Accrington Academy

Anti-Bullying Policy

Last reviewed	February 2026
Review frequency	Annually
Next Review date	February 2027
Person responsible	Mr JP Fagan/Mr W Aitken
Ratified by Governors	

Anti-Bullying Policy

Introduction

This policy has been developed by students, parents/carers and staff of Accrington Academy. A student and staff consultation was held in March 2021, and parental views have been taken from the 'Ofsted Parent View" website for 2021/22 and during continued Parental Engagement Meetings up to and including January 2026.

Everyone in Accrington Academy must be allowed to learn and move about in a happy and caring atmosphere that is free from bullying. Confidence must be encouraged and care and consideration for each other are our watchwords.

Bullying of any form is not tolerated and will be challenged. Any cases of bullying are dealt with very seriously, we have a zero-tolerance approach to bullying. We are a TELLING school. This means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff, either in person or through the Online Reporting System.

By everyone, we mean students, staff, parents/carers and any other person who may visit the Academy or be part of our community.

This policy raises our awareness by explaining what we mean by bullying and where it might happen. It outlines how we prevent bullying through every lesson and other specific activities.

For staff it provides provision for Professional Development and explains clearly how to deal with incidents of bullying.

For students it provides the opportunity to develop skills of caring and tolerance as well as conflict resolution.

The aims of this policy are:

- To prevent bullying
- To deal effectively with bullying if it occurs
- To be an integral part of the Academy behaviour for learning policy
- To contribute to overall Academy improvement by a safe happy learning environment conducive to raising standards
- To ensure that all students, staff and parents/carers are clear that we do not tolerate bullying and how it will be dealt with in school

It begins with a charter for anti-bullying and outlines clearly everyone's rights and responsibilities.

The Accrington Academy Anti Bullying Charter

For pupils who experience bullying:

- You will be heard and supported in reporting bullying and given help. Action will be taken. We are a TELLING school. This means that you have to tell us if you experience any form of bullying for us to act on it.
- You will be supported and helped to rebuild confidence and feel safe again at Accrington Academy

For pupils who engage in bullying behaviour:

- Sanctions and 're-calibration sessions' hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused through work in lessons and one-to-one with specialists in school.

For the Academy:

- The whole community is clear about the anti-bullying stance the Academy takes; pupils, as well as staff and other members of the Academy, are fully engaged in developing and reviewing anti-bullying work in the school. Every chance is taken to celebrate the success of anti-bullying work
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Academy staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the school anti-bullying policy annually and, as a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying pupil support systems are in place to prevent and respond to bullying
- They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development through Educare, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems (Arbor, CPOMS and Self Reporting) gather information about anti-bullying incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- Accrington Academy does not tolerate bullying of any kind
- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally) – the definition we use is below
- If you are concerned about any issues regarding bullying, please contact the Academy either directly or through the Reporting System
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses

Accrington Academy will not tolerate the bullying of any member of the Academy community. The Academy community consists of students, parents/carers, Governors and all staff. We will actively support all victims of bullying and take appropriate action with the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents.

1. What is bullying?

Whilst there is no single definition of bullying, Accrington Academy firmly believes in the following:

"Bullying can be where you are intentionally made to feel uncomfortable or unsafe on more than one occasion by another person or group and can take a number of different of forms."

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We must be careful to avoid the term 'bullying' being used as a term that may be chosen by one of the party's involved to try to escalate the seriousness of the matter. The school works hard to ensure that all students know the difference between bullying and simply "falling out".

2. What does bullying look like, feel like, sound like?

In the main it consists of:

2.1 **Physical** – hitting, kicking, pinching, extortion, stealing, hiding belongings.

2.2 **Emotional/Verbal** – name calling, mockery, insulting, making offensive remarks, sending offensive text messages, threatening, intimidation, excluding people from groups, gossiping, graffiti.

2.3 **Sexual** – sexual harassment, sexual violence, sexting, sexual innuendo, homophobic, biphobic or transphobic comments or violence.

2.4 **Cyber** – sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

2.5 **Racial** – in racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions maybe made about someone's religion or belief because of their ethnic origin.

2.6 **Disablist** – people with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

2.7 **Homophobic –** a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

3 Who bullies?

3.1 **Anyone** has the capacity to bully.

3.2 There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all antibullying work.

4 Who is bullied?

- **Anyone** can be bullied – student, parent/carer or staff member.
- Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.
- Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist.
- People can be assigned or be a member of more than one group.

5 Prevention

At Accrington Academy everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the Code of Conduct and key policies such as Behaviour for Learning, E-safety and Safeguarding.

