



Hollingworth
Learning Trust

A Hollingworth Learning Trust Academy

Anti-Bullying Policy 2026 to 2027

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SLT Responsibility:	Matt Aspden, Deputy Headteacher – Pastoral and Vicky Wilde, DSL
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Contents

1. Purpose
2. Definition
3. Aims of Anti-Bullying Policy
4. Responsibilities
5. Procedures
6. Sanctions and Punishments
7. What to do if you are being bullied?
8. Recording, Monitoring and Evaluation
9. MIS
10. Policy links
11. Review of policy

1. Purpose

Newhouse Academy is committed to the development of a whole school approach to bullying. This involves the whole school community- students, teachers, school support staff, governors, parents and carers. It is based on developing a policy that promotes shared values, beliefs and attitudes that discourage bullying and gives guidance on how to manage and record bullying incidents.

(The importance of everyone being involved and owning the policy is underlined by research).

- Ensure that the whole school community understands what is meant by bullying
- Make it clear that no bullying of any kind will be tolerated
- Create a culture and systems that enable children to report bullying incidents without feeling that they are 'telling tales'
- Ensure that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon
- Provide a thorough and systematic recording procedure for incidents, which can help with reviewing and evaluating the policy
- Peer mentoring
- Ensure that all staff are aware of the anti-bullying policy and procedures for its implementation
- Ensure that all students are aware of the nature of bullying, the school's anti-bullying policy, and measures that will be taken against bullying
- Ensure that students are aware that if they are part of a group that makes anybody feel ashamed, unhappy, or afraid, they are involved in bullying
- As per the Behaviour for Learning policy, the school may act on behaviour outside school if there is a clear link between maintaining good behaviour and discipline among the student body as a whole
- Encourage students to speak out
- Make parents/carers aware if there is known bullying taking place on social network site, so they can contact the administrator to have it removed and contact the police if necessary

2. Definition

Bullying, including cyber bullying, is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

Bullying including cyber bullying is an abuse of power- that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying - there needs to be evidence of persistent victimisation over a period of time.

Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

Banter could also be considered as bullying.

Examples of bullying:

- Physical – when a person is, for example, punched, kicked, hit, spat at
- Verbal – which can take the form of name-calling, the use of aggressive language or tone or laughing at and/or ridiculing someone. It includes, but is not limited to, harmful comments about a person's appearance experiences, family or any one of the protected characteristics of the 2010 Equality Act (including race, religion, and sexual orientation amongst others)
- Exclusion – a person is bullied if they are excluded from discussion/activities with those they believe to be their friends; by being excluded from group work; by being ignored etc.
- Damage to property or theft – a person's property is intentionally damaged, hidden or stolen; verbal or physical threats to coerce the person to hand over property to the bully/bullies
- Threats – to hurt someone, damage their property, get them into trouble etc.
- Cyber-bullying – where ICT, particularly the internet and mobile phones, is used to deliberately upset someone else – this includes the use of AI to create images, audio or video hoaxes (deepfakes) that look real, or, when 'chatbots' or anonymous chat tools are used to manipulate, groom or bully users.
- If there is a racist element to the bullying, this should be recorded as a racist incident. If there is a homophobic element it should be recorded as such. This is true of all protected characteristics defined by the Equality Act 2010
- For matters relating to 'child on child' abuse, please see the Safeguarding and Child Protection Policy

Rationale:

No member of the school should be bullied or caused anxiety by another. Bullying is considered to be any behaviour that repeatedly harms/hurts another person, either physically or emotionally. In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying. The school views bullying as serious anti-social behaviour and will always take firm action against it.

Physical harm constitutes an assault and may be referred to the Police.

3. Aims of the Anti-Bullying Policy

- To minimise and try to end the incidence of bullying in schools
- For all members of the school, including community to recognise that tackling bullying in schools is inextricably linked to the development of a positive ethos
- To develop and maintain a safe, welcoming environment built on positive relationships and mutual respect, under-pinned by shared core values
- To encourage the whole school, including our partners and parents to play an active role in promoting this positive environment and to support anti-bullying initiatives
- For all members of the school community to recognise and take responsibility for reporting any bullying that occurs
- To standardise procedures and provide a consistency of approach in dealing with bullying across the school

4. Responsibilities

It is the duty of all members of the school community:

- To be vigilant, recognise and challenge bullying behaviour
- To listen carefully, reporting any suspicions of bullying immediately
- To follow the procedures outlined

It is the duty of school management:

