Anti-Bullying Policy

FOXWOOD ACADEMY

Foxwood Academy

Approved by:	Headteacher Pupil & Curriculum Governors Full Governing Body	**Date:** November 2026
Last reviewed on:	2nd November 2026	
Next review due by:	1st September 2027	

Introduction

At Foxwood Academy, we are committed to providing a safe, caring, inclusive and supportive learning environment in which every pupil feels respected, valued and able to achieve their full potential.

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** and to socialise in an environment free from bullying, discrimination, harassment and victimisation. Bullying is never acceptable and will be challenged promptly, consistently and effectively.

We recognise that bullying can have a significant impact on emotional wellbeing, mental health, attendance, engagement, achievement and future life chances. We are committed to preventing bullying wherever possible and addressing any concerns quickly and effectively.

Our approach is:

- Child-centred
- Inclusive
- Trauma-informed
- Restorative where appropriate
- Safeguarding-focused
- Underpinned by equality and respect

The school recognises that bullying can occur face-to-face, online and through the misuse of digital technologies and may, in some circumstances, constitute child-on-child abuse or a safeguarding concern.

Legal Framework

This policy has been developed in accordance with:

- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children 2023
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006
- Human Rights Act 1998
- Protection from Harassment Act 1997
- Special Educational Needs and Disability Code of Practice

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- Equality Review Plan
- RSHE & Health Education Policies (Primary & Secondary)
- Complaints Policy
- Attendance Policy
- SEND Policy

Aims of the Policy

This policy aims to:

- Promote a culture of kindness, inclusion and respect.
- Prevent all forms of bullying.
- Ensure all members of the school community understand what bullying is.
- Provide clear reporting procedures.
- Ensure concerns are investigated effectively.
- Support pupils experiencing bullying.
- Address behaviours displayed by pupils who bully others.
- Fulfil safeguarding responsibilities.
- Promote equality and challenge discrimination.
- Monitor incidents and identify patterns.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's policy and approach and know the important role that they each have in preventing and tackling bullying.

Governing Body

The Governing Body will:

- Monitor the effectiveness of this policy.
- Ensure safeguarding arrangements are robust.
- Review bullying information and trends.
- Promote a culture of safety and wellbeing.
- Ensure staff receive appropriate training.

The Headteacher:

The Headteacher will have overall responsibility for:

- Implementation of this policy.
- Monitoring bullying incidents.
- Ensuring appropriate responses.
- Liaison with external agencies where required.
- Reporting to governors.

The Anti-Bullying Lead is: Matt Robertson who is responsible for:

- Day-to-day implementation of this policy.
- Monitoring incidents and outcomes.
- Collecting and analysing data.
- Coordinating support and interventions.
- Leading anti-bullying initiatives.

Designated Safeguarding Lead

The DSL Team will:

- Assess safeguarding risks.
- Determine whether bullying concerns meet safeguarding thresholds.
- Coordinate referrals where necessary.
- Monitor child-on-child abuse concerns.
- Ensure appropriate records are maintained.

Staff

All staff are responsible for:

- Maintaining a safe environment.
- Challenging inappropriate behaviour and language.
- Recording and reporting concerns.
- Following safeguarding procedures.
- Modelling respectful behaviour.

All staff, including support and ancillary staff, are expected to read and understand Part One of Keeping Children Safe in Education 2026.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Challenge bullying safely where appropriate.
- Report concerns.
- Support peers.
- Follow school expectations.

Parents and Carers

Parents and carers are encouraged to:

- Work collaboratively with the school.
- Report concerns promptly.
- Promote positive behaviour.
- Support school actions and interventions.

Definition of 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 and Child-on-Child Abuse

The school recognises that bullying can be a form of child-on-child abuse and may present a safeguarding concern. Staff must remain vigilant and consider whether incidents require intervention through safeguarding procedures rather than solely behaviour management processes.

