BRAUNTON ACADEMY
ASPIRE & ACHIEVE

*September 2026*

# ANTI BULLYING POLICY

**Statement of Philosophy**

Our Anti-Bullying Policy states what our academy will do to address bullying at Braunton Academy. Contributors to the policy include a cross-section of students, including victims and perpetrators of bullying, peer mentors, prefects and Academy Council representatives, teachers, pastoral staff, and parents.

**Definition of Bullying**

"The intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off incidents can have a continuing harmful effect on the victim"

**Types of bullying can be:**

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the internet including: email and internet chat room misuse; mobile phone threats by text messaging; misuse of associated technology (camera and video facilities)
- Physical 'bullying' will be treated as assault.
- Acts motivated by racism or other forms of prejudice will be dealt with and recorded according to guidance from Devon County Council.

Although sometimes occurring between two individuals, it quite often takes place in the presence of others.

**Objectives of this policy**

- To ensure that all students, parents/carers, staff and Trustees know what the academy policy is on bullying and what they should do if bullying arises
- To ensure that all Trustees, staff, parents/carers and students have an understanding of what bullying is
- To set out a co-ordinated approach to preventing and tackling bullying at school and whilst students travel to and from school

**What causes bullying** (taken from students)

People bully for different reasons including:

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession, or friends)
- To maintain or create an image
- To feel popular
- Because of peer pressure
- To be big/clever
- They gain a sense of enjoyment from it
- Because they are bullied themselves
- Because they see and pick on an easy target

**Roles within bullying**

In addition to the victim(s), other roles include:

- The ring-leader who through their social power can direct the bullying activity
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort students who experience bullying

**Special Educational Needs and Disabilities**

Students with Special Educational needs or disabilities may especially experience bullying due to:

- Negative attitudes to disability
- Negative perceptions of difference
- Greater difficulty in resisting bullies because of ALN ability
- Increased isolation
- Difficulty in understanding that what is happening is bullying
- Problems telling people about bullying

**Cyberbullying -** is a form of bullying using modern technologies, presenting new challenges:-

Smartphones are banned in school, by extension, this means that all forms of social media are banned on the school premises, if your child is involved in bullying online (either victim or perpetrator), this is something which is taking place outside of our jurisdiction and it is therefore up to the individual parent or carer to 'police'

their own children's online activity. Whilst we support and guide our students about the sensible use of social media through PD lessons, assemblies and tutor time and so on. We would appreciate the co-operation of parents/carers as we work together to educate our students, your children, about acceptable use of the technology at their disposal.

Any inappropriate use of smartphones, inside or outside of school, will be dealt with via the Academy's Behaviour and Relationships Policy and may also result in the school engaging with external agencies for additional support.

**Responsibilities of the Trustee Body**

- Make and review a written statement measures to promote good behaviour
- The statement should be reviewed from time to time
- This statement is not the actual policy but will inform it
- Consult key stakeholders
- Promote the well-being of students
- Safeguarding and promoting the welfare of students
- Produce an annual profile
- Should answer the question 'How do we make sure our students are healthy, safe and well-supported?
- Have an equality policy
- Establish procedures for dealing with complaints.

**Responsibilities of the Principal**

Operational implementation delegated to the Vice Principal and Assistant Vice Principal (Inclusion)

- Determine the academy's Behaviour for Learning and Relationships Policy with a view to 'encouraging good behaviour and respect for others on the part of students in particular, preventing all forms of bullying among students
- Publicise these measures
- Determine and implement other policies relevant to pastoral care
- Ensure all staff are involved in the maintenance of good order and discipline

**Responsibilities for Staff**

- Promote the general progress and wellbeing of individual students and of any class or group of students assigned to them, which includes ensuring, as far as possible, that students are free from bullying and harassment.
- Engage students with the anti-bullying tutoring and PSHE materials available
- Be alert and pass on bullying concerns to Head and Assistant Head of Year to follow up.

