



# Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
Zoë Correa	ESLT	March 2026		Annual	March 2027

## ANTI-BULLYING POLICY

Policy Approver: Local Governing Body

### Version Control

Version Number	Date of Change	Changes Made
0.1	04.12.22	Update
0.2	26.01.2025	Update
0.3	12 Mar 2026	Update

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## 1. Policy Name

Anti-Bullying Policy

## 2. Policy Aims

### OUR VISION

"Thriving through excellence"

### OUR MISSION

Our mission is to achieve this by building a learning community of aspirational and responsible citizens.

It is Academy policy to use the following definition of bullying:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. (Anti-bullying Alliance UK)

## Policy Requirements

It is Academy policy that:

- All Huxlow students, staff and visitors are entitled to a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.
- All staff, students, parents and visitors should have a clear understanding of what bullying is.
- All staff should know what the college anti-bullying policy is and what course of action to take, should bullying arise.
- All students and parents should know what the anti-bullying policy is and who to inform.

It is also Academy policy that we will:

- Educate all students that bullying behaviour is unacceptable through assemblies, PSHE, Anti-Bullying Week and create an ethos and environment where students and staff feel their concerns regarding bullying will be listened to and acted upon in a positive manner.
- Prevent, de-escalate, or stop harmful behaviour.
- React to bullying incidents in a consistent and effective approach.
- Safeguard and support the person who has experienced bullying by using Academy staff and other professionals in a multi-agency approach if required.
- Apply appropriate and disciplinary sanctions to the bully, who will be known as the ‘ringleader’ or bullies, who will be known as ‘assistants’ and to ensure that no further incidents occur.
- Fulfil the Statutory duty of schools.
- Report illegal forms of bullying to the Police, these include violence or assault; theft; repeated harassment or intimidation and hate crimes.
- Call 999 if someone in school is in danger.

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents, and students.

The named anti-bullying lead is – **Zoë Correa – Assistant Headteacher**

### 3. Bullying Definition

Bullying can take many forms including:

- Emotional Being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
- Physical Pushing, kicking, hitting, punching or any use of violence
- Psychological Any kind of intentional mental abuse
- Racist Racial taunts, graffiti, gestures
- Sexual Unwanted physical contact or sexually abusive comments
- Homophobic Because of, or focussing on the issue of sexuality
- Verbal Name-calling, sarcasm, spreading rumours, teasing
- Religious Related to religious beliefs and practices
- Cultural Related to cultural beliefs and practices
- Cyber All areas of internet, such as email, gaming, and internet chat room misuse, abuse on social networking sites, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities
- SENDist Due to SEN or disabilities or health conditions
- Appearance Related to appearance
- Socioeconomic Related to home circumstances, children in care or young carers
- Ageism Discriminating against a person's age
- Sexist Related to specific gender
- Transphobic Related to specific gender, gender reassignment or identity
- Ability Related to the levels or standards of work

Huxlow Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where students are able to learn and fulfil their potential.

### 4. Anti-Bullying Alliance Principles

Huxlow Academy will abide by the 10 key principles of the Anti-bullying Alliance as detailed below:

1. LISTENS – all students, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. INCLUDES US ALL – all students, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. RESPECTS – all school staff are role models to others within the school and how they treat others.
4. CHALLENGES – all forms of discriminatory language – including disablist language – is challenged and taken seriously.
5. CELEBRATES DIFFERENCE – difference is actively and visibly celebrated and welcome across the whole school.
6. UNDERSTANDS – all school staff, students, parents and carers understand what bullying is and what it is not.
7. BELIEVES – all students, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. REPORTS BULLYING – all students within the school and their parents and carers understand how to report incidents of bullying.
9. TAKES ACTION – we respond quickly to all incidents of bullying. Students, including disabled students and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

10. HAS CLEAR POLICIES – our school’s anti-bullying policy reflects these principals and is embedded within other school policies. They are widely and actively promoted to school staff, students and their parents and carers.

## 5. Cyber-Bullying

Cyber-bullying is a serious safeguarding concern and is treated with the same level of urgency as all other forms of bullying. Huxlow Academy recognises that online abuse can occur across a wide range of digital technologies, including mobile devices, social media platforms, gaming environments, messaging services and email. Our approach reflects the latest safeguarding and legal expectations for schools.