The ULT "Staff Student relationships" document provides clear expectations for adults in the Academy too.

Through clear implementation of these polices students and staff can go about their work in a safe and happy climate where achievement and praise prevail.

Prevention is better than cure so at Accrington Academy we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against the key TEAM values of the school.

We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- TELLING school ethos
- The Self Reporting Form System for reporting
- Fully trained staff on what signs to look for
- Intervention work from specialist staff for students who are repeat offenders - 'put them into the shoes of the students that is bullied'
- Slides at the start of each assembly supporting the Online Reporting System and our anti-bullying message
- Anti-bullying Twitter campaigns
- Assemblies
- Anti-Bullying week
- Internet Awareness week

Children's Mental Health Week

- Display materials around the school by a variety of means (posters, website etc)
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying
- Anti-bullying embedded into different curriculum subjects
- Parental/Student surveys

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the Academy cares about bullying. Children's behaviour is affected by the behaviour of the adults around them. Therefore, we expect adults in the Academy community to model respectful and courteous behaviour.

In the promotion of the Academy's anti-bullying work all pastoral and academic curriculum areas and all Academy staff will reflect the Academy's equal opportunities policy and practice in all their work.

The Academy will develop partnerships with outside agencies such as the Local Authority, local voluntary groups, theatre in education projects, victim support and the police where appropriate, both to inform students, staff and parents/carers of the issues and to give them support.

All areas of the Academy including toilets and playgrounds will be appropriately supervised.

Assemblies, the Academy environment and displayed material will consistently reinforce the Equal Opportunity and Anti -Bullying Policies.

Expectations of the Academy Community

The Academy accepts that:

1. Every member of the Academy community has the right to feel comfortable, safe, secure, equally valued and respected

2. Every member of the Academy community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination

3. Every student in the Academy community has the right to equal access to a curriculum that meets their needs

4. Learning is the entitlement and responsibility of every member of the Academy community

5. Every member of the Academy community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating

6. Every member of the Academy community has the responsibility to treat others with respect

7. **It is the responsibility of every member of the Academy community to address and/or report all incidents of bullying.**

Signs of Bullying Incidents

Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- Fears of walking to or from school
- doesn't want to go to school on the school/public bus
- asks to be driven to school all the time
- changes their usual routine
- does not want to attend school (school phobic)
- begins truanting school
- asks for money or starts stealing money
- comes home starving
- stops eating
- becomes withdrawn, anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- some possessions go 'missing'
- dinner or other monies continually get 'lost'

- has unexplained cuts or bruises
- starts becoming aggressive, disruptive, unreasonable
- is bullying other children or siblings
- is scared to say what's wrong
- gives improbable excuses for any of the above

Reporting and supporting

Pupils can report any bullying issues or concerns via the Pastoral Team or by reporting it to a member of staff/student they trust. They can also access the Academy's help system online. These incidents will then be passed over to the Behaviour Team to action.
They can also report incidents directly to their Tutor and relevant Head of Year or Progress manager, who will also pass it over to the Behaviour Team to action. There are a few support plans that can be put in place for a pupil who feel they are being bullied, and for a pupil who may be the perpetrator of bullying.

Support in place could be one of the following:

- Take a break
- Breakfast club
- Lunch time groups
- Drop in service
- Peer Mentoring
- Meet and Greet
- Counselling (for intense cases)

Courses:

- Protective Behaviours
- Self-awareness and self-esteem
- Body language and communication
- Friendship and peer pressure
- Bullying and teasing (aimed more for the perpetrator)

Staff Development

During training days develop awareness of preventative practices, spotting signs of bullying and procedures to follow if bullying occurs. Use of scenarios to support this.

Training of all staff in recognising and dealing with bullying.

Training to include:

- **Conflict resolution**—Staff empowering students to manage low level unpleasantness independently

• **Mediation** - when the method above doesn't work getting aggrieved parties together, eg "circle time". No shouting, swearing or interruptions

• **Investigations** by Form Tutors, Heads of Year and Learning Managers

• **Restorative practices** (justice) - when the investigations are complete and sanctions (if necessary) applied, we will aim to get the victim and bully together. The victim gets opportunity to explain how they feel, then the bully can do likewise and hopefully a genuine apology is offered to the victim, perhaps accompanied by an agreement to some actions that can help redress the situation.

Action

1. All members of the Academy community will be alert to the possibility of breaches of the policy and take appropriate action. Students who identify that the policy is not being followed will alert an adult they trust. This may be their Form Tutor, class teacher or Head of Year. The person who receives a report from a student will take it extremely seriously and be seen to be doing so. This can be done in person or through our dedicated Online Reporting System.

