



# Secondary Anti-Bullying Policy September 2025

*Children First*

Document Type	Statutory Policy -Published online and available to all staff
Last Revision Date	September 2025
Next Revision Date	September 2026
Owner	Secondary Head of School
Author	Anti Bullying Leads John Ferneley College
Version	1.1
Status	Approved by Quality of Education Committee

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**This policy applies to:**

All Trust secondary settings and any secondary school converting into the Trust since the last review and approval of this policy.

Where this policy states ‘Headteacher’ this also includes ‘Head of School’ and ‘Centre Manager’.

**1. Introduction**

At school we work to promote a secure, friendly and safe environment in which learning can take place.

All staff and students play a key role in ensuring that bullying is dealt with quickly and effectively by following clear systems and a clear understanding of our expectations.

The Department for Education defines bullying as “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies October 2017). Bullying will not be tolerated here at school. We have a duty to protect all our members and provide a safe and healthy learning environment.

As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

While recognising that bullying happens in all schools and within the wider community, parents/carers and students at school are encouraged to report incidents of bullying to any member of staff and be confident that action will be taken as per our procedures and this policy.

When we refer to bullying it is useful to remember the acronym STOP (Several Times On Purpose). We must not confuse relational conflict (or fallouts between friends) or one-off incidents with bullying. While we accept such incidents are still upsetting, these will be dealt with by our Behaviour Policy.

We will not tolerate any form of bullying behaviours and will take all reasonable steps where an occurrence is supported or reported to us. These incidents will be investigated, and the appropriate action taken. Those involved in bullying behaviours will be given help and support as well as appropriate sanctions.

## 2. Descriptors for forms of bullying

Bullying behaviour can be based on prejudice or negative attitudes and any member of our community can be a target of bullying behaviours, including staff. Some forms of bullying are aimed at specific groups of based on factors which put individuals at a greater risk of being bullied. These groups include but are not solely restricted to the protected characteristics under the Equality Act 2010 of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- Age – where the motivation for bullying is based on the person’s age;
- Appearance or health conditions – where an individual or group are targeted because of the physical appearance or a health condition. For example a disfigurement, a traumatic injury, severe skin condition.
- Disability – where the motivation is based on prejudice or negative attitudes about people living with a disability. People who have disabled family members may also be the target of bullying behaviours.
- Gender reassignment = related to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- Home circumstances – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality (where they live);
- Homophobic and Biphobic bullying – relates to a person’s sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay, or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targets as can students who do not conform to gender stereotypes;
- Marriage and civil partnerships – where the motivation is centre around the fact that someone or a couple have or have not entered into a legal union;
- Pregnancy and Maternity (including breastfeeding) – related to a female student or staff member who is pregnant and may be targeted as a result thereof;
- Racial, cultural and religious groups where the motivation for bullying is based on the target’s skin colour, culture, nationality or faith;
- SEN and disabled students – where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions;
- Sex – where an individual or group are targeted because of their gender;
- Sexual bullying – can relate t the target’s gender or body, this can have a sexual and/or sexist element.

## 3. Descriptors for kinds of bullying

Bullying behaviours can be carried out through face to face contact, third party involvement or electronically and can be classified as:

- Physical – kicking, hitting, spitting, throwing things, taking and damaging belongings;
- Verbal – name calling, threats, teasing, making offensive comments, gossiping;
- Psychological – excluding people from groups, spreading hurtful rumours;
- Cyber bullying – circulating upsetting images, emails and postings through the use of mobile phones or on social networking sites.

At school we will always investigate and challenge all incidents of bullying that are reported to us and this will include bullying that occurs outside school hours. "School staff members have the power to discipline pupils for misbehaving outside the school premises". *Sections 90 and 91 of the Education and Inspections Act 2006.*

#### **4. Rationale**

All stakeholders at school deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on an individual's self-esteem and emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Recognising, preventing and dealing with bullying supports our belief that each person being uniquely important and of equal worth.

#### **5. Creating a positive environment at School**

- Clear communication to all staff, students and parents that our stance on bullying is one of zero-tolerance. Copies of the policy can be found on our website.
- There is an agreed collective responsibility to address any incidents, either observed or reported and to record such incidents.
- The issue of what bullying behaviour looks like is raised throughout the year in assemblies, during Anti-Bullying Week, tutor time activities and the personal development curriculum.
- In personal development an understanding of the impact of bullying is explored through a range of group work and 1 to 1 discussions.
- Support is given to students displaying bullying behaviours and those who are targeted, with 1 to 1 work, referrals to outside agencies and possible liaison with the police.
- Education to prevent bullying will be provided to all students during their time at school and appropriate behaviour will be reinforced and rewarded.

