



Montgomery Academy

Anti-Bullying Policy 2026 - 2027

Statement of Intent

Montgomery Academy takes bullying seriously. The school's policy is designed (together with other key policies) to maintain a caring and supportive community thereby minimising the incidence of bullying behaviour. Where this does occur, all incidents will be dealt with swiftly in accordance with this policy.

Montgomery Academy is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. Incidents of bullying will always be taken seriously and followed up by staff. Parents have an essential role to play in preventing bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

At the Academy we fully believe in a culture of being SMART - Safe, Mature, Ambitious, Respectful and Thoughtful. Only when all issues of bullying are addressed, will a student best be able to benefit from the opportunities available at the Academy and be the 'best we can be'.

We recognise that:

- bullying is intentional behaviour, repeated over time, which intentionally hurts another individual or group, physically or emotionally
- one person or a group can bully others
- bullying can occur either face-to-face between individuals or groups or online, using information technology, such as computers or mobile phones.

Bullying can include:

- verbal teasing or making fun of someone
- excluding children from games and conversations
- putting pressure on other children not to be friends with the person who is being bullied
- spreading hurtful rumours or passing round inappropriate photographs, images and/or drawings
- shouting at or verbally abusing someone
- stealing or damaging someone's belongings
- making threats
- forcing someone to do something embarrassing, harmful or dangerous
- harassment on the basis of race, gender, sexuality or disability
- physical or sexual assault (note: all sexual incidents and all but very minor or accidental physical incidents constitute abuse and must be dealt with in accordance with child protection and safeguarding procedures).

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Bullying causes real distress.

It can affect a person's health and development and, at the extreme, can cause significant harm.

People are often targeted by bullies because they appear different from others.

We all have a role to play in preventing and putting a stop to bullying.

Different Roles in Bullying

Different roles in bullying have been identified and it is important that these terms are understood and used by all members of the school community.

- The Ring-Leader: the person who through their social power can direct bullying activity
- Assistants/Associates: those who actively join in the bullying (sometimes because they are afraid of the ringleader; sometimes because they want to stay friends with the ringleader)
- Reinforcers: those who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/Bystanders: those who stand back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders: those who try to intervene to stop the bullying or comfort students who experience bullying.

It is not bullying when:

- There is no intention to hurt or harm i.e., behaviour is thoughtless or accidental
- There is a one-off fight/argument between pupils of equal stature or strength
- There is a good reason why others cannot be included in a group activity
- A pupil is called a nickname with which they are happy
- Friends have a temporary fall out

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including gypsy, roma, travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation.

These are called *protected characteristics*.

As part of the requirement on schools to promote Fundamental British Values (FBV), schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes abuse:

- towards people because of their race/ethnicity/nationality
- because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is
- because they have a learning or physical disability

Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

How We Prevent & Respond

The purpose of this policy is:

- to prevent bullying from happening in our organisation, as much as possible
- to make sure it is stopped as soon as possible and that those involved receive the support they need
- to ensure that if bullying recurs, further action is taken following a graduated response process
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

We will seek to prevent bullying by:

1. promoting a high standard of behaviour through our smart language that sets out how all members Montgomery Academy are expected to behave, both in face-to-face contact and online
2. assisting all members of the Academy community through pastoral manager support, especially those pupils and students new to the Academy and joining at 'non routine' times
3. allocating SEND students an additional key worker from the SEND department who are available to speak to regarding concerns including bullying
4. delivering an assembly programme to make all students aware of who and where to go in the Academy for support and by providing a clear message that bullying will not be tolerated
5. making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up and not 'just banter'
6. holding regular discussions with staff, volunteers, children, young people and families who are linked to Montgomery Academy to ensure that they understand our anti-bullying policy. These discussions will focus on:

- everyone's shared responsibility to look after each other and uphold a high standard of behaviour and our SMART principles
 - giving people a chance to discuss their feelings and be listened to
 - respecting the fact that we are all different
 - making sure that no one is without friends
 - dealing with problems in a positive way
 - identifying the most appropriate form of support that is available
7. ensuring that complaint and escalation procedures are clear
 8. making sure that staff, volunteers, children and young people, and parents and carers have clear information about our anti-bullying policy, complaints procedure, code of behaviour and anti-bullying procedure
 9. appointing anti-bullying ambassadors to work with students across the Academy to promote our zero-tolerance culture
 10. identifying a lead teacher to coordinate and support the anti-bullying ambassador team
 11. providing safe spaces and activities (e.g., student services, break time drop ins) for students to access.

To support safe and effective movement around school, during lesson transition class teachers will stand on at their classroom doors/on corridors to meet and greet students and proactively monitor the corridors to promote a positive environment for all.