- To ensure that this policy and the procedures for dealing with bullying are understood, implemented, monitored and reviewed on a regular basis
- To ensure that all incidents are recorded consistently and in a way that allows the effective monitoring of bullying behaviour (this may include encouraging students to keep electronic evidence of bullying, such as screenshots from social media and messaging apps of insults or messages that cause concern).
- To make provision to follow up the detection and reporting of incidents so that those being targeted can be supported and protected, and bullies deterred
- To provide necessary support to staff and students to maintain a safe school environment

It is the duty of staff:

- To ensure that school is a safe place where learning can take place in a supportive environment
- To ensure that bullying will not be tolerated
- To listen to the student(s) and record all incidents
- To offer those being targeted immediate support and to follow the school's procedure for anti-bullying

It is the duty of students:

- To follow the agreed codes of behaviour for the school
- To take action when it is perceived that someone is being bullied or in distress by informing an adult immediately
- Not to tolerate bullying of any description
- Not to keep quiet
- To report instances of bullying (this also may include encouraging students to keep electronic evidence of bullying, such as screenshots from social media and messaging apps of insults or messages that cause concern).

It is the duty of parents:

- To take an active interest in their child's social life, including their use of social media. Discuss friendships and how their time in school is spent
- To watch for signs of distress in their child
- To inform school immediately if they suspect their child is being bullied in or even out of school
- To support strategies, that will support the student in and out of school
- To take a pro-active approach to the retention of electronic evidence of bullying, such as such as screenshots from social media and messaging apps of insults or messages that cause concern

5. Procedures

Dealing with an incident:

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a genuine conflict or a disagreement between peers that can be resolved?
- Is it a 'falling out of friends' matter?
- Whether it is possible that your child played a part in what happened.

All reports will be followed up and the school undertakes to:

- Operate a reporting and recording procedure
- Deal with all reports speedily, fairly and positively
- Take account of the evidence and all views
- Inform parents
- Sanction, where appropriate, those directly responsible

The school will implement a range of the following strategies as appropriate:

- After incidents have been investigated, offer advice and support to the victim e.g. (restorative approaches, buddying-up, emotional support etc.)
- Offer advice and support to the person responsible
- Monitoring of the situation to ensure repeated bullying does not take place
- Ensure that all involved are kept informed
- Operate a system of sanctions/punishments that reflect the seriousness of the offence
- Where appropriate, offer conciliation between the bully and the victim

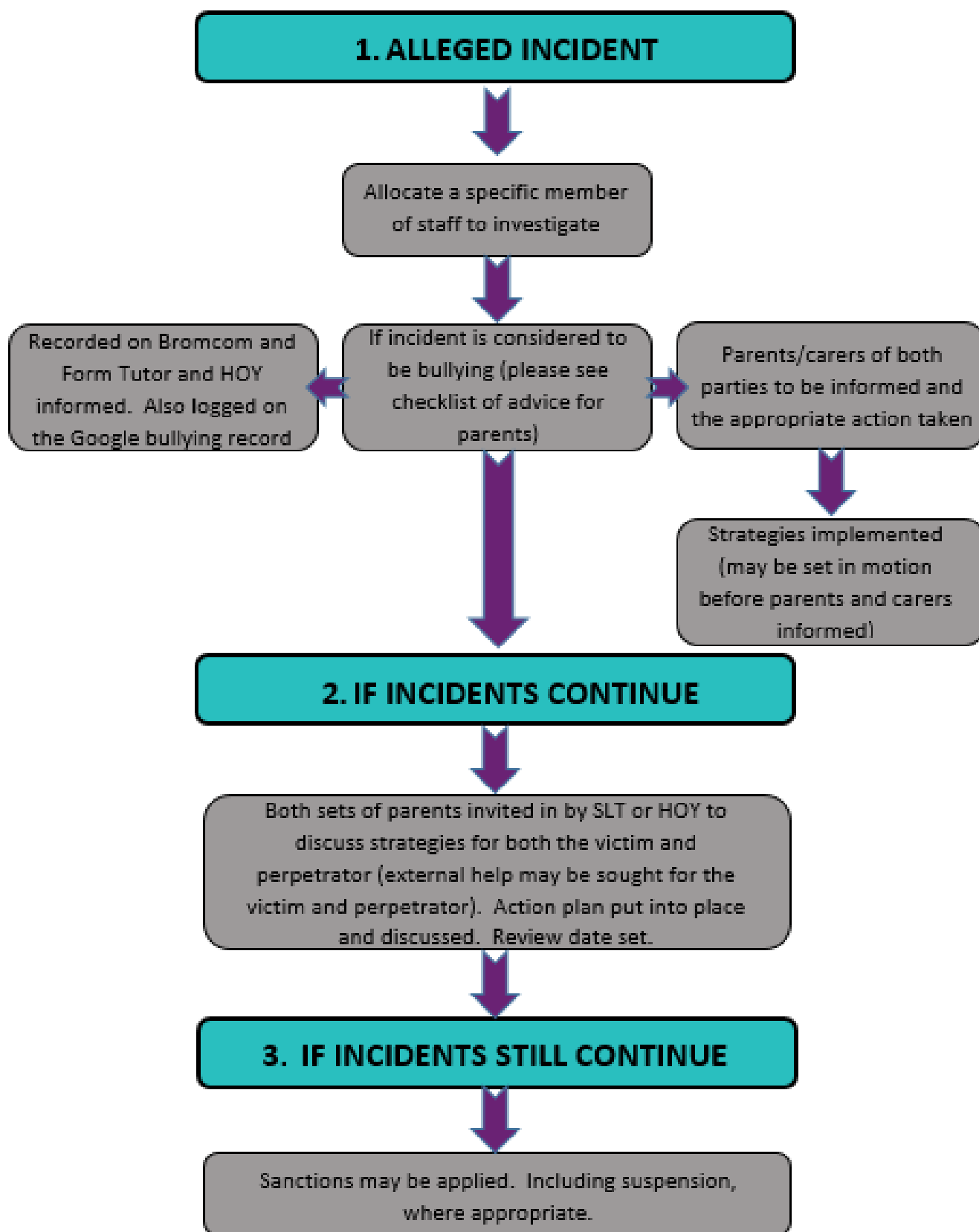
Where appropriate, offer a range of strategies that include:

