

BLACKFRIARS ACADEMY ANTI-BULLYING POLICY

Revised: June 2026
Review date: June 2028



ANTI-BULLYING POLICY

Blackfriars Academy Anti-Bullying Policy

1. Our Ethos and Values

At Blackfriars Academy, all behaviour is underpinned by **PRIDE**, our school motto:

- **Pride** in our appearance and in all that we achieve
- **Respect** for ourselves, others and our environment
- **Independence** skills
- **Determination** to succeed
- **Enjoyment** of learning and life

Bullying is behaviour which directly contravenes the PRIDE values. The academy is committed to creating a culture in which all pupils feel **safe, respected, valued and included**.

Bullying, in any form, will not be tolerated. Preventing, identifying and responding to bullying is the responsibility of **the whole academy community**.

2. Policy Statement

Blackfriars Academy recognises that bullying can have a serious and lasting impact on pupils' wellbeing, mental health, engagement and educational outcomes. We are committed to:

- Preventing bullying through a positive, inclusive ethos
- Responding swiftly and effectively to incidents of bullying
- Supporting both victims and perpetrators to ensure safety, learning and positive change

This policy applies to bullying:

- Between pupils (**child-on-child abuse**)
- Between pupils and staff
- Between staff
- Face-to-face, indirect or online (cyberbullying)

3. Definition of Bullying

Bullying is defined as behaviour that is:

- **Deliberately hurtful**
- **Repeated over time**
- **Involves an imbalance of power**, making it difficult for the victim to defend themselves

Bullying is recognised as a form of **child-on-child abuse**, as set out in *Keeping Children Safe in Education*.

It can take place individually or in groups and may be overt or covert.

A single incident may also be treated as bullying if it is **severe or prejudicial in nature**.

4. Types of Bullying

Bullying may take many forms, including but not limited to:

- **Physical** – hitting, kicking, pushing, taking belongings
- **Verbal** – name-calling, threats, insults, racist or discriminatory language
- **Indirect / Emotional** – exclusion, spreading rumours, manipulation
- **Cyberbullying** – via text messages, email, social media, online platforms or gaming

Prejudice-Based and Discriminatory Bullying

Prejudice-based bullying refers to bullying linked to perceived or actual differences and may relate to:

- Special educational needs or disability
- Race, ethnicity, culture or religion
- Gender or sexual identity
- Family circumstances or socio-economic background

Such behaviour may constitute **unlawful discrimination under the Equality Act 2010** and will be treated with particular seriousness.

5. What Bullying Is Not

Although conflict and disagreements are not acceptable, bullying does not include:

- A one-off disagreement between pupils of similar power and strength
- Falling out between friends where there is no pattern of behaviour

However, all incidents will be taken seriously and addressed appropriately.

6. Vulnerable Pupils

The academy recognises that some pupils may be more vulnerable to bullying, including:

- Pupils with special educational needs and disabilities
- Looked after children
- Pupils from minority ethnic backgrounds
- Pupils experiencing family crisis
- New pupils or those who find social interaction challenging

In line with the **SEND Code of Practice**, staff will consider communication needs, emotional regulation, understanding and vulnerability when preventing and responding to bullying.

7. Aims of the Policy

This policy aims to:

- Prevent bullying at Blackfriars Academy
- Raise awareness of bullying and how to report it
- Promote positive relationships and inclusion
- Challenge attitudes and behaviours associated with bullying
- Support victims and address the behaviour of those who bully

8. Signs and Indicators of Bullying

Possible indicators may include:

- Withdrawal or isolation
- Deterioration in work or engagement
- Unexplained illness or injuries
- Changes in attendance or punctuality
- Anxiety, distress or changes in behaviour
- Loss of possessions

These signs do not necessarily indicate bullying but should always be explored.

9. Prevention and Curriculum Approach

Prevention is central to our approach. The academy will:

- Promote PRIDE values consistently
- Remain vigilant to signs of bullying
- Take all reports seriously

Within the **Exploratory and Questioning Pathways**, the curriculum will:

- Raise awareness of different types of bullying
- Teach strategies for responding to bullying
- Encourage reporting and help-seeking
- Promote kindness, respect and tolerance
- Use discussion and role-play to build confidence
- Celebrate difference and inclusion

10. Reporting and Responding to Bullying

Pupils are encouraged to report bullying to:

- A Peer Mentor
- A trusted adult

Reports will be passed to the Class Teacher or Teaching Assistant and recorded.

Responding to Incidents

Responses will be:

- Sensitive to the needs of the victim
- Proportionate and appropriate
- Focused on stopping the behaviour and preventing recurrence

Where appropriate, a **problem-solving approach** may be used, supported by follow-up.

All incidents will be recorded, including:

- Date, time and location
- Names of those involved
- Accounts of events

Serious or persistent incidents will be reported to the Principal or Senior Leadership Team via **Class Charts**.

Where bullying meets safeguarding thresholds, it will be managed in line with the academy's **Safeguarding and Child Protection Policy** and referred to the **Designated Safeguarding Lead**.

11. Sanctions and Support

Persistent or serious bullying may result in:

- Targeted intervention or support programmes
- Referral to the Clinical Psychologist
- Suspension
- In extreme cases, permanent exclusion

All disciplinary actions will be applied **fairly, consistently and proportionately**, taking account of:

- Age and understanding
- Special educational needs
- Reasonable adjustments under the Equality Act 2010

12. Monitoring and Evaluation

Class Charts data is used to:

- Monitor incidents and patterns
- Evaluate the effectiveness of interventions
- Inform academy-wide practice

Improvements will be shared and celebrated across the academy community.

13. Role of Staff

Duty staff will:

- Supervise pupils effectively
- Monitor relationships and behaviour
- Investigate all allegations
- Encourage use of peer mentors

All staff are expected to model positive behaviour and uphold PRIDE values.

14. Working with Parents and External Agencies

Parents/carers of both the victim and the pupil displaying bullying behaviour will be informed promptly.

The academy will:

- Work in partnership with families
- Keep parents informed at all stages
- Involve external agencies where appropriate

Parents will be made aware of the academy's **complaints procedure** if concerns remain unresolved.

15. Pupil Voice and Policy Review

The Student Council will have opportunities to review this policy at an appropriate level and contribute to its development.

Any changes will be subject to consultation and ratification by the Academy Council.

16. Legislative and Statutory Framework

This policy aligns with and complies with:

- Education and Inspections Act 2006
- Education Act 2002 (Section 175)
- Education Act 1996
- Children Act 1989 and Children Act 2004
- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice (0–25 years)
- Keeping Children Safe in Education (latest statutory guidance)
- Working Together to Safeguard Children
- Data Protection Act 2018 and UK GDPR

17. Review and Responsibility

This policy will be reviewed **at least every two years**, or sooner if required by changes in legislation or guidance.

Implementation, monitoring and review are the responsibility of the **Senior Leadership Team and SCIPr Coordinator**.

The whole academy community shares responsibility for ensuring this policy is embedded in daily practice.

UPDATED: June 2026

RATIFIED BY ACADEMY COUNCIL:

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