



Anti-bullying Policy

Handling situations of Bullying (With regard to DfE Guidance: Preventing and tackling bullying)

Chevin Academy is committed to offering a safe and healthy environment for the young people who attend activities in our academy and as a consequence of wider engagement with the organisation. Challenging bullying and early signs of bullying behaviour effectively will improve the safety and happiness of pupils, show that the organisation cares and make clear to bullies that the behaviour is unacceptable.

Safeguarding young people

Safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting and prejudice-based or discriminatory bullying. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, academy staff should report their concerns to the local authority children's social care. In any case where staff are concerned that a pupil is being bullied, a safeguarding form should be completed.

We may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a young person engaging in bullying.

Although bullying in itself is not a specific criminal offence in the UK, there are certain instances of harassment or threatening behaviour that could be deemed as such. If staff feel that an offence may have been committed, they should seek assistance from the police.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and that is difficult for victims to defend themselves against.

Bullying can take many forms, but the main types are:

- Physical – hitting, kicking, taking belongings



- Verbal - directly by name calling, insulting, making offensive, prejudice-based, discriminatory or homophobic remarks either directly or indirectly, being made the subject of malicious rumours, threats
- Emotional - exclusion from social peer groups, isolation from games and activities
- Cyber bullying – sending malicious emails, messages or text

Bullying may occur in relation to individual characteristics or situations, such as appearance, a health condition, or home circumstances. Bullying can be in relation to the 'protected characteristics' as set out in the Equality Act 2010. These are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Early signs of bullying

Although the definition of bullying refers to the repetition of bullying behaviour over time, it is crucial to recognise, challenge and record all single incidents of bullying behaviour, including where a pupil makes malicious, derogatory, prejudice-based or discriminatory remarks about another person. This allows bullying behaviour to be nipped in the bud. Where pupils do not respond to early sanctions or interventions and bullying behaviour is repeated, staff can quickly recognise and respond to emerging patterns of behaviour.

All such incidents should be recorded and reported as a safeguarding concern (for both the perpetrator and the victim) along with the sanctions imposed and interventions put in place. Logs must indicate that the behaviour being recorded is 'bullying' and specify its 'type'. This allows for effective monitoring and analysis of bullying or potential early signs of bullying.

Identifying where bullying can occur

Although in-person bullying can occur during the journey to or from the academy, e.g. extortion or theft of possessions such as mobile phones, most typically it takes place in education. At Chevin Academy, there is constant supervision of young people, and staff must be vigilant in identifying and dealing with any incidents of bullying as they occur. The academy has the right to regulate the behaviours of pupils (as far is reasonable) when they are off site, so staff are empowered to impose sanctions for inappropriate behaviour that takes place on the way to or from the academy, or in the case of bullying, over the internet or phone.



All genders bully others. Young people who bully others can come from any kind of family, regardless of social class or cultural background. Any young person can be bullied, and certain factors can make bullying more likely:

- Lacking close friends
- Being shy
- An over-protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect (e.g. stammering)
- Having Special Educational Needs or a disability.
- Behaving inappropriately, intruding or being an 'nuisance'
- Possessing expensive accessories such as mobile phones or computer games

As well as maintaining a high level of vigilance during the supervision of young people, staff who suspect that bullying is taking place outside of these times or online, should bring any concerns to the safeguarding team.

Although the primary purpose of this policy is to protect and defend the young people who come to Chevin Academy, it is important to note that bullying can take place not only between young people, but also between young people and staff, parents and staff, or between staff.

Effects of bullying

Victims may be reluctant to attend and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Victims can suffer from low self-esteem, low self-confidence and negative self-image, looking upon themselves as failures – feeling stupid, ashamed and unattractive.

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide. It may lead to anxiety, depression, loneliness and lack of trust in adult life.

Raising and reporting concerns

Young people may raise and report concerns they have about bullying by speaking directly to any member of staff at any point during the academy day. The Chevin Academy website contains contact details which can be used by young people or parents to alert staff to concerns. At Chevin Academy we aim to create a safe environment where young people can

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openly discuss the cause of their bullying, without fear of further bullying or discrimination. Staff must ensure that they do not offer to keep any concerns raised confidential but work with the young people to address their concerns in an appropriate manner.

Parents and members of staff may also raise concerns and where this occurs, a staff member should speak to their line manager in the first instance. For further support, they may wish to contact their trade union or professional association for support and advice. Any parent who feels that their concerns are not being sufficiently dealt with may follow the 'Complaints Procedure', details of which are on the Chevin Academy website and available on request.

Dealing with bullying – prevention and intervention

Bullying will be discussed as part of the curriculum and will be directly challenged and discussed with young people by staff. The Anti-Bullying Charter (Appendix A) will be discussed with all young people at the start of their time with us. Staff will actively encourage young people to talk about bullies and bullying and about any bullying issues affecting them. Bullying in any form will not be tolerated. All young people will be challenged on behaviour that is tantamount to bullying from the low level persistent put-downs to physical, mental and verbal attacks. The 'Behaviour Policy' outlines the specific strategies and sanctions that exist at Chevin Academy for dealing with misbehaviour and bullying. Guidance for appropriate ways to listen to young people is given in the Chevin Academy Safeguarding Policy.

All incidents of bullying must be recorded as a safeguarding concern. For young people that are being bullied, the safeguarding form should be used. For young people that are bullying, this should be logged on the student record. The entry should include the type of bullying, the sanctions and interventions put in place and the outcome. This information can then help us to monitor and review occurrences of bullying and the effectiveness of sanctions in place to address them.

Monitoring

By using information from safeguarding records we will be able to monitor the effectiveness of our bullying policy.



Appendix A:

Anti-bullying Charter:

Anti-Bullying Charter

At Chevin Academy, we are committed to providing a safe, happy, and respectful environment where every individual feels valued and included. We believe that bullying is never acceptable and that tackling it is the responsibility of our entire community—students, staff, and parents. This charter outlines our collective commitment to preventing and addressing bullying in all its forms.



What is bullying?

We define bullying as the repetitive, intentional, and hurtful mistreatment of one person or group by another, where there is an imbalance of power. Bullying can happen in person or online and can take many forms, including:

- Verbal: Name-calling, spreading rumours, teasing, or making derogatory remarks.
 - Physical: Pushing, kicking, hitting, or any form of violence.
 - Emotional: Excluding someone, tormenting, or damaging their belongings.
- Online/Cyberbullying: Using social media, messaging apps, or gaming platforms to intimidate or post abusive content.
- Prejudice-based: Targeting someone based on their race, gender, religion, disability, or sexual orientation.



Our rights

Every member of our community has the right to:

- Feel safe, respected, and happy at all times.
- Be treated with kindness and consideration.
- Express their feelings and be listened to with respect.
- Expect that any reports of bullying will be taken seriously and dealt with promptly.

Our responsibilities

Every member of our community has the responsibility to:

For students:

- Treat all people with respect, even if they are different from you.
- Be an "upstander," not a "bystander." This means speaking up for others and reporting bullying.
- Report any bullying you see or experience to a trusted adult.
- Think before you post online and use digital platforms responsibly.

For staff:

- Act as positive role models by treating everyone with dignity and respect.
 - Respond quickly and effectively to all reports of bullying.
- Empower students by teaching them about respectful behaviour and how to report concerns.
- Work with students and parents to find solutions and restore positive relationships.

For parents/carers:

- Support this charter and the school's anti-bullying policy.



- Encourage your young person to talk to you about any concerns they have.
- Contact the academy immediately if you have concerns about bullying.
- Refrain from confronting other students or parents directly and allow the academy to handle the situation.

Our procedures

To ensure that bullying is addressed consistently, we will:

1. Listen and believe: All reports will be listened to and taken seriously by trained staff.
2. Investigate thoroughly: All incidents will be investigated fairly and effectively, with a focus on understanding what happened and why.
3. Provide support: We will offer support to those who have been bullied.
4. Take action: We will work with those who have bullied to ensure the behaviour stops and to educate them on the impact of their actions, using restorative practices where appropriate.
5. Inform and review: We will inform all relevant parties of the actions being taken while maintaining confidentiality. We will also monitor and review all incidents to look for patterns and improve our approach.

Signed commitment