MacIntyre Academies
Quest Academy

Anti-Bullying Policy

Version	Changes	Responsibility / Date
8	- No significant changes required. Minor typing errors fixed.	Assistant Principal (Behaviour & Attitudes)

Person Responsible:	Principal
Type of Policy	Non-statutory
Date of first draft:	May 2016
Date of staff consultation:	Sep 2017
Date adopted by the Trust Board:	Sep 2017
Date of implementation:	Sep 2017
Date reviewed:	Apr 2025
Date of next review:	Apr 2026

Contents

1. Purpose ... 3
2. Scope ... 3
3. Introduction ... 3
Definition of Bullying ... 3
4. Underlying Principles ... 5
5. Aims ... 5
6. Objectives ... 6
7. Responsibilities ... 6
Principal ... 6
All Staff ... 6
Volunteers and young adults on placement/work experience ... 7
Our learners ... 7
Parents and carers ... 7
8. Procedures ... 7
Programmes of Support ... 8
Supporting the target of bullying ... 9
Outcomes ... 9
9. Monitoring Impact ... 9
Appendices: ... 11
Signs and Symptoms – a useful checklist (appendix A) ... 11
Expert Advice and Specialist organisations (Appendix B) ... 11
Anti-Bullying Stepped Approach (Appendix C) ... 13

1. Purpose

This policy sets out the procedures governing the action to be taken in respect of bullying concerns relating to learners at Quest Academy.

2. Scope

This policy applies to all MacIntyre Academies employees, including volunteers and supply/agency staff, as well as Local Advisory and Trust Board Members.

3. Introduction

This policy is written in accordance with:

- Education Act (2002)
- Education and Inspections Act (2006)
- Equalities Act (2010)
- Keeping Children Safe in Education (2023)
- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (2017)
- SEND Code of Practice: 0-25 years (2014)

The policy should be read alongside Quest Academy's:

- Behaviour Support Policy
- SEN Policy
- Curriculum Policy
- Exclusion Policy
- Safeguarding & Child Protection
- e-Safety Policy
- Complaints Policy

Definition of Bullying

Bullying may be defined as "Behaviour by an individual or group, usually repeated over time and on purpose, that intentionally hurts another individual or group either physically or emotionally". Bullying can take many forms (see below) and is often motivated by prejudice against different groups. Bullying may also be motivated by actual, or perceived differences, between children.

There is no legal definition of bullying, however, it's usually defined as behaviour that is:

- Repeated
- Intended to offend, intimidate or insult another person or group.
- An abuse or misuse of a position of power which may undermine, humiliate or cause physical and emotional harm.
- May be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying can be:

- Physical: Pushing, kicking, hitting, punching or any use of violence.
- Emotional: being unfriendly, excluding, tormenting. embarrassing (e.g. hiding books, threatening gestures)
- Racist: Relating to race, religion or culture. Can include Racial taunts, graffiti, gestures,
- Sexual/sexist: Unwanted physical contact or sexually abusive comments
- Homophobic: Abuse because of, or focussing on the issue of sexuality
- Verbal: Name calling, sarcasm, spreading rumours, teasing.
- Cyber: All areas of internet, such as email and chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera & video facilities

As a result of their SEND, our learners may be particularly vulnerable to bullying related to their Special Educational Needs, appearance or health conditions, or related to their home circumstances (they may be home carers, or Children Looked After)

Bullying and SEND

Bullying by children with SEND is no more acceptable than bullying by any other learners, and as such it should be made clear that bullying behaviours are not acceptable and are aware of any consequences of continuing these types of behaviours.

The DCSF Safe to Learn guidance suggests that sanctions in relation to bullying are applied fairly, proportionally, consistently, and reasonably, taking in to account the vulnerability of learners any SEND needs that learners may have.

For consequences to be reasonable and lawful, they must take in to account the nature of a child's SEND, and the extent to which the learner understands and is in control of what he/she is doing. Bullying is a dynamic process in which involvement is based on interactions between an individual and their socio-ecological status. As such tackling bullying within an SEN school in which there are wide-ranging characteristic differences between subgroups of SEND children presents considerable challenges (Rose and Espilage, 2017).

Hwang, Kim, Koh and Leventhal (2017), have found that there is an increased prevalence of bullying behaviours in children with Autistic Spectrum Conditions (ASC), compared to similar aged children without ASC.

Children with autism spectrum conditions have persistent deficits in social communication and interaction across multiple contexts. This may include difficulties in; initiating and responding to social situations, 'reading' non-verbal communicative behaviours used for social interaction, and developing, maintaining and understanding relationships.

