"PREPARING YOU TODAY FOR A SUCCESSFUL TOMORROW"

The Dean Academy Anti-Bullying Policy

Applicable to:	All students and Staff at The Dean Academy
Responsible for the policy & procedures:	Mrs H Rowlands (Headteacher) & Mr P Glynn (Assistant Headteacher)
Last Updated:	September 2026
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RATIONALE

Bullying can occur at any stage in life, whether it is at school, home, work or socially. Nationally, bullying whether emotional, verbal or physical, affects a large percentage of pupils, either directly or as witnesses of distressing acts of aggression. Children who are worried about being bullied, or who see their friends bullied are likely to find it difficult to concentrate on their work, and their quality of learning is thus affected.

We are committed to providing a caring, friendly and safe environment for all children and young people at The Dean Academy so that they can thrive and learn in a relaxed and secure atmosphere. We take a zero-tolerance approach to any kind of bullying. Should bullying occur, pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively at school. This means that anyone who knows that bullying is happening is expected to tell a person in authority.

AIMS OF THE POLICY

This policy aims to provide clarity for all stakeholders about the school's stance on bullying i.e. that it will not be tolerated, the role of the school, pupils and parents, and to provide a sense of security for parents and pupils that bullying is addressed promptly and effectively by the school. The policy also aims to outline the strategies used by the school to prevent bullying, and also to clarify how the school responds to incidents of bullying.

DEFINITION OF BULLYING

The Department for Education defines bullying as:

'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 (for instance, cyber-bullying via text messages or the internet), 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.'

Examples of Bullying

To help understand what forms bullying can take here are some examples:

- Emotional: being unfriendly, excluding, tormenting, using threatening gestures
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: using racial taunts, graffiti, gestures
- Gender and sexual: making unwanted physical contact or homophobic or sexually abusive comments because of, or focussing on, the issue of sexuality
- Verbal: name calling, sarcasm, spreading rumours, teasing
- Disability related: name-calling, using gestures, tormenting, threatening, because of, or focussing on, the issue of disability or special need
- Cyber: all areas of Internet, such as email and Internet chat room misuse, mobile threats by text messaging, snap chatting, Facebook, Instagram and calls. Misuse of associated technology, i.e. camera and video facilities.

Common characteristics of bullying

There are common characteristics which are found in acts of bullying. These are:

- Intention to harm: bullying is deliberate, with the intention to cause harm. For example, friends teasing each other in a 'good-natured' way is not bullying, but having your bag and other possessions taken and thrown around or a person teasing another with the intention to deliberately upset them is bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours or being ignored and left out or being given dirty looks every time you walk past.
- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Although bullying is not a criminal offence, there are some types of harassment or threatening behaviour or communication that could be. For example, under the Protection from Harassment Act, Malicious Communications Act 1988, Communications Act 2001 and the Public Order Act 1986.

THE SCHOOLS ROLE:

In responding to allegations of bullying:

- We pledge to respond within 48 hours to complaints or concerns raised by pupils or parents regarding any issues of bullying.
- We investigate fully any allegations of bullying and keep parents / carers informed of progress. If allegations are confirmed, they are acted upon in a proportionate manner, in line with our behaviour policy.
- We aim to deal fairly and consistently with acts of bullying, whilst recognising the context of each individual case.
- As part of the process for resolving issues of bullying, we encourage reparation and restoration between the two parties, led and managed by pastoral staff (including colleagues in SSC, HoY or the safeguarding team) or by a member of the Senior Leadership Team (SLT).
- We provide appropriate support for pupils who are victims of bullying, and also for pupils doing the bullying.
- We monitor each case closely, and keep parents informed of progress (this will NOT include a description of any sanctions taken regarding other students).
- We record all incidents of bullying and hold these on file.

In preventing bullying issues:
• We ensure the whole school community understands the definition of bullying and the school's view of it. This is achieved through our Personal Development Curriculum, assemblies and other events.
• We encourage pupils to report bullying immediately to a member of staff, as part of our "Call It Out" campaign whether they are suffering from, witness or suspect bullying.
• We provide opportunities for pupils to voice their views and be proactive in the school's stance on bullying through group work, student voice or whole school campaigns.
• We encourage pupils to be involved in 'buddying' and 'peer mentoring' schemes to help their peers.
• We ensure staff are regularly trained in behaviour management.
• We ensure all stakeholders are aware of the policy and we regularly review it.

All opportunities will be used as and when it is appropriate. Good practice in classroom and curriculum organisation and delivery reduces bullying opportunities and motivation.

In the classroom, consideration is given to:

- room layout
- availability of resources
- explicit use of the Behaviour Policy

- student involvement and management of individual classroom rules and routines
- use of rewards and consequences
- developing our students' self-image so they feel confident to speak up for themselves.
- monitoring and stopping inappropriate behaviour
- flexible learning practices
- group work
- celebration of diversity

Out of the classroom, consideration is given to:

- positive promotion of our expectations through the Behaviour Policy to encourage all to respect themselves as well as others
- encouraging students to engage in a wide variety of extra-curricular activities and be occupied in a positive manner
- supervision of all areas, including toilets, particularly during break times helping to minimise bullying opportunities
- adults and elder students as role models
- use of sanctions in school

PUPILS' ROLE:

In order for us to be able to increase our effectiveness in preventing bullying and to respond promptly to bullying, pupils must play their part too.
We expect pupils to:

- Tell a member of staff, parent or friend if they believe they are the victim of bullying.
- Avoid being a bystander or join in, but to report it immediately.
- Never respond with violence towards a bully, either as a victim or witness, but try and walk away and report it.
- Accept and make full use of any support offered.
- Embody our core values of I am Responsible, I am Respectful, I am Ready at all times
- Co-operate fully with staff when alleged incidents are being investigated.
- Be prepared to provide positive support for peers who have been / are victims of bullying.
- Be proactive in group and whole school approaches to preventing bullying, including the signing by each tutor group of our anti-bullying code of conduct.

PARENTS'/CARERS' ROLE:

- Contact the school if you have any concerns about your child. In the first instance this should be to your child's tutor and/or Head of Year.
- Talk regularly and openly with your child about bullying if you feel there is an issue.

- Monitor your child's use of the internet, mobile phone and social networking. Where bullying or harassment is taking place on line outside of school we encourage all parents/carers to inform the police via 101.
- Collect any evidence of bullying which may help the school in their investigations.
- Work in partnership with the school in their efforts to address concerns of bullying.

PROCEDURES FOR DEALING WITH BULLYING:

General procedures for dealing with bullying will follow these principles:

- Adults are available
- Staff ensure that students know they are ready to listen and are ready to provide immediate support.
- They remain calm and make it clear that the incident will be investigated.
- Incidents are investigated
- Every incident is investigated as soon as possible. All those involved are interviewed individually to avoid intimidation and to produce an accurate report.
- All incidents are reported to Heads of Year.
- Records are kept
- Records and incidents of bullying will be kept centrally and reported to the Local Governing Board and the board of Trustees.

There is a response:
a) Staff will emphasise that the student is right to tell an adult in school if they are having a problem with another student.
b) To the person being bullied. This person (or persons) will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation.
c) To the person doing the bullying. This person (or persons) will be spoken to with consequences proportionate to the severity of the incident. Parents will be involved if appropriate and strategies to help the student not to do it again will be put in place.

Review:
Review and follow up will be carried out as appropriate to the situation. All concerned are made aware of and helped to deal with the causes of bullying as well as the consequences of bullying. There is always a reason behind why a person bullies and part of dealing with an incident must be helping a person to realise why they do it and then helping them to stop doing it, as well as supporting the victim.