



# **BLACKPOOL GATEWAY ACADEMY**

## **ANTI-BULLYING POLICY** **2026-2027**

Written by:	E Frankland
Date Approved:	April 2026
Review Date:	April 2027
By:	N Makinson

At Blackpool Gateway Academy, we are a nurturing and trauma informed school and we believe that nurture should be at the heart of every child's education. The atmosphere of school and classroom climate is controlled by the adults within it. We believe children respond better to support, encouragement and reward rather than punitive measures.

Pupils and parents are encouraged to discuss any problems with staff in school. We treat all children fairly and apply this policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of nurture, kindness and cooperation. In addition, like with the school's core values, this policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, the school does encourage pupils to understand that they have choices in behaviour and that inappropriate actions will have consequences.

The purpose of this policy is to give a clear code of conduct for the use of all at Gateway Academy, both adults and pupils. It has been written following discussion with staff and pupils and reflects the values and principles that we consider to be important for the school. This policy should not be seen as something static, but must be dynamic, proactive and responsive to school life. The school expects every member of the school community to behave in a considerate way towards each other. Children are nurtured and treated fairly at Gateway Academy. This policy is designed to be followed consistently by all members of staff.

## **INTENT**

At Blackpool Gateway Academy, we wish to secure the happiness and safety of all our pupils. Bullying is seen as a totally unacceptable form of behaviour, which has a negative impact on both the bully and the victim. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. At Gateway, we do everything in our power to ensure that all children attend school free from fear.

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, nurturing and safe environment. Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying and to bring these procedures to the attention of staff, parents and pupils.

Our policy is designed to prevent bullying wherever possible and to provide strategies for early identification and an effective response.

### **Definition of Bullying:**

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. It is often premeditated and creates a pattern of behaviour rather than appearing as an isolated incident. However, it is important to recognise that in the digital age, a single act of online misconduct can have a continuous and lasting impact on a victim.

### **The Nature of Bullying**

Bullying behaviour is distinct from occasional conflict between peers because it relies on the dominance of one individual over another. This can be achieved through physical, verbal or psychological means. While it is typically sustained over a period of time, any action that creates an ongoing climate of fear or distress will be treated with the utmost seriousness.

### **Primary Categories of Bullying**

- **Physical:** This includes any use of violence such as hitting, kicking or pushing, as well as the theft or damage of personal property.

- **Verbal:** this involves name calling, teasing or the use of insulting and derogatory remarks.
- **Social and Relational:** often referred to as indirect bullying, this includes spreading malicious rumours, hiding belongings or deliberately excluding someone from social groups to cause emotional distress.
- **Cyberbullying:** this involves the misuse of technology, particularly mobile phones and social media platforms, to upset or humiliate others. It is unique in its ability to reach a victim at any time, often occurring outside of school or office hours.

## **Prejudiced-Based Bullying**

We maintain a zero tolerance approach toward bullying that targets specific characteristics. This includes racial taunts and gestures, unwanted sexual contact or abusive comments, and any behaviour that displays prejudice against gay, bisexual or transgender individuals.

## **Recognising the Signs**

Those experiencing bullying may not always feel able to speak out directly. Instead, they may demonstrate noticeable changes in their daily habits. Common indicators include becoming uncharacteristically shy or nervous, feigning illness to avoid certain environments or showing an unusual level of clinginess toward trusted adults. Prompt intervention is essential whenever these patterns are observed.

## **IMPLEMENTATION**

### **The Role of Staff**

- Pupils are encouraged to use our 'Tell. Tell, Tell,' model.
- Once reported, pupils are guaranteed the opportunity to speak in confidence with a member of staff on a one to one basis to ensure their concerns are heard privately.
- Staff and governors will regularly review bullying incidents during meetings to maintain a high level of awareness and ensure the school provides a consistent response.
- Online safety education is integrated into the curriculum through ICT lessons and the annual Safer Internet Day to specifically address the risks of cyberbullying.
- Parents are kept fully informed of this policy and are encouraged to report any suspected incidents of bullying to a member of staff immediately.
- We strive for a unified approach between home and school where parents and staff work in mutual support to resolve issues.
- Awareness is raised across the curriculum using Anti Bullying weeks, PSHE, nurture groups and circle time along with drama workshops and school assemblies.
- The school ensures professional supervision of key areas across the site to deter bullying and provide a safe environment for all children.
- All staff follow an agreed and consistent procedure for listening to victims, witnesses and those accused of bullying.
- The school policy is made available to all stakeholders via the school website with paper copies kept at the main office for public access.
- Every incident is recorded on CPOMS to allow the senior leadership team to monitor patterns and decide on the most appropriate course of action.
- Teachers work to establish a classroom climate built on trust and respect by praising and celebrating the success of every child to prevent bullying from taking root.
- All reports of bullying are dealt with immediately to ensure the safety and wellbeing of the pupils involved.
- Detailed accounts of significant incidents are recorded on CPOMS and referred directly to the Headteacher or a member of the senior leadership team for review.
- Staff will maintain regular communication with parents to keep them updated on the progress and resolution of any reported incidents.

## **The Role of the Headteacher/SLT**

- To implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- To ensure that all children know that bullying is unacceptable behaviour in this school and to draw the attention of children to this fact at suitable moments. For example, to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- To ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- To ensure teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

## **The Role of Parents**

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- The Headteacher, Nurture Team and SEND Team will be involved and will be able to advise of any matters regarding bullying.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff will only physically intervene to safeguard or to prevent injury to a child. This includes incidents where a child is deemed in danger of hurting him/herself.
- The actions that we take are in line with government guidelines on the restraint of children.

## **IMPACT**

- To enforce a climate in which all pupils, staff, parents and governors acknowledge that bullying is not acceptable.
- To enforce a culture in which bullies are unable to operate successfully.
- To provide means whereby bullying can be identified in its early stages.
- Wherever possible to prevent bullying occurring and to provide strategies to deal with it successfully when it does occur.
- To provide support for victims and their parents.
- To provide counselling for bullies and their parents.
- To establish a system of sanctions in line with behaviour and nurture policy
- To facilitate the identification of bullies, victims and places or situations where bullying may occur.

## **Harmful Sexual Behaviour:**

Blackpool Gateway Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance

- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)

## **Suspensions**

At Blackpool Gateway Academy, we view suspensions as an absolute last resort. A pupil will only be suspended once every internal support mechanism has been exhausted and no other viable option remains. The authority to suspend a pupil rests solely with the Headteacher or the Acting Headteacher in their absence. The Headteacher may issue a suspension for one or more fixed periods, provided the total does not exceed 45 days within a single school year. In the most serious circumstances, the Headteacher retains the power to exclude a pupil permanently. It is within the Headteacher's discretion to convert a fixed term suspension into a permanent exclusion if further investigation or subsequent events justify such an action. Our approach is rooted in trauma informed practice, ensuring that we consider the underlying causes of a pupil's behaviour and its impact on their wellbeing. We prioritise nurture as a core element of our pastoral care, using specific interventions to support children in managing their emotions and remaining within the school community. Every effort is made to maintain a pupil's placement through internal adjustments, bespoke support plans and nurturing environments before any formal disciplinary removal is considered.

If the Headteacher suspends a pupil, they will inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the suspension period made by the Head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

### **Monitoring**

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- The school keeps a variety of records of incidents of misbehaviour via CPOMs. Any incident can be recorded by any member of staff.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently suspended.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher.
- Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed - April 2026

Next Review -April 2027