These difficulties increase the vulnerabilities of ASC populations to bullying behaviours. For example, a vulnerable learner may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him/her to do things for them. Another example may be where a learner with autism becomes obsessional about another learner and targets them in either a positive or negative way.

Additionally, bullying requires a perpetrator to intend to cause mental/physical suffering and the ability to determine what will cause the greatest amount of suffering to the targeted learner. However, this level of social analysis and the ability to execute such plans are often absent amongst learners with ASC. Nonetheless, others might interpret learners with ASC's behaviour as intentional for a variety of different reasons, such as a tendency for them to speak with 'brutal honesty'.

Research from Rose & Espelage (2012), also indicates that there is an increased likelihood of learners with SEMH (previously termed EBD) engaging in bullying behaviours, but that these behaviours may be a manifestation of their disability and therefore could more accurately described as reactive aggression. SEMH learners are also more likely to display proactive aggressive behaviours (e.g. bullying), compared to other groups of learners with disabilities, in order to avoid themselves becoming a target of bullying behaviours.

Bullying and Wellbeing

'Mental health is defined as a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a

contribution to his or her community' (Promoting Mental Health: Concepts, Emerging Evidence Practice. World Health Organisation (WHO, 2005).

At Quest Academy we want to provide an environment that promotes good wellbeing, and prevention of bullying and discrimination is key to this. Bullying has a significant impact on children's emotional wellbeing and identity. Many of the learners at our school have identified mental health issues which means that they may be more vulnerable to bullying and its effects. As such we ensure that learners are supported with their mental health needs in a non-stigmatising way.

We understand that disruptive, bullying or challenging behaviour can be a result of difficulty to express distress. We support the emotional needs of those who are bullied and those who bully others. We have a range of specialist staff who will provide support. On some occasions the perpetrator can also be the targeted person. For this reason, support will be provided by different members of our CSC team.

We must respond to bullying effectively, listening to learners to prevent them from developing other coping strategies such as self-isolation or self-harm, which would affect their ability to engage in learning and their wider relationships. We support learners to talk about the effects of bullying

Key Contacts in School

Leads who have a special interest in bullying are:

- Class Teams
- Safeguarding leads for school and the Trust (Please see ***safeguarding policy***).
- Compassionate Schools Coaches
- Senior Leadership Team

Please also reference stepped approach for procedure (appendix C).

4. Underlying Principles

At Quest Academy we are committed to providing a caring, friendly and safe environment for all of our learners so they can learn in a relaxed and secure atmosphere. We are inclusive and celebrate diversity. Bullying of any kind is unacceptable. If bullying does occur, we want all learners to be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff so it can be dealt with.

We believe that:

- Learners have a right to learn free from intimidation and fear.
- The needs of the target are paramount.
- We do not tolerate bullying behaviour.
- Bullied learners will be listened to and supported.
- Reported incidents will be taken seriously and thoroughly investigated.

5. Aims

We aim to provide a caring, positive and safe environment, where all learners at Quest Academy feel safe, secure and respected, where they feel protected and confident that they will be listened to. We recognise that our learners are vulnerable to bullying and some have experienced or witnessed it. At all times our staff are aware for the need to challenge any discriminatory behaviour towards others and to report any incidents through Safeguard and Iris Adapt.
We aim to:

- Teach our learners how to treat each other with respect.

- Enable learners to understand when they are being bullied and to give them strategies to be able to speak out and deal effectively with these situations, wherever they may occur.
- Reinforce Protective Behaviour strategies with our learners so that they are able to use strategies to keep themselves safe.
- Ensure classroom displays act as prompts for learners
- Emphasise our school rules, “Be Ready, Be Respectful, Be Safe”.
- Make learners and parents feel assured that they will be supported when bullying is reported.
- Seek to learn about good practice in antibullying, from other schools, organisations and the local authority.

6. Objectives

To achieve our aims, we will ensure that:

- All advisory board members, teaching and non-teaching staff, learners and parents/carers are trained or informed to understand what bullying is, be aware of the signs of bullying and how to raise concerns.
- We teach learners about bullying and how to abide by the anti-bullying policy, ensuring they understand that concerns will be dealt with sensitively and effectively.
- We raise awareness during anti-bullying week.
- We train and support staff to promote positive relationships and implement the PSHE curriculum, supporting social development for learners.
- We discuss, monitor and review our anti-bullying policy on a regular basis at team meetings and LAB meetings.
- All learners and parents/carers know what the Quest Academy policy is on bullying, and what they should do if they have concerns about bullying.
- We respond to all concerns raised about bullying, reporting back to learners/staff on actions taken.
- We involve other agencies in developing our policy and practice, seeking advice and training.

