

Anti Bullying Policy

Approval Date – June 2026

Review Date – June 2028

Bullying is the conscious desire to hurt, threaten or frighten someone. It may involve one serious incident, but it is more likely to occur more than once over a period of time.

Rationale

It is the policy of the governors of Westfield Academy to encourage positive relationships and not to tolerate any form of bullying or unacceptable behaviour. Bullying in our school is taken very seriously - it is not a normal part of growing up and we have a duty to protect students from it.

Bullying is any behaviour that victimises an individual. Specifically, bullying can be:

Physical: Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person's property. Examples include: damaging or stealing.

Verbal: Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, homophobic statements, phone calls, spreading rumours or hurtful gossip.

Emotional: Emotional bullying involves behaviours that upset, exclude, or embarrass a person. Examples include: nasty notes, saying mean things using technology (e.g. cyber bullying using emails, instant messaging, social media, chat rooms), tormenting, threatening, humiliation or social embarrassment.

Sexual: Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behaviour. Examples include: sexual comments, abusive comments, unwanted physical contact.

Racial: Racial bullying involves rejection or isolation of a person because of ethnicity. Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin colour/accent/food choices.

Homophobic: Homophobic bullying involves behaving or speaking in a way which makes someone feel bullied because of their actual or perceived sexuality. This includes biphobic and transphobic bullying. Examples include: verbal comments, isolation, threatening to 'out' or expose someone, cyber bullying, physical violence.

This policy and the procedures that follow, present a shared understanding of what bullying is and how it affects lives. It also identifies clear strategies and procedures to combat bullying and bullying behaviours for staff, parents and students. Such strategies e.g. Peer Mentoring, Restorative Justice etc, also empower students to address issues of bullying sensitively and effectively themselves.

Roles and responsibilities

1.1. The Governing Body will:

- Establish this policy, in consultation with the Senior Leadership Team, students and staff, and keep it under regular review.
- Ensure that the policy is non-discriminatory and is communicated clearly to students.
- Review the effectiveness of policy and practice.

1.2. The Deputy Headteacher (Inclusion) will:

- Have overall responsibility for the implementation and review of the policy and procedures and for reporting to governors on its impact.
- Ensure that the policy is publicised by making it known within the school and by bringing it to the attention of students at least once a year.
- Ensure intervention is in place to address issues of bullying.

1.3. Staff will -

- Respond appropriately to all reported incidents of bullying and ensure that the policy and procedures are followed and applied consistently and fairly.
- Deal independently with low level incidents and be aware of when to seek additional support.
- Ensure accurate records are kept of incidents of bullying that have been reported and subsequent action taken.
- Respond to parental concerns within 48hrs and regularly report progress towards resolution.
- Use opportunities available to promote positive behaviour strategies and discuss the appropriate way to behave towards each other, e.g. wider curriculum, assemblies.
- Provide appropriate supervision in key areas at problem times, e.g. playground/toilets at lunchtime.
- Teach students the skills to enable them to manage conflict and anger in a reasonable way.
- Signpost students for additional support and interventions as necessary.
- Build good relationships so students and staff demonstrate mutual respect for each other and students feel confident about confiding in staff.
- Provide good role models in the way they speak and deal with students and each other.

1.4. Students will:

- Be aware that the school does have an Anti-Bullying Policy and that there are agreed procedures to be followed to deal with incidents of bullying.
- Recognise that bullying is destructive for all concerned and it is likely to continue until appropriate interventions are put in place to resolve the situation.
- Tell a teacher or member of staff, a friend, a peer mentor, prefect or parent if they are being bullied or know someone who is being bullied – recognizing their responsibility to help to stop the bullying continuing and making someone miserable.
- Be a good role model for other pupils in the way they speak and deal with each other.

Related Documents

- A) Appendix 1: Responsive procedures for dealing with incidents of bullying
- B) Behaviour for Learning Policy and Procedures.

Monitoring

This policy is monitored by the Governors' Student Learning Sub-Committee by using the following evidence:

- Report from the Deputy Headteacher (Inclusion).
- A member of the sub-committee conducting student surveys/interviews focussing on bullying issues.

Responsible:

Matthew Reid - Deputy Headteacher (Inclusion)

APPENDIX 1

Responsive procedures for dealing with incidents of bullying

All alleged incidents of bullying must be reported to the Heads of Year Pastoral Team who will liaise with the tutor to agree further action in the light of details about the severity or persistence of the incident. All details will be recorded on the student's individual electronic log.

In a serious incident:

- Statements will be taken from all parties and witnesses concerned as appropriate by the HOY
- It may be appropriate for the HOYs of the victim and the student accused of bullying to work together to deal with the complaint (Restorative Justice Conference).
- The alleged perpetrator(s) will be informed that he/she is the subject of a formal complaint of bullying.
- Parents of both parties will be informed by a phone call and/or a standard letter, sent home in the post.
- Further incidents involving the same perpetrator will result in the HOY and/or Pastoral Manager arranging a meeting with parents and further sanctions/support being put in place.

Keeping Records:

- Tutors, subject teachers, parents and other students will report all incidents and actions they have taken to the HOY.
- All reported incidents and the interventions that have taken place will be recorded immediately by the HOY on each student's individual electronic log.
- Additional documentation will be stored in the student's file, together with copies of any correspondence with parents/carers.
- In all cases records will be shared with the Police if requested.

Monitoring Procedures:

Student issues, including bullying, will be included on the agenda of meetings held between the Pastoral Manager and HOY team so that responses to all incidents of bullying can be reviewed and the success of strategies used can be evaluated.

Westfield Academy: Our Relational Approach to Anti-Bullying

Connection before correction

Understanding Bullying



Defining Bullying

Repeated, intentional behaviour involving an imbalance of power that hurts individuals or groups

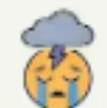
Forms of Misconduct



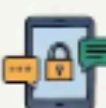
physical



verbal



emotional



cyber



sexual



prejudice-based actions (e.g., racial or homophobic)



Off-Site Jurisdiction



Disciplinary powers extend to conduct online, on transport, and within the town centre

The Graduated Response

Step 1: Relational Intervention



Focuses on victim support and calm conversations to reset perpetrator expectations

Step 2: Restorative Action



Application of proportionate disciplinary sanctions alongside formal restorative conferences with parents

Step 3: Severe Impact Support



Includes SEN assessments, respite provision, or coordination with Local Authorities for alternative education



Staff

Model STRIVE values and act on reports immediately



Students

Report bullying safely and act as positive role models



Parents

Reinforce good behaviour and report concerns to the school