#### **6. Monitoring incidents of bullying**

The SLT, Anti-Bullying Co-ordinators (Key Stage Leads) and Student Managers monitor incidents through the records on My Concern.

These are reported via the headteachers reports to Quality of Education Committee and the Trust Board.

- The data on bullying is reviewed each half term to ensure that previous resolutions are still effective and that any bullying behaviours have ceased.
- A peer support programme including trained Anti-Bullying Ambassadors offer support in both delivery of in and out of classroom strategies (for example during Anti-Bullying Week activities).
- Students who are identified or self-identify as being vulnerable are able to spend break and lunchtime in school specially designated "safe spaces" of the SEND Hub and Inclusion room(s).

#### **7. Action to tackle bullying:**

Bullying is not part of life at school, it is not part of growing up and does not usually sort itself out. This also includes all types of cyber bullying.

All of us need to work together to ensure that bullying behaviour do not happen.

Students can help by remembering:

- STOP – several times on purpose and STOP – Stop and tell other people – tell a friend, your parent, a member of staff. It will not stop until you tell people and they take action.
- Tutors are the first point of contact for parents and students, and are best placed to support on a daily basis.
- Students may also report bullying incidents in person, or via the email [upstander@johnferneloy.org](mailto:upstander@johnferneloy.org). This email address is monitored by the Anti-Bullying Leads (Key Stage Leads).

At school we recognise that staff may also be the victim of bullying behaviour from either peers, parents or students. Should a member of staff feel they are being bullied by a student, group of students or parent then this should be raised with their line manager.

### **Procedures for school based bullying incidents**

Dealing with school based bullying incidents:

Dealing with school based bullying incidents:

1. Staff to complete 'Report of bullying' on My Concern.
  - Students may also report bullying incidents in person, or via the email [upstander@johnferneloy.org](mailto:upstander@johnferneloy.org). This email address is monitored by the Anti-Bullying Leads (Key Stage Leads).
2. The safeguarding team assign case owner/investigating officer (usually member of the pastoral team) who carry out an investigation into the incident.
3. The case owner/investigating officer log details of the investigation on My Concern.
4. The case owner/investigating officer categorise the incident as either confirmed or unsubstantiated bullying incident.
5. The case owner/investigating officers may log the incident on Class Charts.
6. The case owner/investigating officer lead review meeting two weeks after investigation as part of resolution.
7. In cases that school and the SLT judge to be extreme, exclusion (fixed term or permanent) might be the first response to bullying behaviour.

Dealing with out of school bullying incidents:

1. The school has the powers to act upon reports of bullying incidents which take place on the way to and from school. The school will use these powers whenever necessary.
2. Parents must understand that they are responsible for monitoring and addressing bullying behaviours out of school. The school will fully support parents in such circumstances .
3. The school fully support parents contacting the police about any serious reports of bullying behaviours which take place out of school. The school has to accept that powers to access social media sites may be limited in this area. We will offer support to parents to do this.
4. The school will liaise with the police and will share information as appropriate.
5. Out of school incidents of bullying may be logged on My Concern in the same way as in school bullying incidents (see above).

## 8. Training for staff

As part of the school approach to safeguarding staff are reminded of the practice of this policy in annual training.

## 9. Recording and monitoring

A log is kept centrally using My Concern, and this log will be reviewed half termly by the safeguarding team and Anti-Bullying Leads (Key Stage Leads).

In summary when bullying behaviours have been confirmed

- Record appropriately
- Deal with the incident appropriately
- Use the information to identify trends / patterns
- Use this information to target areas of need and this will inform assemblies and personal development sessions.
- Monitor and intervene at intervals after the incident to ensure behaviour has stopped.

## 10. Monitoring of the Anti bullying policy

This policy will be reviewed annually by the Anti-Bullying Leads John Ferneley College. At every review, the policy will be shared with the Quality of Education for approval.

Log of Changes to Policy				
Version	Page	Change	Approver	Date
Sept 23		No changes to be made		
Nov 25		Definition of relational conflict. Update on strategies of creating a positive atmosphere		