6. Sanctions and Punishments

Measures will be in line with the school's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Restorative approaches and/or intervention
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff member/head teacher expressing concerns
- Time out from the classroom (Aspire / Isolation room)
- Detention after school
- Governor panel
- Fixed term suspension
- Permanent exclusion
- Offsite direction

RESPONSE TO ALLEGATIONS OF BULLYING



NB: The severity of incident/s may result in exclusion proceedings overruling the above.

(For Students)

Aim:

The principal aim is to foster a safe, caring and supportive environment, where all students can learn and achieve in an atmosphere free from the worry of bullying.

Statement

Bullying, including cyber bullying, is behaviour by an individual or group, repeated over time, the intentionally hurts another individual or group, either physically or emotionally.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on the grounds of race, gender, sexual orientation, or because of a child's individual circumstances. It might be motivated by actual differences between children, or perceived differences.

In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying.

Physical:

Any form of contact with aggressive intent to a person or their belongings. For example - hitting, kicking.

Verbal:

Words which can emotionally, hurt, upset and/or humiliate a person which makes someone feel inferior and intimidated.

Cyber bullying:

- Can take the form of malicious texting, instant messaging, E-mail, use of social media e.g. Instagram, Snapchat etc., intentionally leaving out of friendship groups and/or spreading rumours. This may also include the use of AI to create images, audio or video hoaxes (deepfakes) that look real, or, when 'chatbots' or anonymous chat tools are used to manipulate, groom or bully users.

Bullying Examples:

- Physical hitting, kicking, pushing, theft
- Emotional name calling and insults
- Indirect spreading of rumours, excluding someone from social groups
- Racial bullying motivated by race, including racial taunts, gestures and insults
- Homophobic (including LGBTQ+) bullying
- Bullying focussing upon issues of sexuality and gender
- Cyber bullying - All areas of mobile phones, the internet, social media and email, including chat room and AI misuse – see above.

7. What to do if you are being bullied

Tell someone you trust, because they will help to stop the bullying.

- This could be anybody in school, friends, teachers, form tutors, head of year, peer mentors, lunchtime supervisors, prefects, office staff or on the SHARP system
- Remember that nobody deserves to be bullied and that it is wrong
- Be proud of who you are
- Be assertive: say 'No!'; walk away, go straight to a member of staff
- Remember that telling someone who can help is a form of standing up for yourself
- If you tell no-one the problem may not go away

What happens next?

- The incident will be investigated by the person you told and or by an appropriate person
- Parents and carers will be notified
- Parents and carers may be invited in
- An action plan may be put in place
- The perpetrator will receive appropriate sanctions
- You will receive feedback on the outcome
- If necessary, staff will work with you to see what needs to be done to make you feel safe
- Restorative approaches may be considered

(For Staff)

Aim:

The principal aim is to foster a safe, caring and supportive environment, where all students can learn and achieve in an atmosphere free from the worry of bullying.

Statement

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Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on the grounds of race, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying.

Physical:

Any form of contact with aggressive intent to a person or their belongings, e.g. hitting

Verbal:

Words which can emotionally hurt, upset and/or humiliate a person which makes someone feel inferior and intimidated

Cyber bullying:

- Can take the form of malicious texting, any social media communication, e-mail, intentionally leaving out of friendship groups and/or spreading rumours. This may also include the use of AI to create images, audio or video hoaxes (deepfakes) that look real, or, when 'chatbots' or anonymous chat tools are used to manipulate, groom or bully users.

