

# Anti-Bullying Policy

|              |               |
|--------------|---------------|
| Date Issued: | February 2026 |
| Review Date: | February 2027 |

| Changes made since last review: |   |
|---------------------------------|---|
| Pg 3                            | Changed “Keeping Children Safe in Education 2020” to “2025 and reworded to indicate that sexual violence and sexual harassment are now covered in the updated KCSIE document. |
| Pg 4                            | Rewritten the section on AI to explicitly link use of AI to cyber-bullying, sexual harassment and safeguarding.   |
| Pg 6                            | Added a sentence making it explicit that searching and screening is completed in line with the Academy’s Policy.  |

# Table of Contents

|  |           |
|--|-----------|
| <b>Introduction</b>  | <b>3</b>  |
| <b>Policy objectives</b>                                   | <b>3</b>  |
| <b>Links with other Academy policies and practices</b>     | <b>3</b>  |
| <b>Links to legislation</b>                                | <b>3</b>  |
| <b>Responsibilities</b>                                    | <b>3</b>  |
| <b>Definition of bullying</b>                              | <b>4</b>  |
| <b>Forms and types of bullying covered by this policy</b>  | <b>4</b>  |
| <b>Academy ethos</b>                                       | <b>4</b>  |
| <b>Reporting bullying</b>                                  | <b>5</b>  |
| <b>Responding to bullying</b>                              | <b>5</b>  |
| <b>Supporting pupils</b>                                   | <b>7</b>  |
| <b>Supporting adults</b>                                   | <b>7</b>  |
| <b>Preventing bullying</b>                                 | <b>8</b>  |
| Environment  | 8         |
| Policy and support   | 8         |
| Education and training                                     | 8         |
| <b>Involvement of pupils</b>                               | <b>9</b>  |
| <b>Involvement and liaison with parents and carers</b>     | <b>9</b>  |
| <b>Monitoring and review: putting policy into practice</b> | <b>9</b>  |
| <b>Useful links and supporting organisations</b>           | <b>10</b> |
| SEND   | 10        |
| Cyberbullying  | 10        |
| Race, religion and nationality                             | 10        |
| LGBT   | 10        |
| Sexual harassment and sexual bullying                      | 11        |

## Introduction

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. This policy is also informed by the DfE statutory guidance **Keeping Children Safe in Education (2025)**, including Part 5 relating to child-on-child sexual violence and sexual harassment. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

## Policy objectives

This policy outlines what Westfield Academy will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community.

Westfield Academy 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 Academy policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour Policy;
- Complaints Procedure Policy;
- Child Protection & Safeguarding Policy; and
- Online Safety Policy.

## Links to legislation

There are several 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):

- 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; and
- Public Order Act 1986.

## Responsibilities

It is the responsibility of:

- The Headteacher communicates this policy to the Academy 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.
- Trustees to take a lead role in monitoring and reviewing this policy.
- All staff, including: trustees, 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 Academy.
- Pupils abide by the policy.

## Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Who bullies? Anyone has the capacity to bully. 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 anti-bullying work in schools.
- Who is bullied? Anyone can be bullied – young person, parent / carer / guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. 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 class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

## Forms and types of bullying covered by this policy

This policy covers all types and forms of bullying including:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical / mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying;
- Prejudicial bullying (against people / pupils with protected characteristics);
- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying; and
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

## Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative AI tools such as chatbots, image generators, audio tools and video-editing software.

Westfield Academy recognises that AI has many positive uses to support learning and creativity. However, the Academy also recognises that AI may be misused to cause harm to others. This may include, but is not limited to:

- the creation or sharing of false or misleading content
- impersonation or harassment
- the creation of altered, manipulated or 'deepfake' images, audio or video
- content intended to humiliate, threaten, embarrass or distress another person

The misuse of AI in these ways may constitute **bullying, cyberbullying, sexual harassment, or peer-on-peer abuse**. In some cases, particularly where content is sexualised, threatening, or widely shared, such incidents may also give rise to **safeguarding concerns**.

Any use of AI to bully, harass or harm others will be treated in line with the Academy's **Behaviour Policy, Online Safety Policy, and Child Protection and Safeguarding Policy**. Where appropriate, concerns will be escalated to the Designated Safeguarding Lead (DSL) and managed in accordance with safeguarding procedures, including referral to external agencies where required.

Pupils will be educated about the **responsible, ethical and safe use of AI**, including the importance of consent, respect for others, and the potential legal and personal consequences of misuse.

## Academy ethos

Westfield Academy community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying Westfield Academy can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the Academy to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents /carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## Reporting bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All Academy staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Pupils who are bullying others also need support to help them understand and change their behaviour. Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice;
- Completing a concern form on the academies intranet homepage, which can be done anonymously;
- Emailing concerns@westfield.academy with any bullying concerns; and / or
- Contacting local and national support agencies for advice/support.

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice. Parents are encouraged to report concerns about bullying and to support the academy in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

## Responding to bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The Academy 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 Headteacher / Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The Academy will speak with and inform other staff members, where appropriate.
- The Academy 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 Academy's behaviour policy, and support 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 of or by pupils takes place off school site or outside of normal Academy hours (including cyberbullying), the Academy will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the Academy's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

When responding to cyberbullying concerns, the Academy will:

- Act as soon as an incident has been reported or identified.

- 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.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- 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; and
  - contact the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the Academy's searching and confiscation policy.
  - Any searching, screening or confiscation of pupils' property will be carried out in line with statutory guidance, safeguarding responsibilities, and the Academy's Searching and Confiscation Policy. Such actions will be proportionate, recorded appropriately, and undertaken to ensure the safety and wellbeing of pupils, particularly where there is a risk of harm or evidence of bullying, online abuse, or sexual harassment.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply; and / or
  - 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.

## Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include:
  - working and speaking with staff,
  - offering formal counselling,
  - engaging with parents and carers.

- Where necessary, working 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 the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated 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 providers.
- Sanctioning, in line with Academy behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and suspensions or permanent exclusions.
- 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 the Children and Young People's Mental Health Service (CYPMHS).

## Supporting adults

Our Academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, 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 Headteacher.
- 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 Academy will still investigate the concern and ensure that appropriate action is taken in accordance with the Academy's behaviour 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 Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the Academy'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 Academy 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 (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the Academy 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 Academy ethos.

## Policy and support

The whole Academy community will:

- Provide a range of approaches for pupils, staff and parents / carers to access support and report concerns.
- Regularly update and evaluate our practice to consider 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 Academy policies, for any bullying brought to the Academics' attention, which involves or affects pupils, even when they are not on Academy premises - for example, when using Academy transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, 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 Academy community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the Academy / student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## Involvement of pupils

We will:

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

## Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the Academy 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, including via the Academy's website
- 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 Academy gates that give rise to bullying.
- Ensure that parents work with the Academy to role model positive behaviour for pupils, 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 and review: putting policy into practice

- The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the Academy's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Trustee for bullying will report on a regular basis to the Trust Board on incidents of bullying, including outcomes.

## Useful links and supporting organisations

Anti-Bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://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](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)  
DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)  
DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)  
DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)  
Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)  
Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)  
Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)  
EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)