A number of laws apply to behaviour associated with cyber-bullying. These include, but are not limited to:

- Malicious Communications Act 1988 – It is an offence to send electronic communications that contain indecent or grossly offensive messages, threats, or knowingly false information with the intention of causing distress or anxiety.
- Education Act 2011 – Schools may search for, seize and delete data from electronic devices where there is reasonable belief that the device contains material related to bullying or other misconduct.
- Communications Act 2003 (Section 127) – Criminalises sending grossly offensive, indecent, obscene or menacing messages via a public electronic communications network.
- Protection from Harassment Act 1997 – Protects individuals from repeated harassment, including online.
- Equality Act 2010 – Protects students from discriminatory harassment, including online behaviour targeting protected characteristics.
- Education and Inspections Act 2006 – Requires schools to promote good behaviour and prevent bullying, including online.

If any online activity may be illegal, the Academy will consult the Police without delay.

The Academy follows **Keeping Children Safe in Education (KCSIE) 2025**, the most up-to-date statutory guidance for schools. KCSIE 2025 emphasises the breadth of online risks, including harmful online content, contact, conduct and commercial exploitation.

## 6. Absences due to bullying

At Huxlow Academy, we are committed to fostering a school culture built on Ambition, Pride, and Respect. We recognise that bullying can impact a student’s well-being, confidence, and attendance. If a student is absent due to bullying, this will be recorded sensitively within our attendance system, ensuring that appropriate support is in place.

In line with our value of Respect, we actively listen to students and parents/carers, taking concerns seriously. Our pastoral and safeguarding teams will follow up on any bullying-related absences to provide guidance, reassurance, and practical support.

Through Pride, we encourage all students to feel safe and valued in our school community. If bullying affects a student’s attendance, we will work with them and their family to develop a reintegration plan that restores confidence and belonging.

With Ambition, we ensure that all students have the opportunity to thrive. If prolonged absences occur due to bullying, we will involve relevant external agencies to safeguard the student’s well-being and educational progress, supporting their journey to success.

At Huxlow Academy, every student deserves to feel safe, supported, and empowered to achieve their full potential.

## 6. Review

The Anti-Bullying Policy will be reviewed annually and following any concerns and/updates to national or local guidance or procedures.

## 7. Related policies

This policy links with several other school policies and procedures including:

- Anti-bullying procedures
- Behaviour policy
- Complaint's policy
- Child Protection and Safeguarding policy
- Confidentiality Policy
- Online Safety and Acceptable use policies (AUP)
- Curriculum policies

## 8. Related documentation and links to legislation

There are a number of pieces of legislation and guidance which set out measures and actions for schools in response to bullying, as well as criminal and civil law. They may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989, 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DfE guidance 'Preventing and Tackling Bullying' (2024)
- 'Keeping Children Safe in Education' (2025)
- Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools'
- Screening, searching and confiscation – Advice for Head Teachers, staff and governing bodies. DfE publication. (Updated 2022)
- Online Safety Act 2023
- Working Together to Safeguard Children (2023)
- DfE guidance on Sexual Violence & Sexual Harassment (2021)

**EVERYONE IS ENTITLED TO FEEL SAFE AND SUPPORTED IN AN ENVIRONMENT FREE FROM BULLYING**

Signed .....*D McVean*.....

**Chair of Local Governing Body**

Date .....25.03.2026.....

## **Supporting Organisations and Guidance**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) Beat

Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: "No health without mental health": [No Health Without Mental Health: a cross-government outcomes strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/no-health-without-mental-health)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk) MindEd:

[www.minded.org.uk](http://www.minded.org.uk) NSPCC:

[www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk) Restorative

Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk) The Diana

Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk) Young

Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk) Young Carers:

[www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBTQ+

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk) Pace:

[www.pacehealth.org.uk](http://www.pacehealth.org.uk)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

DfE: SEND code of practice: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-january-2015)

### Racism and Hate

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk) Kick it

Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk) Stop

Hate: [www.stophateuk.org](http://www.stophateuk.org)

Show Racism the Red Card: [www.srrtc.org/educationa](http://www.srrtc.org/educationa)