What to do if bullying is reported to you?

- Identify if the incident is bullying
- Record the events in writing
- Record the incident on Bromcom, ensuring that all details are logged, including information on the victim, perpetrator and any witnesses
- Forward recorded incident to form tutor and Head of Year, detailing action taken and/or seeking further assistance/support
- Record on the school's bullying log when and where appropriate.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots.

Newhouse Academy recognises that AI has many uses to help students learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Newhouse Academy will treat any use of AI to bully students in line with the Anti-bullying policy.

What happens next?

- You report back to the student what action you have taken and if the information has been passed on, to whom
- Head of year will inform parents or carers
- Record in bullying log when and where appropriate
- Head of year may invite parents or carers in to school
- Action Plan may be put into place
- Follow-up - check on the victim to ensure they are feeling safe and the situation has been resolved

To adopt a whole school approach, the following strategies, have/will be adopted:

The victim will be supported by:

- Being offered the immediate opportunity to talk about the experience (and offered counselling or mental health support if needed)
- The school informing the victim's parents or carers
- The school offering continued support when required
- If appropriate, the Head of Year/Tutor/Pastoral team arranging for them to be collected to and from the school premises and/or providing a 'safe-haven' during the school day
- The Head of Year/Tutor/ Pastoral team taking action to prevent a recurrence of bullying
- Being given feedback and assurance that action has been taken and how to respond to any future incidents. If appropriate, this may include a restorative justice meeting.

- The bully/bullies will be sanctioned as per the Behaviour for Learning Policy and may be managed in the following ways:
 - By the Head of Year/Tutor/Assistant Head (Pastoral) talking about what happened in order to discover the reasons they became involved and identifying strategies to support change. These may include raising self-esteem and offering counselling and/or anger management strategies
 - By the school informing the bully's parents/carers who may be invited into school to discuss the issue
 - By all staff continuing to work with bullies to eliminate prejudiced attitudes and inconsiderate and unpleasant behaviour
 - By all staff receiving updated training on cyber-bullying, including the specific risks associated with generative AI and online radicalisation
 - By the Head of Year/Tutor/ Assistant Head (Pastoral) / Head teacher taking one or more of the sanctions in line with the Behaviour for Learning Policy
- Heads of Year will follow up incidents of bullying within two weeks after they have occurred to ensure that the actions put in place have been effective to this point.

Curricular approaches:

The school curriculum can be used to tackle issues associated with bullying:

- Our People curriculum
- Our Student Charter
- Drama – Role play
- English – reading materials
- National Awareness Days, e.g. Anti-Bullying Week
- Assemblies and form time activities
- Student voice and anonymised student surveys or reporting tools, such as SHARP

Encouraging and developing students with social skills that enable them to manage their relationships with others constructively and to respond to bullying.

Assemblies:

Topic of the assembly based on the bullying themes.

Peer Mentor and Prefect Support:

- **Peer Mentoring –**
A supportive relationship between students where the mentor provides friendship combined with guidance, advice and encouragement.
- **Restorative Approaches**
- **Circle of Friends**
- **Support Group Approach**

8. Recording, monitoring and evaluation

Supply quantitative data for comparison, and action will be taken through the following strategies:

- **Bullying Questionnaires or collection of Student Voice**
As part of internal and external reviews.
- Analysis of anti-bullying forms (reports from SHARP)
- Termly reporting to the local authority

9. MIS

The behaviour management system will be used to record incidents, and actions taken, on allegations of bullying. We will be able to analyse the different types of bullying to include; racist, homophobic, cyber as well as general types of bullying. Incidents can be recorded on the victim's and perpetrator's record. The student's Head of Year and Form Tutor will also be electronically notified. Reports can then be generated on the various type of bullying.

10. This policy links to:

1. Education and Inspection Act 2006
2. The Equality Act 2010
3. DCSF Improving behaviour and attendance
4. Child Protection Rochdale Borough Safeguarding Procedures
 - Safeguarding and Child Protection
 - Child on Child Abuse
 - Behaviour for Learning
 - Relationships and Sex Education and Health Education
 - Harmful Sexual Behaviour

Newhouse Academy's policies can be found at: <https://newhouseacademy.co.uk/policies/>

11. Review of policy

This is a statutory policy and will be reviewed annually. The academy will also remain mindful of the following:

- The policy may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience.
- The stakeholders of this policy are children and young people, i.e. students, staff, parents and carers and governors.
- Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors.