



FOXWOOD
ACADEMY

ANTI-BULLYING POLICY

Committee/Person Responsible for Policy:	Headteacher Senior Leadership Team
Date Approved by Headteacher/SLT:	16 th March 2026
Next Review Due:	1 st March 2027

1. Introduction

This policy has been accepted and adopted by the Senior Leadership Team of Foxwood Academy and is addressed to all members of staff and volunteers and is available to all parents on request. It is also published on the Academy website.

Foxwood Academy is committed to developing an **anti-bullying culture** where bullying of any kind is not tolerated. Every pupil has the right to learn in a **safe, respectful and inclusive environment**.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

The impact of bullying and prejudiced-based incidents on young people's lives is well documented and often results in underachievement, absenteeism; low self-esteem and self-harming behaviours. Regardless of the legal requirements placed on schools, practitioners have a moral responsibility to ensure that all pupils are free from victimisation, bullying and harassment.

This policy outlines what our academy will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2025". This policy outlines the Academy's approach to:

- Preventing bullying
- Identifying bullying and prejudice-based incidents
- Responding effectively to incidents

- Supporting both victims and perpetrators
- Monitoring and evaluating anti-bullying strategies

2. Links with Other Policies

This policy should be read alongside the following Academy and Trust policies:

- Behaviour Management Policy
- Safeguarding Policy
- Equality Policy
- E-Safety Policy
- Complaints Policy

3. Legislative Framework

This policy reflects current guidance and legislation. There are several pieces of legislation which set out measures and actions for school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Schools have a duty to prevent discrimination, harassment and victimisation and to foster good relations between different groups.

4. Definitions

Bullying

Bullying can be defined as: *“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally.”* (DfE “Preventing and Tackling Bullying”, July 2017). At Foxwood Academy ‘repeated over time’ is 3 incidents or more; bullying behaviour will be recognised as involving the same perpetrator and same target and will involve an imbalance of power.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying.

Prejudicial bullying (against people/pupils/learners with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/bi-phobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Bullying is recognised as a form of **child-on-child abuse** and will be treated as a safeguarding concern where appropriate.

5. School Ethos

Foxwood Academy strives to provide a **safe, supportive and inclusive learning environment** where everyone feels valued.

We recognise that some pupils may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally ‘bully’ others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

The way staff members deal with such incidents of behaviour that challenges should take account all individual needs. Staff will therefore respond in ways that are **educational, restorative and supportive**, while ensuring that harmful behaviour stops.

6. Preventing Bullying

Foxwood Academy takes a **whole-school approach** to preventing bullying.

Preventative strategies include:

- promoting respect and equality across the curriculum
- teaching pupils about bullying and its impact through PSD and PFA
- assemblies and awareness events
- modelling positive behaviour and relationships
- ensuring appropriate supervision
- building strong relationships with families
- promoting emotional regulation and social skills
- early identification of behaviour changes
- ensuring pupils know how to report concerns
- online safety education and monitoring systems

7. Recognising Signs of Bullying

Possible indicators may include:

- reluctance to attend school
- changes in behaviour or mood
- anxiety or withdrawal
- loss of confidence
- physical injuries
- damaged belongings
- sudden friendship changes

Staff should remain vigilant and report concerns promptly.

8. Responding to Bullying

Immediate response

When bullying is suspected or reported:

1. The incident will be taken seriously and investigated.
2. Staff will ensure the **immediate safety and wellbeing of the target**.
3. The incident will be **recorded**.
4. Relevant staff and safeguarding leads will be informed.
5. Parents/carers will be contacted where appropriate.

In serious cases the **police or external agencies may be involved**.

Short-term responses

Take firm swift action in cases of violence and aggression – if immediate response required arrange attendance by the police. Call the Police Liaison Officer or in an emergency 999

- Ensure the victim / target feels supported and is given space and the opportunity to talk about the incident
- If you recognise a bullying incident refer to your Anti-Bullying Policy
- Involve the parents and carers of victims / targets and perpetrators
- Identify a response in line with the seriousness of the incident, in cases which have been handed over to the Police they will run the investigation
- Respect the wishes of the victim / target in terms of a response unless there are safeguarding concerns

- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following on-going bullying
- Let other pupils or students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Keep the target and their parents and carers informed about progress and any actions taken
- Record the incident and indicate whether the incident has been resolved, particularly whether the target and parents / carers are satisfied with the outcome
- Consider sharing with the LA if there are any patterns or matters of significant concern.