Certain behaviours may involve:

- Sexual harassment
- Sexual violence
- Coercive control
- Exploitation

- Hate incidents
- Image-based abuse
- Humiliation
- Criminal behaviour

In such circumstances, the Designated Safeguarding Lead will consider referrals to Children's Social Care, the Police or other relevant services.

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.

Bullying, Conflict and Friendship Difficulties

The school understands that not all disagreements or friendship issues constitute bullying.

Relational conflict generally involves:

- Equal power between parties
- One-off incidents
- Accidental behaviours
- A willingness to resolve concerns

These situations will still be addressed appropriately and monitored to ensure they do not escalate.

Types of Bullying

Bullying may take many forms, including:

Physical

- Pushing
- Hitting
- Kicking
- Tripping
- Spitting
- Damaging belongings

Verbal

- Name-calling
- Insults
- Threats
- Taunting

- Offensive comments

Emotional

- Humiliation
- Intimidation
- Manipulation
- Exclusion
- Public embarrassment

Social

- Spreading rumours
- Deliberate isolation
- Excluding others from activities

Sexual

- Unwanted touching
- Sexual comments
- Sexualised behaviour
- Sexual harassment

Online / Cyberbullying

- Harassing messages
- Social media abuse
- Anonymous messaging
- Fake profiles
- Sharing images without permission
- Online exclusion

Image-Based Abuse

- Sharing images without consent
- Threatening to share images
- Manipulating images
- Humiliating others using digital content **AI/Emerging Technology** Bullying may involve:

    - Deepfake images
    - AI-generated content
    - Digitally altered photographs
    - Impersonation through technology
    - Nudification applications
    - Technology-enabled harassment

The school will respond robustly to all forms of technology-facilitated bullying.

Prejudice-Related Bullying

The school actively challenges discrimination and prejudice.

Bullying may be motivated by actual or perceived differences, including those related to protected characteristics under the Equality Act 2010, such as:

- Sex
- Race
- Religion or belief
- Disability
- Sexual orientation
- Gender reassignment

The school also recognises bullying linked to:

- SEND
- Care experience
- Young carer responsibilities
- Family circumstances
- Socio-economic disadvantage

All prejudice-related incidents will be recorded and addressed appropriately.

Where Bullying May Occur

Bullying can occur:

- In classrooms
- During breaktimes
- On educational visits
- On transport
- In the community
- Online
- Through gaming platforms
- Via social media

The school may take action regarding incidents occurring outside school where they affect pupils' wellbeing or impact upon school life.

Reporting Concerns

The school encourages all concerns to be reported. Pupils may speak to:

- Teachers
- Teaching Assistants
- Personal Care Assistants
- Senior Leaders
- DSLs
- Office Staff

Parents, carers, staff, governors, visitors and external professionals may also report concerns.

All reports will be taken seriously. Alternative communication approaches, including symbols, visuals, signing systems and communication aids, will be used to support pupils in expressing concerns.

Responding to Bullying

All reports will be investigated promptly and fairly.

Responses may include:

- Speaking with all parties involved

- Gathering witness information
- Informing parents/carers
- Risk assessments
- Restorative approaches
- Behavioural interventions
- Support plans
- Safeguarding referrals
- Multi-agency involvement
- Sanctions in line with the Behaviour Policy

The school's response will always take account of:

- Age and developmental stage
- Communication needs
- SEND
- Context of the behaviour
- Vulnerability factors
- Safeguarding concerns

Supporting Pupils

Support for pupils who have been bullied may include:

- Emotional support
- ELSA provision
- Counselling
- Safe spaces
- Named trusted adults
- Regular review meetings
- Parent/carer involvement
- restorative conversations where appropriate
- ongoing monitoring

Support for pupils displaying bullying behaviour may include:

- Restorative discussions
- Behaviour support plans
- Social skills development
- Emotional regulation support
- Safeguarding assessment where required
- Targeted interventions
- Parental involvement
- Consequences where appropriate
- External support if required

Foxwood Academy promotes **restorative approaches** alongside disciplinary responses. The school recognises that children who display harmful behaviours may themselves have experienced adversity or trauma and may require additional support.

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.

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

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.

Recording, Monitoring and Information Sharing

All incidents and concerns will be recorded on the school's safeguarding recording system.

Records will:

- Be accurate and timely.
- Comply with data protection requirements.
- Inform safeguarding actions.
- Support monitoring of trends.

The Senior Leadership Team and Governors will review incident data regularly to identify patterns and inform preventative work.

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

Online Safety

Online safety forms an integral part of safeguarding.

The school will:

- Teach online safety through the curriculum.
- Promote safe and responsible technology use.
- Educate pupils about cyberbullying.
- Support pupils in understanding online risks.
- Respond appropriately to online harm.

Filtering and monitoring systems are in place and reviewed regularly as part of the school's safeguarding arrangements. Keeping Children Safe in Education 2026 places particular emphasis on the effective use and review of filtering and monitoring systems.

Prevention and Education

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
- Safeguarding assemblies
- Equality and diversity education
- Mental health awareness
- Digital citizenship education
- AI awareness education
- Staff training
- Parent engagement
- Pupil voice opportunities
- ELSA provision
- Celebration of diversity
- Inclusive resources and displays

Online Safety

At Foxwood Academy we believe that developing positive behaviours online is an essential part of safeguarding, preventing bullying, and preparing pupils for life in a digital world. We recognise that online behaviour can have a significant impact on the wellbeing, safety, and reputation of individuals and communities. The school is committed to promoting safe, respectful, and responsible use of technology both within and beyond the school environment.

Pupils will be supported to:

- Use technology safely, responsibly, respectfully, and securely.
- Understand the importance of treating others online with the same respect expected in face-to-face interactions.
- Recognise, report, and respond appropriately to online bullying, harassment, discrimination, and harmful content.
- Develop critical thinking skills when accessing, sharing, and creating online content.
- Understand the potential risks associated with social media, online gaming, messaging platforms, and emerging technologies.
- Recognise misinformation, disinformation, scams, and online manipulation.
- Understand the impact of their digital footprint and the long-term consequences of online activity.
- Develop awareness of emerging technologies, including artificial intelligence (AI), deepfakes, manipulated images, and other forms of digitally altered content.
- Know how and where to seek support if they experience or witness online bullying or any other online safety concern.

The school promotes these skills and understanding through:

- The RSHE curriculum.
- Online safety education.
- Assemblies and awareness campaigns.
- Safer Internet activities.
- Anti-Bullying activities.
- Staff training and professional development.
- Partnership working with parents and carers.
- Appropriate filtering and monitoring systems as part of the school's safeguarding arrangements.

All members of the school community are expected to model positive, appropriate online behaviours and contribute to creating a safe, inclusive, and respectful online environment. Any incidents of online bullying, misuse of technology, or harmful online behaviour will be addressed in accordance with this policy, the Behaviour Policy, Safeguarding Policy, and Online Safety Policy.

This wording aligns well with the safeguarding, online safety, AI, and digital behaviour expectations highlighted within Keeping children safe in education 2026.

Complaints

Parents or carers who remain dissatisfied with the school's handling of a concern should follow the school's Complaints Policy.

Monitoring and Review

This policy will be reviewed annually.

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/aclk?sa=L&ai=DChcSEwjh8omAoo_tAhWXndUKHdWfAK8YABAAGgJ3cw&ae=2&ohost=www.google.com&cid=CAASE-RoI0u-ijJosUSUHI_Tt1f3pRQ&sig=AOD64_1FSYO8hK4QOx65H8NI-V1eym4DFA&q&adurl&ved=2ahUKEwitjIKAoo_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/

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

Give the alleged 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.