



THE RAMSEY ACADEMY, HALSTEAD

ANTI-BULLYING POLICY

Last Reviewed	23 June 2026
Next Review Date	July 2027
Ratified Local Governing Body	02 July 2026

1. Statement of intent

Our Academy is committed to ensuring that every individual can learn and thrive in a supportive, safe and respectful environment, free from bullying in any form. Bullying is anti-social, harmful and unacceptable, it will not be tolerated within our Academy community either within or beyond the school day.

This policy forms a part of the school's overall Behaviour and Discipline Policy. The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied.

2. Policy Aim

We aim to:

- Promote a positive, inclusive and aspirational culture in which all learners, staff and families feel valued, respected and able to participate fully in academy life.
- Make clear that all forms of bullying - including prejudice-based, discriminatory and online bullying - are unacceptable, and ensure learners know how to report concerns safely and confidently.
- Respond to all reports of bullying promptly, proportionately and sensitively, taking into account the needs of all individuals involved, including those with additional vulnerabilities.
- Protect, support and listen to any learner who has experienced bullying, ensuring their safety, wellbeing and continued engagement in learning.
- Support learners who display bullying behaviour to understand the impact of their actions and make positive, sustained changes.
- Work in partnership with parents/carers and relevant agencies to safeguard learners and prevent further incidents.
- Build a shared responsibility across our Academy community to prevent bullying, challenge harmful behaviours and promote respectful relationships.
- Review our approach regularly, using pupil voice, staff feedback and behaviour data to improve practice and reduce incidents over time.

3. Defining and identifying bullying

At The Ramsey Academy, we are committed to safeguarding all learners. Understanding what constitutes bullying is essential to preventing it, identifying it early, and responding effectively.

Bullying is defined as:

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be **physical**, **verbal**, or **psychological** and it can happen face to face or **online**.*

Bullying can take many forms (for instance, cyber-bullying via text messages or social media), and can sometimes be motivated by prejudice against groups, including on the grounds of protected characteristics. It might be motivated by actual or perceived differences between students.

Stopping violence and ensuring immediate physical safety is obviously the school's priority but emotional bullying can be more damaging than physical and will be addressed.

Bullying can involve different roles:

- Target – the person being bullied
- Ringleader – initiates and leads bullying
- Assistant – actively participates
- Reinforcer – encourages or supports the behaviour
- Defender – stands up for the target
- Outsider – observes but does not intervene

Relational conflict vs. bullying

Not all disagreements or conflicts are bullying. Relational conflict:

- Occurs between individuals or groups of similar power
- Is generally occasional and may be accidental
- Often includes willingness to resolve issues
- Will be monitored to prevent escalation into bullying

What is not considered bullying?

- Single acts of nastiness, social rejection, or disagreements
- Random aggression or sensory intolerance
- Isolated incidences of behaviour resulting from communication difficulties or SEND.

Forms of bullying

- Child to child, adult to child, child to adult
- Banter that is hurtful, unwanted, discriminatory, or targets insecurities is considered bullying
- Sexual harassment (online or offline) that violates dignity, intimidates, or creates a hostile environment is bullying and child-on-child abuse

Common types of bullying

- Verbal – name-calling, teasing, rumours
- Physical – hitting, kicking, pushing
- Emotional – exclusion, intimidation
- Racist, sexual, transphobic, homophobic, faith-based, gender-based, social/economic, ability-based, including SEND.

- Cyber – online abuse, text/email/social media threats or misinformation, misuse of technology

4. Whole school prevention approach:

Clear Policy and Shared Language

- Ensure all staff and pupils understand what bullying is (including cyberbullying, prejudice-based bullying).
- Use consistent language across the school 2. Strong School Culture and Ethos
- Promote a culture of kindness, respect, and inclusion through assemblies and daily interactions.
- Explicitly link to values, equality, and protected characteristics.
- Celebrate diversity through themed weeks and events.