2. All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with the incident, he or she will seek advice from more senior staff.

3. Bullying can be a crime. We may therefore choose to involve the police where appropriate.

4. Incidents and allegations will be investigated, and the outcome recorded on Arbor. Feedback will always be provided to individuals who have made the allegations or complaint. The Academy will always follow the flowchart in appendix 1.

5. All incidents of bullying will be recorded and their frequency and type monitored. This information will be used to inform the development of the Academy's anti-bullying work.

6. Parents/carers are very important to the Academy and in particular they have much to contribute to our anti-bullying work. As part of the Home/Academy contract all parents/carers will be asked to commit themselves to this policy.

7. The Academy, in return, commits itself to investigate any allegations of any form of bullying from parents/carers promptly and to feedback the outcome of such investigations. All incidents reports by parents/carers will be recorded.

8. The Academy will also discuss with parents/carers any incidents of bullying in which their child has been involved, either as victim or perpetrator.

9. Parents/carers, students and all staff will be given clear procedures on how to report incidents.

10. The Academy will provide training to all staff on how to recognise and deal with bullying. We recognise that this must be done in a consistent and transparent manner.

Pupil Survey Headline Data (583 responses)

- 75% of our students feel very happy to come to school
- 58% of students claimed they had never been bullied
- Of the 42% who said they had previously been bullied, 88% have said it has stopped
- Of the 12% who said it was ongoing, a large number of these had not informed anyone, hence why we started the Online Reporting System
- 97% of students who have a SNS have told their parents about it
- 32% of students who had faced online abuse had not told anyone before the introduction of our Online Reporting System
- 15% of students who faced online abuse did not feel a need to tell anyone, assemblies and PSHRE lessons have focused on this since.
- 95% of students appreciated and knew about the school assemblies on bullying
- 85% of students were aware of the posters around school supporting anti-bullying and Stonewall and on-line safety.