Longer- term responses

- The target/s and perpetrator/s may require longer term support.
- When responding to incidents it is important to remember that it is not only a disciplinary matter. The Academy's values should be adhered and the spiritual, moral, social and cultural education of students considered. Mental health issues may be implicit and this is also taken into consideration.
- Incidents can provide an opportunity to reinforce the Academy's equality policy, through a number of ways; assemblies, newsletters, and circle-times. They can also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through the curriculum.
- The monitoring of the bullying incident data may lead to improvements and developments in the whole Academy approaches and to the curriculum.
- Following a serious incident, the Academy considers current approaches and lessons learned in order to approach to prevent further similar incidents. This may include a focus on the curriculum and an action-plan to be included into the Academy's improvement plan.

Staff receive **regular training** to ensure they can identify and respond to bullying effectively.

9. Recording and Monitoring Incidents

Foxwood Academy records incidents using:

- **Bromcom MIS** – for behaviour incidents
- **MyConcern** – for safeguarding concerns and allegations of bullying

Recording incidents allows the school to:

- manage individual cases effectively
- identify patterns or trends
- evaluate prevention strategies
- demonstrate compliance with the Equality Act 2010

- inform parents/carers and external agencies where necessary

10. Supporting Pupils

Support for the pupil who has been bullied may include:

- reassurance and emotional support
- opportunities to discuss concerns
- restoring confidence and self-esteem
- pastoral support or counselling
- restorative conversations where appropriate
- ongoing monitoring

Support for pupils who have bullied others

The aim is to **stop the behaviour and support positive change**. Interventions may include:

- restorative discussions
- behaviour support plans
- reflection and education about impact
- parental involvement
- sanctions where appropriate
- external support if required

Foxwood Academy promotes **restorative approaches** alongside disciplinary responses.

11. Incidents Outside School

Bullying outside the Academy may still be addressed where it:

- affects the wellbeing of pupils
- impacts behaviour within school
- involves online behaviour between pupils

The Academy may work with parents, police or community partners where necessary.

12. Risk Assessment

When dealing with incidents, staff should consider:

- the immediate safety of the target
- risk of further incidents
- emotional wellbeing of those involved
- previous incidents
- whether police involvement is required

13. Working with Parents and Carers

Parents and carers are key partners in addressing bullying.

The Academy will:

- inform parents when incidents occur

- involve them in discussions and support strategies
- provide clear information about actions taken
- work collaboratively to support pupils

Parents are encouraged to contact the Academy if they have concerns about bullying.

14. Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored through:

- behaviour and safeguarding records
- incident data analysis
- pupil feedback
- staff feedback
- parental engagement

The policy will be **reviewed annually** by the Senior Leadership Team.

15. Extended Definitions

Cyberbullying

Cyberbullying can be defined as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Adapted from; Cyberbullying; Safe to Learn, Department for Children, Schools and Families, 2007

Sexual Bullying

All forms of bullying and particularly sexist, homophobic and transphobic bullying can have a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be referred to as sexual harassment.

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc. (sexism)

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:-

- Young people who are lesbian, gay, bisexual, or trans-sexual (LGBT).
- Young people who are thought to be lesbian, gay, bisexual, or trans-sexual
- Young people who are different in some way – they may not act like the other boys or girls.

- Young people who have gay, lesbian, bisexual, or trans-sexual friends, or family, or parents/carers are gay, lesbian, bisexual. Or trans-sexual
- Teachers, who may or may not be lesbian, bisexual. Or trans-sexual

Transphobic Bullying/Gender Identity

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender. Transphobic bullying can also relate to language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny) (transphobia).

Biphobic bullying

Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobia prejudice from both heterosexual people and lesbian and gay people.

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Bullying that targets children with a disability and children with Special Educational Needs/Medical condition

Behaviour by an individual or group repeated over time that intentionally hurts children with a disability or those who have Special Needs either physically, socially, or emotionally or those who are perceived to have special needs because of their association with someone with a special need or disability.

Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children and young people with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Can relate to disability / special needs / real or perceived disability, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)

Racist bullying

This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin, or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc (for example a parent/carer).

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

16. Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental, or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
<https://www.anti-bullyingalliance.org.uk/>

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
<https://diana-award.org.uk/anti-bullying/about/>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
<https://www.kidscape.org.uk/about-kidscape/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. <https://www.bullyinginterventiongroup.org/big-award>
Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
<https://www.childnet.com/parents-and-carers/hot-topics/cyberbullying>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers, and teachers.
https://www.thinkuknow.co.uk/4_7/

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges, and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents, and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
<https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ>

EACH: (Educational Action Challenging Homophobia): provides a national freephone

<https://www.lighthousevictimcare.org/organisation/educational-action-challenging-homophobia-each-2/>

Metro Charity: an equality and diversity charity, providing health, community, and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity, or identity

<https://metrocharity.org.uk/>

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

<https://www.theproudtrust.org/>

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

<http://www.stonewall.org.uk/>

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

<https://www.mencap.org.uk/>

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

<https://www.changingfaces.org.uk/>

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<https://www.anti-bullyingalliance.org.uk/>

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

<https://www.minded.org.uk/>

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

<https://annefrank.org.uk/>

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

<https://educateagainsthate.com/>

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

<https://www.kickitout.org/>

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

https://www.googleadservices.com/pagead/acik?sa=L&ai=DChcSEwjh8omAoo_tAhWXndUKHdWfAK8YABAAGgJ3cw&ae=2&ohost=www.google.com&cid=CAASE-Rol0u-ijJosUSUHI_Tt1f3pRQ&sig=AOD64_1FSYO8hK4QOx65H8NI-V1eym4DFA&q&adurl&ved=2ahUKEwitjKAoo_tAhXYMMAKHQpYAUYQ0Qx6BAgMEAE

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

<https://www.gov.uk/government/groups/anti-muslim-hatred-working-group>

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

<https://www.endviolenceagainstwomen.org.uk/>

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

<https://www.disrespectnobody.co.uk/>

17. Some key skills and tips for challenging prejudice

Ensure you are aware of Academy policy and that you follow Academy policy and legal requirements such as reporting racist/homophobic incidents etc.

Challenge all incidents, behaviour and language and **be seen** to be doing this

Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control

If appropriate remove the perpetrator from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable

Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you

Be mindful of what happens next with friendships and other spin-offs

Show that you are delaying judgement (in some cases) by asking questions

Allow the perpetrator space to reflect on what they have just said or done

Give the perpetrator a chance to back-track: self-justify, own or modify their behaviour

Be critical of behaviour and language, but not of individuals and so allowing the challenged child/ young person to still feel OK and able to move on

Build a sense of empathy, co-operation, and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times

Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy

Show you are upset and hurt if appropriate

Search for the personal, individual concerns which may lie behind their words or reflect

Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group

If required by Academy policy / the law, record the incident for monitoring purposes and report to relevant personnel.

Challenging prejudiced based (including homophobic) language: a 'palette' of responses

It is important that homophobic language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention. This section offers a variety of responses for different situations and for different age groups (Key Stages 1-4). This script can be adapted for use in challenging all forms of prejudice. Please note that the level of language may need to be adapted to be appropriate for young people of different ages and abilities.

Institutional responses

- In our Academy we always try to be kind to each other and when you use 'gay' like that it is unkind.
- The ground-rules we agreed at the beginning of the session said we would show respect to each other.
- The anti-bullying policy says that homophobic language is not tolerated.
- The Academy policy says that we are all responsible for making this a safe place for everyone. That kind of language is homophobic and makes people feel unsafe. Therefore it is unacceptable.

Questions to challenge thinking

- What do you think that word means?
- What makes you think that?
- Do you mean that as a compliment or an insult?
- Do you realise that what you said is homophobic?
- Would you be happy if someone talked like that about your sister?
- Can you explain what you mean by calling that 'gay'?
- How would you feel if someone spoke about you in that way?

Challenge statements

- Language like that is not acceptable.
- You might not think that remark's offensive, but many would.
- Let's talk about why people think like that.

Personal response

- I'm not happy with what you said.
- Homophobic language offends me. I don't want to hear it again.
- What you've said really disturbs/upsets/angers me.
- I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homophobic language.