**[Although staff and departments are encouraged and expected to be responsible for discipline, behaviour and deal with incidents at the departmental level initially, the nature**

**of bullying indicates that it is probably ongoing and persistent, and it is therefore appropriate for bullying concerns to be passed onto the Head of Year]**

**Preventing Bullying**

Braunton Academy promotes a number of strategies to prevent bullying

- School Audit through CPOMS
- Regular surveys of staff, students and parents
- Student voice used to identify where incidents occur
- Teach bullying prevention strategies to children
- Via the PD/ PSHE programme
- Via the tutoring programme
- Specialist intervention using the Academy's trained staff and external agencies
- Provide opportunities to report
- Buddy system
- Anonymous reporting through Whisper app
- Trained and empathetic staff
- Effective role modelling
- Modelling of good conflict resolution
- Restorative approaches at all levels
- Recognition of the importance of relationships at all levels
- Take incidents seriously
- Appropriate listening and responding
- Early parental involvement for serious cases
- Rigorous recording, monitoring, feedback and follow up of incidents
- A zero-tolerance approach
- Close working relationships with police and other external agencies
- Raise Awareness – through assemblies all year round.
- Dedicated section on Academy website
- Anti-Bullying week assemblies and activities
- Appropriate displays
- Recognising Signs and Symptoms - All pastoral staff are trained in Child Protection, which in addition to enabling them to recognise child abuse also helps them to recognise signs and symptoms of bullying.

**Responding to an Incident**

- Listen
- Allowing time for the victim to tell their story
- Remaining calm and objective
- Do not display shock or emotion
- Record
- Statements taken from all involved
- Recording on SIMS, Register of Bullying Incidents
- Respond using the school behaviour policy- see Appendix D.
- Acceptable Behaviour Contracts will also be used- see Appendix E
- In serious cases the Academy's exclusion procedures may be used
- The Academy is mindful of the DFE advice "that sanctions are applied fairly, proportionately, consistently and reasonably, taking into account of any special educational needs or disabilities that students may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions are imposed. However, for a sanction to be reasonable and lawful, schools must take into account of the child's disability or SEND and the extent to which the child understands and is in control of what he/she is doing" [adapted for Braunton Academy]
- Appropriate strategies to prevent repeat incident(s)
- Feed back
- Parents informed in serious cases
- Victim informed
- Monitor
- Review regularly
- Annual analysis of incidents
- Scrutiny by Trustees through the Inclusion Meetings.

**Monitoring and Evaluation**

Safeguarding Reports to Trustees

- Number of bullying incidents by groups – SEND, ethnicity, gender etc.
- By type – homophobic, racist, cyber, verbal etc.
- Where and when these take place – inside, outside school, weekends
- Results of bullying survey to staff, parents and students

**Appendix A**

Behaviour Policy Incident Report Form (Class Charts and SIMS will be used to gather information)

**Appendix B**

Tips for parents

**Appendix C**

Tips for Students

**Appendix D**

**Bullying procedures**

Appendix A:

**Incident / Witness Statement Form**

| **Student Name** | **Tutor Group** | **Date of Incident** |
|---|---|---|
| | | |

| **Before School (Tick)** | **Break Time (Tick)** | **Lunch Time (Tick)** | **After School (Tick)** | **Period (Circle)** |
|---|---|---|---|---|
| | | | | **1 / 2 / 3 / 4 / 5 / 6** |

| **Who Was Involved? (Full Names)** | **Who Really Saw It / Witnesses (Full Names)** |
|---|---|
| | |
| | |
| | |
| | |
| | |

| **What Happened? (Use Facts not opinions and not what others have told you)** |
|---|
| |

| **Student Signature** | **Date** |
|---|---|
| | |

**Appendix B:**

**Bullying Information Page for Parents**

**What is bullying?**
Bullying is behaviour that intentionally hurts another, either physically or emotionally, and is usually repeated over a period of time. It can take many forms including physical violence, name-calling, excluding and teasing.

**Who gets bullied?**
Anyone can be bullied but often it relates to a young person being different in some way and it is always about power or control. This may be related to race, religion or culture, special educational needs, appearance or health conditions, sexual orientation, young carers or children who are looked after, and sexist or sexual bullying.

**How do I know if my child is being Bullied?**
Often young people will go to great lengths to hide the fact that they are being bullied but be wary if your child exhibits one or more of the following:

- Become upset at the thought of going to school.
- Complains of feeling unwell.
- His/her normal behaviour changes, for example becomes withdrawn or quiet.
- Has unexplained injuries.
- Begins truanting.
- Starts to change his/her route to school.
- Loses money or begins to steal from adults at home.
- Often arrives home hungry.

**What Should I do if I think My Child is being Bullied?**
Listen to your child. You may feel angry but stay calm and find out exactly what has happened. Reassure and praise him/her for telling you. Then decide how to proceed. Tell your child exactly what are going to do and do not make promises you cannot keep.

Contact the School. Make an appointment with either the Tutor or Head of Year. Keep a diary of any details your child has told you and an ongoing record of any correspondence you send or receive about the bullying. If the bullying does not stop, be persistent and go back to the school.