Curriculum Integration

- Embed anti-bullying themes into PSHE/RSE, assemblies, and tutor time.
- A tutor time programme which teaches respect, inclusion and the schools shared values

Student Voice and Leadership

- Create student anti-bullying ambassadors or peer mentors.
- Use school councils to gather feedback on bullying and safety.
- Involve students in campaigns (posters, videos, awareness events).
- Provide opportunity for student voice and leaderships

Staff Training and Consistency

- Train all staff to identify, challenge, and record bullying consistently.
- Ensure staff model positive behaviour and intervene early.
- Provide guidance on handling sensitive issues (e.g., LGBTQ+, SEND-related bullying).

Reporting and Recording Systems

- Provide multiple ways to report concerns (in person, anonymous boxes, online forms).
- Ensure pupils know how and where to report.
- Track incidents centrally to identify patterns and targeted interventions.

Early Intervention and Support

- Focus on restorative approaches, helping pupils understand impact and repair harm.
- Provide support for both victims and perpetrators (e.g., mentoring, counselling).
- Involve pastoral teams quickly and effectively.

Parental Engagement

- Communicate clearly with parents about expectations and procedures.
- Offer workshops or guidance on online safety and bullying signs.
- Build partnerships to address concerns early.

Focus on Vulnerable Groups

- Identify pupils more at risk (e.g., SEND, LGBTQ+, EAL).
- Provide targeted support and safe spaces.
- Monitor inclusion and belonging across the school.

Ongoing Review and Evaluation

- Use surveys, data, and feedback to evaluate impact.
- Regularly review policy and adapt strategies.
- Report to governors on trends, actions, and outcomes.

5. Whole school prevention approach

A whole-school prevention approach to bullying involves creating a positive, inclusive culture in which bullying is actively discouraged and respectful behaviour is consistently promoted. It recognises that preventing bullying is the responsibility of the entire school community, including leaders, staff, students, parents, and external partners.

Our approach includes:

- Clear expectations and values that promote respect, inclusion, and kindness, embedded across all aspects of school life.
- Consistent behaviour policies and responses, ensuring that bullying is challenged promptly and effectively wherever it occurs.
- High-quality teaching and learning, including a planned curriculum (e.g. PSHE/RSE) that develops students' understanding of bullying, its impact, and how to seek help.
- Strong staff role modelling, with all adults demonstrating respectful relationships and addressing inappropriate behaviour consistently.
- Early identification and intervention, recognising signs of bullying and responding before issues escalate.
- Pupil voice and involvement, giving students opportunities to contribute to anti-bullying initiatives, peer support, and school decision-making.
- Effective supervision and safe environments, particularly in areas and times where bullying is more likely to occur.
- Partnership with parents and carers, ensuring shared understanding and consistent messages between school and home.

- Staff training and awareness, enabling staff to prevent, identify, and respond to bullying confidently.
- Regular monitoring and review, using data and feedback to evaluate the effectiveness of strategies and improve practice.

6. Signs of bullying

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, 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 The Ramsey Academy will encourage students to discuss their concerns with other members of the school community, be that in person, or through our electronic reporting system (an icon on all PCs in the school where concerns can be reported to key staff). The whole school community, therefore, must be alert to the signs of bullying and act promptly with issues as they arise.

Types of Bullying can include:

- Physical – Includes hitting, kicking, tripping, pushing or purposefully damaging other people's property.
- Verbal - Includes name-calling, threatening, teasing, saying nasty or rude things to someone.
- Psychological - Includes spreading lies about someone, playing nasty jokes or excluding people.
- Online - Includes hurtful comments / messages / posts, excluding on purpose, spreading nasty gossip and imitating others online.

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 kit 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 not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a 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 easily.

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.

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 antisocial 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.

5. practice and procedures

Statutory duties

The academy has a legal duty to prevent bullying and to ensure that all staff, pupils, and parents are aware of the procedures for reporting, addressing, and preventing bullying. This includes statutory responsibilities under the School Standards and Framework Act 1998, Keeping Children Safe in Education (2025), and other relevant legislation.