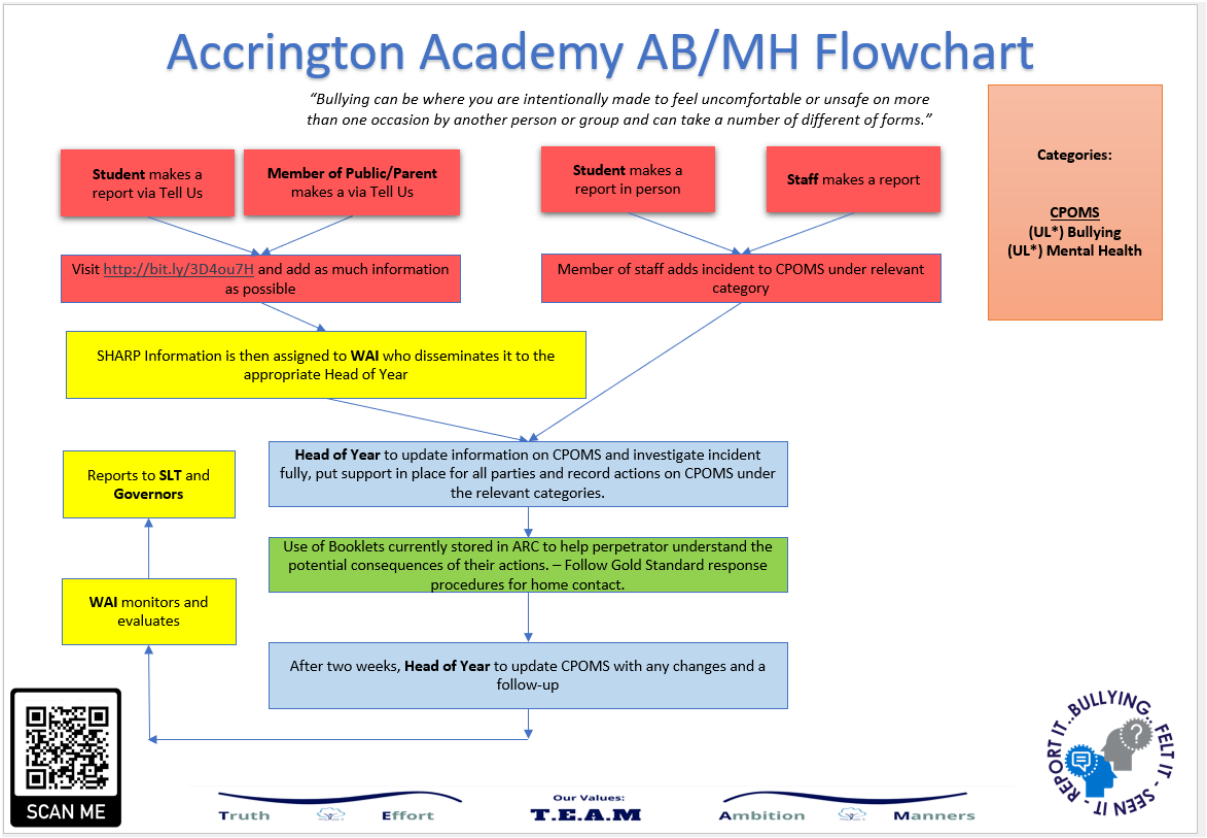
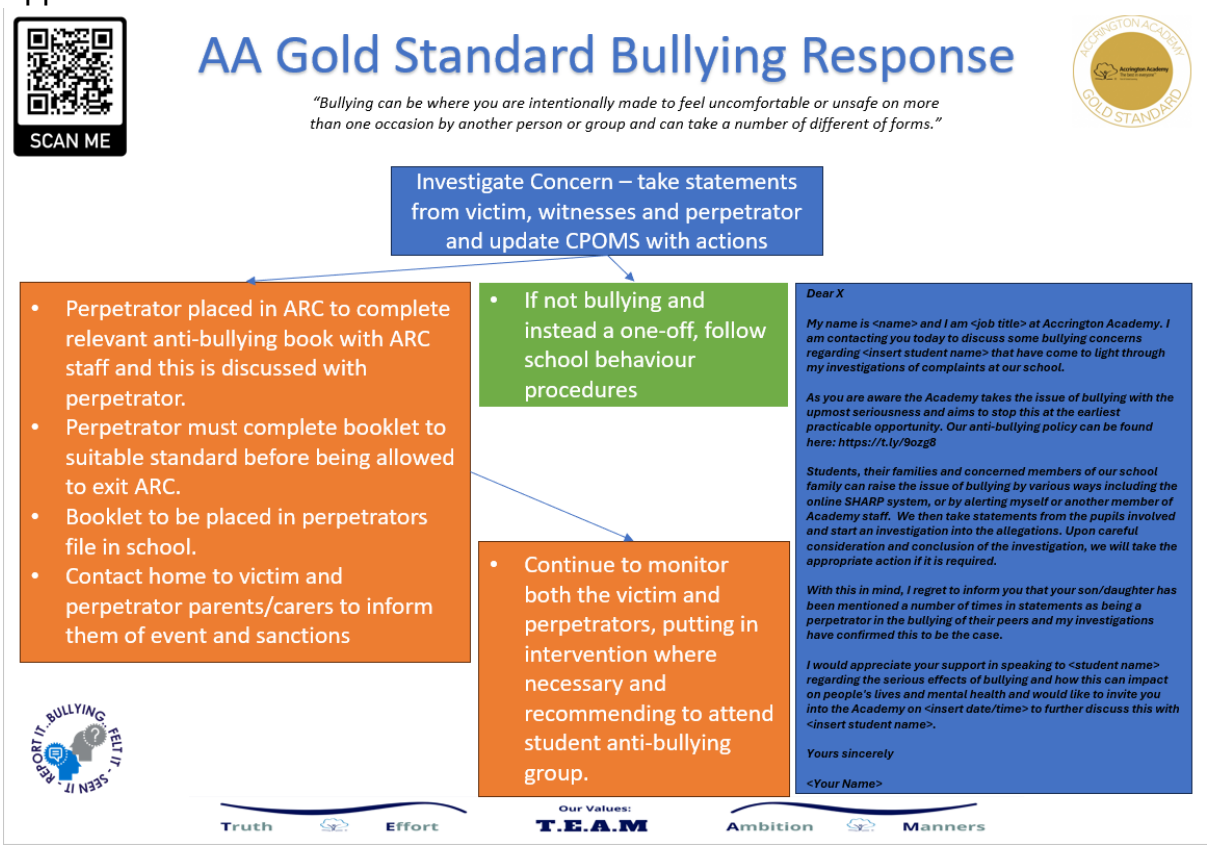
Parent View (OFSTED)

- 84% of parents believed their child was happy at the school
- 100% of parents felt their child was safe in the school
- 89% believed the students in school were well behaved
- No parents disagreed that if their child was bullied in school, then the school reacted to it quickly and effectively
- 95% of parents agreed that the school reacts quickly to raised concerns

Linked Policies:

- Safeguarding Policy
- Behaviour for Learning Policy
- E-safety Policy
- British Values Policy
- Mental Health Policy

Appendix 1



Appendix 2