SLT and Pastoral Staff are placed in specific spots across the school site at transition points to monitor transition, encourage students to move quickly to lessons and proactively promote a safe and supportive environment whilst students travel around site.

Before school, break time, lunch time and after school duties explicitly state where staff should be stood to monitor behaviour and student interactions.

Duty staff will wear high-vis jackets and have radios on them to maintain communication across the school site.

All duties are monitored by SLT staff who regularly check in with staff via radios to receive reports and updates on student behaviour and site culture during social times.

An active Student Voice, an emphasis on mediation, restorative meetings and a buddying system all promote the anti-bullying culture.

The installation of CCTV and intensive supervision at break and lunchtime creates an atmosphere whereby pupils feel safe.

When bullying occurs, we will respond to it by:

- having easily accessible support for students and families
- having clear anti-bullying procedures in place
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- addressing the issue from the point of view of the person being bullied, the bully, any bystanders and Montgomery Academy as a whole

- reviewing the plan developed to address the bullying, in order to ensure that the problem has been resolved
- avoiding any punishments that make the individuals concerned seem small, or look or feel foolish in front of others
- ensuring that all incidents are reported accordingly
- quickly addressing any issues that are reported
- dealing with incidents consistently
- ensuring that everyone involved provides a written account where appropriate and provides copies of any relevant evidence, such as emails and screenshots etc.
- ensuring that any relevant information is documented in appropriate files
- sanctioning perpetrators appropriately and signposting relevant support with the intention of preventing any reoccurrence and helping them to understand the error in their actions
- recognising that bullying may often be a manifestation of the perpetrators' own problems, which the Academy will endeavour to offer support to resolve as it does for all students
- increasing the sanctions issued to any student who is a persistent perpetrator
- using a restorative justice system for victims and perpetrators (where appropriate), facilitated by the pastoral and/or inclusion team
- arranging support for victims and/or perpetrators from outside agencies (this could for instance include Youth Therapy and/or youth workers).

The following flowchart provides an overview of the academy's procedural response to a bullying concern.

The following considerations need taking into account when reading this flowchart:

- whilst concerns raised might result in "no further action" due to limited evidence, the victim/vulnerable child will be monitored and supported in the following weeks/days to ensure that no repeated incidents occur
- single severe C5 incidents, including identity-based harm or sexual harassment, will trigger intervention work led by our Behaviour Support Officer to support prevention of harmful repeated behaviours (furthermore, as stated before, the victim/vulnerable child will be monitored and supported in the following weeks/days to ensure that no repeated incidents occur).

As a school we will make use of the following C5 categories to record serious incidents – these are then screened daily by our Deputy Headteacher and Inclusion Manager to determine appropriate next steps/ consequences. The daily screening of universal serious behaviours in this manner ensures staff have the opportunity to identify hidden bullying patterns, which are then proactively captured:

C5 Bullying (***only to be used by Pastoral/Inclusion/SLT/Behaviour Teams when an Alleged Peer Concern is escalated to the Anti-Bullying Pathway***)
 C5 Child on Child Abuse
 C5 Fighting
 C5 Out of School
 C5 Radio Patrol

C5 Racist
 C5 Sexist
 C5 Disability
 C5 Homophobic/Biphobic/Transphobic
 C5 Use of Derogatory Language
 C5 Compass (***only to be used for KS4 students when visiting the local colleges as part of our Compass programme***)

Before issuing high-tier sanctions such as Internal/Fixed-Term/Permanent Exclusion to a student with identified SEND, a formal review must be conducted with the SEND department to ensure reasonable adjustments are met.

C5 Serious Incident

Statements collected raise bullying concern

Staff/Student Concern Raised

Concern raised that a student is being bullied

Alleged Peer Concern (APC)

APC button is clicked on ClassCharts with notes added

Monitoring & Screening

Assistant Headteacher/Behaviour Lead delegate bullying concern to relevant pastoral team

Pastoral Investigation/Actions

- Statement collected from victim(s) (and witness/witnesses if appropriate)
- Statement collected from alleged perpetrator (if appropriate)
- *Statements will most likely already have been collected if this follows a C5 Serious Incident*
- Insufficient evidence = record on the original "APC" incident with "monitor and follow up support for victim(s)"
- *Whilst concerns raised might result in "limited evidence", the victim/vulnerable child will be monitored and supported in the following weeks/days to ensure that no repeated incidents occur*
- If statements/evidence support alleged bullying:
 - Alleged perpetrator given a formal verbal warning, informed that they have been accused of bullying, at this moment in time they will be monitored and that they are to not repeat any further harmful/unpleasant behaviour towards the identified victim(s)
 - Parents of perpetrator informed of the situation
 - Victim(s) spoken to, provided support and informed of actions taken
 - Parents of victim(s) informed of the situation
 - All staff emailed to ask for extra vigilance and to report any cases of unpleasant behaviour
 - Record everything on the original "APC" incident via the notes section
- Pastoral staff to support victim, checking in over time as part of monitoring