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

Reporting bullying:

If bullying is suspected or reported:

- Staff take the allegation seriously and act promptly.
- A clear account of the incident will be recorded centrally on MyConcern by the member of staff and any follow up by the Pastoral Manager, who will agree an appropriate response with senior staff, typically the Designated Safeguarding Lead or Head of Year.
- The appropriate person will interview all concerned and will record statements.
- Parents/carers of students involved will be kept informed.
- Measures to stop the behaviour will be used as appropriate and in consultation with all parties concerned.
- Any sanctions, interventions and outcomes will be recorded on MyConcern so that all appropriate staff are aware of the outcome.
- Involvement of appropriate outside agencies may be sought.
- Regular monitoring and tracking by the tutor, Head of Year, or Pastoral Manager will occur after the incident to ensure that it is not continuing. Oversight of this monitoring will be carried out by the Deputy Headteacher as Designated Safeguarding Lead.
- Serious incidents, including breaches of the law or hate crimes, are reported to statutory agencies.

How to Reporting procedures bullying concerns

In person:

If a student or parent wishes to raise concerns linked to bullying incidents they should report the concern to the pastoral manager and Head of Year. Reports can be face to face or via written communication through the school email system.

Staff will respond to bullying reports by investigating through taking written statements which record key details such as time, date, frequency and where incidents have happened. As part of the thorough investigation staff will sensitively gather information from other sources such as CCTV, staff and independent witnesses.

Incidents will be recorded on Myconcern which is our school safeguarding platform. All incidents are also recorded on our school bullying log which supports school staff to track incidents and implement interventions and apply proportionate school sanctions.

There will be regular monitoring points with the pupils and parent to keep them fully up to date on the progress of the investigation.

Online:

The Ramsey Academy encourages all students to share their concerns with members of the school community, either by speaking to staff in person or by using the school's electronic reporting system, accessible via an icon on all school computers. All members of the school community have a responsibility to remain vigilant for signs of bullying and to respond promptly and appropriately to any concerns raised.

Anonymous

Students can report bullying concerns anonymously through the school's worry boxes located around the school, or by contacting the dedicated reporting email address. Anonymous reports will always be taken seriously and acted upon; however, it may not always be possible to fully investigate without further information. Students are encouraged to include as much detail as possible to help staff respond effectively.

Support and follow up

Students:

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

- An offer of an immediate opportunity to discuss the experience with a pastoral manager or trusted adult within the school community of their choice.
- Ongoing support from HOY and pastoral manager
- Check ins to monitor ongoing issues and review support in place
- Social stories to support students with SEN needs
- Counselling within school through the school counsellor.
- An offer of continuous support and reassurance to the student through the pastoral team
- Use of the "consensual" model to change behaviour ("no blame approach") and/or a mediated meeting.
- Safe areas to go to if the student feels vulnerable at particular times in the school day.
- Mentoring
- Use of external agencies

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

- Discussing what happened/why the student became involved.
- Establishing their wrongdoing and need to change.
- Use of the “consensual” model to change behaviour (“no blame approach”) and/or a mediated meeting.
- Informing parents/carers to help change the attitude of the student.
- An offer of an appropriate intervention programme to change their behaviour.

The following disciplinary steps may also be taken:

- Official warnings.
- Removal of privileges/activities.
- Detention/s.
- Exclusion from certain areas of school premises.
- Signing of a bullying contract (staff, student, and parent) to agree that behaviour will not continue.
- Removal of access to social areas
- Escalation through the behaviour policy

6. Curriculum and development

Anti-bullying education is embedded across the curriculum and wider school activities, covering:

- Online safety and cyberbullying.
- Respectful relationships and empathy.
- Assertiveness, communication, restorative practices, conflict management, and resilience.
- The roles of targets, ringleaders, assistants, reinforcers, defenders, and outsiders.

Students 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 or events.

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 the Headteacher, line manager or a member of the Senior Leadership Team.

7. Legal framework

Some forms of bullying are illegal and may be reported to the police, including:

- Violence or assault
- Threats of violence
- Theft
- Repeated harassment (name-calling, abusive messages)
- Hate crimes (based on race, religion, sexuality, disability, or gender identity)

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 not on 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 5 April 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 protected characteristic 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 2010 Equality 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 in relation 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 Free Schools, 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 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.”

8. Training

There will be regular training for all members of the school community as appropriate.

Regular training for new staff will include information on this policy.

9. Monitoring, evaluation and review

The school will review this policy every year 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 and Rewards Policy.
- Child Protection Policy.
- Student Equality Policy (Race Equality, Disability Equality, SEN policies).
- Suspensions and Exclusions Policy.