / Carers, as well as all staff and students, should know that the Academy will not tolerate bullying, and takes a positive approach to educating students to combat it.
- Parents / Carers of students who are either victims or perpetrators of bullying will be involved in the solution to the problem, as appropriate, by the relevant Head of Year.
- Parents / Carers will be informed of the policy and procedures and the possibility of permanent exclusion following serious acts of bullying.

10. Involvement of Students

Students will be involved in the positive strategies through Coaching Time activities. Students will have an opportunity to have an input into the Anti-Bullying programme, and will be consulted on how it could be developed.

A major part of the programme will involve educating students in how to cope with bullying.

11. Strategies for Dealing with Bullying

- All staff will ensure that students understand and adhere to the Academy Code of Conduct.
- There will be effective supervision of students to minimise the likelihood of bullying.
- A culture which actively encourages students to report incidents of bullying will be developed.
- Discussions about the issues surrounding bullying will take place in Personal Development (PSHE/Citizenship) and Coaching Time activities.
- Proactive staff intervention will take place with the victims and perpetrators of bullying to resolve incidents. On occasion, where appropriate, it may be productive for both parties to meet together for a Restorative Conversation, supported by a member of staff.
- Application of Academy sanctions.

12. Reporting and Recording

All incidents of bullying must be reported using Academy procedures, recorded on SIMS and, where appropriate, logged on CPOMS.

13. Staff Training

The Senior Vice Principal (Inclusion) / Assistant Principal (Inclusion) are responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for teaching staff, associate staff and governors.

14. Legislation

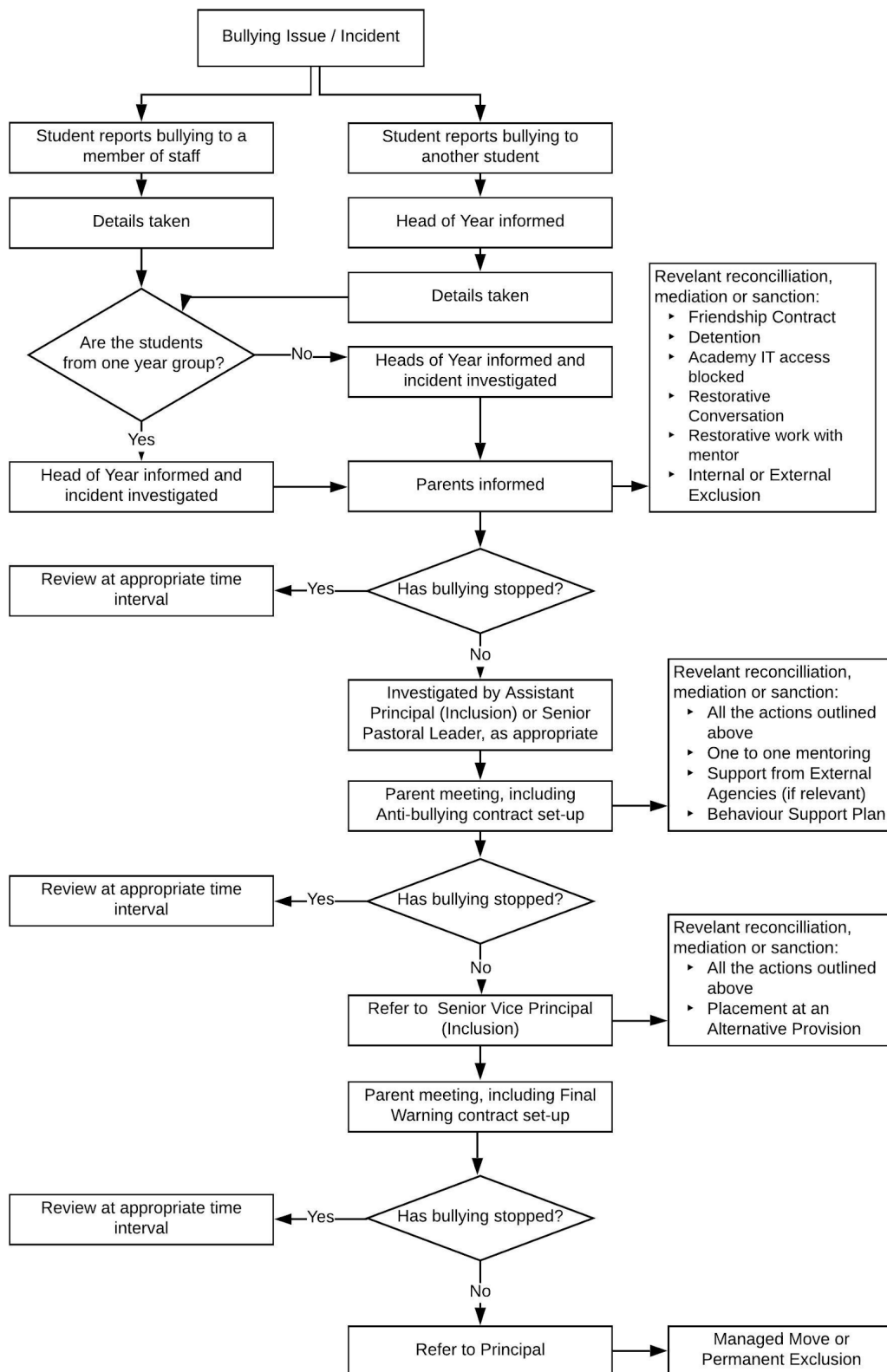
This policy is written with due regard to The Education (Independent School Standards) (England)

Regulation 2010 and the Equality Act 2010.

15. Monitoring and Review

- The Senior Vice Principal (Inclusion) will keep and consider reports on serious incidents, and make a termly report, with statistics, to the Principal.
- The Principal will consider the reports with the Leadership Team to determine what can be learned from the incidents and how they were handled with a view to improving the Academy's strategies.
- Recommendations for change to effect improvement will be made and enacted annually.
- The Principal will make a termly report to the Governing Board.

Appendix 1
Anti-bullying flowchart



Appendix 2 **Anti-Bullying and the Law**

THE EQUALITY ACT 2010 Under the Equality Act 2010, new duties on schools and other public bodies came into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender reassignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

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 have been 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.

BULLYING OUTSIDE SCHOOL PREMISES Head teachers have a specific statutory power to discipline pupils 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 pupils' 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, in a town or village centre, cyber bullying or via social networking sites.

Where bullying outside school is reported to school staff, it should 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 actions taken against a pupil. Some types of bullying are criminal and the police should always be informed. These illegal types of bullying include: bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes.