



Broadway Academy Trust Policies

Our Children. Our Community. Believe it can be done!

Anti-Bullying Policy

Approved by: Deep Support/Experience Committee

Date approved: November 2025

Next review date: November 2028



This policy is based on DfE guidance “Preventing and tackling bullying” 2014¹ and supporting documents. It also takes into account the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2025 and Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

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¹ [preventing-and-tackling-bullying-march-2014.pdf](#)

1. Introduction

Bullying is not tolerated at Broadway Academy. The Academy recognises the extremely detrimental effects that bullying can have on young people's lives and takes the issue very seriously. Whatever the motivation of the bullying, whether related to prejudice, ignorance or a combination of both whatever its character; racial, sexual, religious, appearance related or other and whatever its manifestation; emotional, physical, phone text, cyber-bullying or other means, it is unacceptable in our Academy Community. The Academy seeks to provide a safe and happy learning environment in which the objectives of Every Child Matters can be realised, and bullying is clearly counter-productive to this.

The Academy has an anti-bullying policy which forms part of its overall behaviour policy and is regularly reviewed. The policy has a disciplinary aspect but also a supportive and pastoral aspect for both perpetrators and victims

2. Policy objectives

- This policy outlines what Broadway Academy will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole Academy community.
- Broadway Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

3. Links with other Academy policies and practices

This policy links with a number of other Academy policies, practices and action plans including:

- Behaviour
- Complaints policy
- Safeguarding and Child protection policy
- Online safety policy
- Acceptable use of the internet and social media policy
- Curriculum policies, such as: PSHE, PDP
- Staff Code of Conduct

4. Links to legislation

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

- [Children's Wellbeing and Schools Bill](#) (UK Parliament) – pending legislation; this policy will be reviewed on commencement
- [Online Safety Act 2023](#) – relevant to online harms, illegal content and platform duties
- [Careers guidance and access for education and training providers](#) (DfE, May 2025)
- [Working Together to Safeguard Children](#) (HM Government, December 2023)
- [Keeping Children Safe in Education](#) (DfE, September 2025)
- [The Education and Inspection Act 2006, 2011](#)
- [The Equality Act 2010](#)
- [The Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)

- [Public Order Act 1986](#)

5. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the Academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Academy Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the Academy.
- Pupils to abide by the policy.

6. Definition of bullying

- Bullying is **“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” (Anti Bullying Alliance 2019)**
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

7. Forms of bullying covered by this policy

7.1 Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

7.2 Bullying can take many forms and include:

- **Cyberbullying:** e.g. chatroom / blogs / message board, email, gaming console, Instant messaging apps (Whatsapp, Discord) mobile phones including photos, social network sites e.g. Instagram, Snapchat, Tiktok, video hosting sites (YouTube, Vimeo, Twitch), webcam.
- **Damage to property:** e.g. graffiti on personal property.
- **Hazing/Peer on Peer Abuse.** I.e. the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a

person into a group including a new fraternity, team, or club. Hazing is seen in many different types of social groups, including gangs, sports teams, academies, military units, and fraternities. The initiation rites can range from benign pranks to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing is often prohibited by law or prohibited by institutions such as colleges and universities because they may comprise either physical or psychological abuse. It may also include nudity or sexual assault.

- **Inciting others to bullying behaviour** e.g. encouraging students with special educational needs to bully others so that they receive the consequences rather than the instigator.
- **Literature:** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia.
- **Physical hurt/attack:** e.g. physical intimidation, mimicry, unwanted or inappropriate touching.
- **Psychological:** e.g. damage to reputation (sexual, denial of identity, gender / ethnicity), extortion of belongings, identity theft / impersonation, isolation / refusal to work / play with other student, revealing personal information, threats.
- **Verbal:** e.g. 'joke' making, mimicry / ridicule, name calling, spreading rumours, swearing, verbal abuse.
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

- 7.3 Although all these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.

In the first instance it is not a requirement for members of the school to investigate whether bullying is occurring but to accept the student's perception and jointly agree a way to go forward with them, which will reduce and ultimately eliminate their difficulties

7.4 Types of bullying

Bullying can happen for a large number of reasons but the most common are listed below:

- **Homophobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying).
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving students who identify as Gypsy/Roma traveller come under this heading too).
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too).
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If this is unchallenged it can eventually lead to domestic violence).

- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention).
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgender people).

7.5 **Signs and Symptoms of bullying**

Signs of bullying can be extremely variable and will very much depend on the individual but some of the more common signs include:

Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress.

Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.

Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour.

General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids entering/ leaving the Academy with others.

8. **Academy ethos**

8.1 Broadway 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 Academy community can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

8.2 *Our Community:*

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the academy to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority, Anti-Bullying Alliance and other relevant organisations when appropriate.

9. Responding to bullying [see flowchart at Appendix 1]

9.1 The following steps may be taken when dealing with all incidents of bullying reported to the Academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The Academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of the Pastoral staff or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The Academy will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the Academy behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off Academy site or outside of normal Academy hours (including cyberbullying), the Academy will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in the Academy in accordance with the Academy's behaviour policy.
- A clear and precise account of the incident will be recorded [on My Concern and ARBOR] by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9.2 Cyberbullying

When responding to cyberbullying concerns, the Academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the Academy systems
 - identifying and interviewing witnesses
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the Academy searching and confiscation policy. (NB: **in accordance with** the DfE '[Searching, screening and confiscation at school](#)' and [Childnet](#) Cyberbullying guidance to ensure that the Academy's powers are used proportionately and lawfully)
 - Requesting the deletion of locally held content and content posted online if they contravene Academy behavioural policies.

- Ensure that consequences are applied to the person responsible for the cyberbullying; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to think carefully about what private information they may have in the public domain.

9.3 **Prejudice-related incidents**

A prejudice-related incident, for example racist graffiti or sexist language, may not constitute direct bullying because they are not repeated, not intentional or not directed at an individual. However, these incidents often involve the same behaviour as described in the '**Forms of bullying/Bullying behaviour**' section. An incident may be a prejudice-related incident or a bullying incident, or both. Such incidents are recorded and acted upon by ensuring that he/she recognises his/her behaviour and how it affects others,

by applying appropriate sanctions, by guiding, supporting, advising and offering strategies to change behaviour, by encouraging responsibility is taken for wrong actions and helping them to actively make amends. As with all other incidents, this would be recorded on ARBOR. Broadway Academy actively promotes equality and cohesion and therefore operates a zero-tolerance approach to all forms of bullying and prejudice-related incidents.

9.4 **Supporting pupils**

Pupils who have been bullied will be supported by some of the following:

- Reassuring the pupil and providing continuous support.
- A Staff group who are receptive to the student's position and don't seek to take responsibility or action away from the student (when questioned independently students cite staff taking control as one of the main reasons for not reporting incidents)
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of the student support / Deep Support team. Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Opportunities to restore self-esteem and confidence
- Use of a mediated meeting and/or peace agreement
- Safe area to go if the student feels vulnerable at particular times of the day
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and FTB (Forward Thinking Birmingham).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern, their wrongdoing and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- Use of a mediated meeting and/or peace agreement

- If online, requesting that content be removed and reporting accounts/content to service provider or police
- Sanctioning, in line with academy behaviour; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term internal or external suspensions or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or FBT as appropriate.

9.5 Supporting adults

Our Academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- *Adults (staff and parents) who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Where the bullying takes place off Academy site or outside of normal Academy hours (including online), the Academy will still investigate the concern and ensure appropriate action is taken in accordance with the Academy behaviour policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the academy's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

10. Preventing bullying

10.1 Environment

The whole Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of the Academy and tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive Academy ethos.

10.2 Policy and Support

The whole Academy community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing Academy policies, for any bullying brought to the Academy’s attention, which involves or affects pupils, even when they are not on Academy premises; for example, when using Academy transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

10.3 Education and Training

The Academy community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy’s policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the Academy/student council, etc.
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

11. Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the Academy’s approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in the Academy and embedded messages in the wider Academy curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

12. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the Academy does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the Academy gates that give rise to bullying.
- Ensure that parents work with the Academy to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Monitoring and review: putting policy into practice

- The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the Academy's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The Safeguarding Governor for bullying will report on a regular basis to the governing board on incidents of bullying, including outcomes.

14. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: [Bullying Intervention Group | Anti-bullying Experts](http://Bullying%20Intervention%20Group%20-%20Anti-bullying%20Experts)
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: [Restorative practice in schools](http://Restorative%20practice%20in%20schools)

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [cyberbullying-and-send-module-final\(1\)_0.pdf](http://cyberbullying-and-send-module-final(1)_0.pdf)
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Educate against Hate: www.educateagainsthate.com/
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Show Racism the Red Card: www.srrc.org/educational
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org

LGBT

- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [Schools: It's About Time things changed | End Violence Against Women](https://www.gov.uk/government/publications/schools-it-s-about-time-things-changed)
- A Guide for Schools: [Microsoft Word - EVAW Coalition Schools Guide.docx](https://www.gov.uk/government/publications/microsoft-word-evaw-coalition-schools-guide)
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for Academy staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

APPENDIX 1
RESPONDING TO BULLYING FLOWCHART