Anti-Bullying Pathway

If there are **repeated incidents** towards the same victim(s) following all of the above:

"C5 Bullying" recorded on ClassCharts with details recorded via notes section – to be upscaled to "C5 Bullying" by Pastoral/Inclusion/SLT/Behaviour team(s) only

Students who receive a "C5 Bullying" incident on ClassCharts will commence intervention work with Behaviour Support Officer

Appropriate staff will then issue a consequence from the following range, based on severity and frequency:

- Loss of social time for agreed period of time
- After school detention(s)
- Full day in isolation
- Internal Exclusion
- Placement
- Fixed Term Exclusion
- Managed Move
- Permanent Exclusion

Bullying Outside of Montgomery Academy

This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in the town centre.

Should the school become aware of bullying issues that occur outside of the school, where possible, these will be acted upon and investigated. It should be noted, however, that when the school is unable to act/intervene, this conversation will be held with parent(s)/carer(s) with follow up advice provided.

The person dealing with the issue will also consider whether it is appropriate to notify the police or the anti-social behaviour coordinator in the local authority of the action taken against a pupil.

Equality Duty

Montgomery Academy must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

The Limits of the Policy

This anti-bullying policy embraces all aspects of school life including educational visits and will be applied accordingly. It considers, incidents that take place on the way to school and leaving school to home. It will also support parents/carers in preventing and reporting upon cyber bullying.

Staff Training

All staff have a responsibility to provide a safe environment in which children can learn.

Therefore:

- the Academy advises staff and the Academy council of their responsibility to intervene in and/or report bullying incidents
- the Academy ensures that all staff are sufficiently equipped to deal with bullying, including identification of potential indicators of bullying such as victims being persistently late, having mysteriously lost belongings, being careless in their work, appearing isolated from peers or acting withdrawn
- all members of the pastoral team and many other members of staff are trained in de-escalation techniques
- staff have had online safeguarding training and in school training
- training for students is delivered through assemblies, special events and the PSHE and pastoral programmes of study
- our whole school zero tolerance approach is used as a reference to underpin the development of good relationships between all members of the school community and is continually displayed and referred to regularly by progress tutors and school leaders to keep this in the minds of students.

Promoting Anti-Bullying Behaviour

The Academy:

- makes detailed transition arrangements for new pupils
- actively promotes anti-bullying through tutor time, assemblies, special events and student voice
- ensures that areas where bullying may occur outside of class time are adequately staffed and effectively supervised
- maintains a zero-tolerance approach to violence and all other types of bullying
- provides a range of mechanisms for children to report bullying issues
- trains students as anti-bullying ambassadors
- offers students with an interest in anti-bullying the opportunity to access relevant external courses such as the Diana Trust Anti-Bullying Award
- completes regular surveys with pupils to obtain their opinions on the success of anti-bullying work
- celebrates differences and promotes mutual respect and all British Values
- expects, encourages and rewards good behaviour.

Parental Involvement

- The Academy promotes a whole-Academy approach to anti-bullying by communicating this policy to staff, students, parents, and the wider community.
- At the annual New Parents evening in July and at all mid-year admissions parents are informed of the Academy anti-bullying practices in the form of a leaflet.
- Parents reporting bullying incidents either by telephone or email are responded to promptly and feedback on progress and actions are provided as soon as possible.
- Parents of perpetrators are contacted and their support sought to prevent further incident.
- The police are consulted if necessary.
- Initial contact with home is via pastoral managers.
- Where relevant, matters can be referred on to the Deputy Headteacher/Assistant Headteacher with responsibility for behaviour or any other senior leader - ultimately to the Headteacher.
- The Academy website provides further advice and guidance for parents and carers, including a section on online safety, cyber-bullying and social media. This includes links to other sources of help.
- Parent online safety and safeguarding updates are available from the Academy website.

Monitoring and Review

- Quantitative data is compiled each half term.
- Data is analysed for trends, sub cohorts and to evaluate the effectiveness of anti-bullying interventions.
- Information is provided to the Senior Leadership Team as and when required.
- This policy is formally reviewed every year and continually monitored for effectiveness.

The Assistant Headteacher responsible for Anti-Bullying is responsible for monitoring the effectiveness of this policy.

This policy will be reviewed every year.