**A Note about Cyberbullying**

Unlike other forms of bullying, cyberbullying can take place 24 hours a day. Be vigilant and do not let your child use the internet secretively [bearing in mind that many children access the Internet via their mobile phones]. If they seem upset after being online, find out why, try to teach your child how to stay safe online.

Remember: Smartphones are banned in school, by extension, this means that all forms of social media are banned on the school premises, if your child is involved in bullying online (either victim or perpetrator), this is something which is taking place

outside of our jurisdiction and it is therefore up to the individual parent or carer to 'police' their own children's online activity. Whilst we invariably support and guide our students about the sensible use of social media through PD lessons, assemblies, tutor time and so on, Braunton Academy cannot be held responsible for what happens in the student's own time.

**Appendix C:**
**Bullying Information Page for Students**

**What is bullying?**

Bullying is behaviour that hurts you physically or emotionally. It is deliberate and happens repeatedly. It is different to teasing or mucking about if you do not enjoy it and if the bully is not sorry afterwards and does not try to sort things out.

**Types of Bullying**

There are different types of bullying. These include:

- Physical, for example pushing, hitting kicking and threats. This is assault and will be treated as such.
- Verbal, for example, name-calling, spreading rumours and sarcasm.
- Emotional, for example, leaving someone out, tormenting, ridicule and humiliation.
- Sexual, for example unwanted physical contact, abusive comments and homophobic abuse
- Cyber, for example, bullying sent via online messaging.

**Why do People Bully**

Some people who bully are spoilt and used to getting their own way. Many do not feel good about themselves so they are aggressive towards others to feel more powerful and in control. Others feel jealous or insecure and may bully rather than risk being a victim. They are invariably trying to exert some power or gain control.

**What Should I do if I See Someone being Bullied?**

If you see someone being bullied never ignore it. If it is safe to do so, tell the bully to stop or, if not walk away and get help. Encourage the person being bullied to tell someone but do not resort to violence.

**What should I do if I am being Bullied?**

It is important to tell someone. You have the right to be safe and adults can only help if they know what is happening. If you are worried about telling someone on your own, ask a friend to go with you. If you have told someone and the bullying continues go back and tell them again because they may not realise the bullying is still happening.

**Appendix D**

Prepared Respectful Safe

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# Bullying

"behaviour that is: **repeated, intended** to hurt someone either physically or emotionally. It is often aimed at certain groups, for example because of race, religion, gender or sexual orientation."

**Anti-bullying Warning 1**

- **HOY** phone call to parents
- Senior staff after school detention issued.
- Devon County Council Bullying, Prejudice & Hate incident form
- Intervention with the student.

**Anti-bullying Warning 2**

- **HOY** phone call to parents
- Compulsory meeting with parents
- 1 day in the reflection room.
- Devon County Council Bullying, Prejudice & Hate incident form.
- Problem solving & other options such as changing timetables / supportive schooling during social times to prevent further incidents.
- Complete the acceptable behaviour contract with the student.
- Intervention with the student.

**Anti-bullying Warning 3 Letter**

- **SLT** phone call to parents
- Compulsory meeting with parents.
- 1-day suspension.
- Devon County Council Bullying, Prejudice & Hate incident form.
- Review the previous acceptable behaviour contract.
- A risk assessment is created as we are at this final warning for bullying.
- Discuss with the Chair of Trustees regarding an off-site provision.
- Anti-bullying intervention with the student and parent.

Community A Love of Learning Respect Character

Appendix E

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# Acceptable Behaviour Contract

Date of Contract:

Name of pupil:

The student named above will adopt the following acceptable behaviour principles before, during and after lessons, around the school site, including before and after school:

1. No communication between you and at any point.
2. Both actively avoid each other at social times.
3. If communication is unavoidable, speak to each other with respect.
4. No aggressive body language or gestures to be made at any time.
5. Friends must not be encouraged to communicate on anyone's behalf.
6. There is to be no direct or indirect communication through any social media platform or messaging service.
7. Social spaces- stay in allocated lunch space and avoid other students allocated space.
8. If there is a breach in this contract, it is your responsibility to inform appropriate staff immediately.
9.

**Consequences for non-compliance:**

1. If further incidents occur this may lead to further time in the reflection room as part of internal exclusions or fixed term suspension.
2. Following this, if further incidents were to occur may be required to attend a governor behaviour panel.

Student:_____

Parent:_____

HOY:_____

A copy of this contract will be placed in the students school file.