7. Responsibilities

Principal

- To oversee the implementation of the policy, including in induction and ongoing training for staff, volunteers and young people on placement and to oversee the review and updating of the policy every two years.
- To ensure appropriate and timely training is delivered to all staff.
- To ensure the ethos of a caring, respectful and safe environment is evident throughout the Quest Academy.
- To ensure effective joint working with MacIntyre Discovery Academy, MacIntyre Endeavour Academy and other organisations/agencies.
- To make recommendations to LAB for any amendments to policy or procedure.
- To ensure appropriate learning opportunities, regarding bullying, are delivered to learners.
- To oversee the monitoring and investigation of all allegations of bullying, ensuring parents/carers are informed and that appropriate interventions are put in place.
- To review bullying data on at least a half termly basis.
- To analyse data and report to the local advisory board on bullying incidents and concerns on a termly basis.

All Staff

- To notify their line manager of incidents of bullying and to follow the appropriate Quest Academy procedures.

- Senior leaders are responsible for ensuring all staff are well supported and have the opportunity for post incident debriefings.
- All employees have a duty of care that requires them to act in the learner's best interest and to treat all of the young learners we support fairly, with respect and understanding.
- All persons have a duty to report any concerns about bullying to the Principal, or if appropriate to the LAB or CEO.
- To respond to all young people in a calm and positive manner.
- To provide positive role models to all learners ensuring that their behaviour reflects the good practice of the Quest Academy.
- To value every learner and their right to learn free from bullying and discrimination.
- To enable and support learners to understand what bullying is, how it may affect them and others and how to manage challenging situations.
- To work with their team, staff in other settings, learners, parents and carers to ensure that strategies are developed together and that there is continuity of approach.
- To liaise with other agencies regarding the prevention of bullying relating to learners following inclusion programmes.

Volunteers and Young Adults on Placement/Work Experience

- To follow the anti-bullying policy and guidance given.
- To request support and advice when necessary.

Our Learners

- To be responsible and respectful to those around them and treat them as they would wish to be treated.
- To work with staff to develop and follow a set of ground rules based on our three core expectations "Be Ready, Be Respectful and Be Safe"
- To report all incidents of bullying to a member of staff, making use of the "stepped approach" (*appendix C*)

Parents and Carers

- To keep the Quest Academy informed about concerns, problems and family circumstances which may affect their child's behaviour or wellbeing.
- To work with staff to plan and implement individual support plans that recognise and combat bullying.

8. Procedures

Why is it Important to Respond to Bullying?

Bullying hurts and can have a long term and serious impact upon a person's life and wellbeing. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving.

At Quest we have adopted a four stepped approach to bullying ***(Appendix C).*** Each classroom has the stepped approach to bullying displayed on the classroom safeguarding board. This helps learners understand how to report an incident and the measures that will be put in place for the target and perpetrator.

As part of this process, the safeguarding and behaviour teams will review CPOMS on a daily basis for any reports of bullying. This ensures that impact of interventions is prompt and effective for both perpetrator and target. It also ensures that any patterns are identified early on and appropriate measures taken.

All educational settings have a responsibility to respond promptly and effectively to issues of bullying. At Quest we understand that bullying may be considered a form of abuse and will be treated as a child protection/safeguarding concern. We also understand that bullying may be a criminal matter under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Prevention

At Quest Academy we are committed to preventing bullying. We use the following methods:

- We provide our learners with a clear message and expectations to promote respectful relationships, language, and positive behaviour.
- We recognise and celebrate diversity.
- Invest in staff training and skills e.g. to understand LGBT learners.
- We work with learners to develop ground rules and codes of conduct for positive behaviour.
- We ensure that learners have appropriate targets in their Personal Development Plans (PDPs) relating to behaviour.
- Our PSHE curriculum helps learners to understand what constitutes bullying, its impact and the roles of people involved including bystanders.
- We support learners to develop the personal, social and emotional skills that help protect them from bullying.
- Learners are taught and encouraged to report bullying incidents to staff.
- We address online safety with learners and parents/carers.
- Have defined levels of supervision for learners between lessons, at breaks and lunchtimes.
- Provide learners with safe places and people that they can go to if they are feeling vulnerable.
- Using social stories about bullying.
- Use our “help scripts” to support learner’s demonstrate positive interactions with each other.
- Using Anti-bullying week to revisit staff training and to raise awareness throughout the Quest Academy.
- Displaying signs saying what to do if learners are worried, upset or being bullied.
- We have annual staff training prior to Anti-bullying week.

Programmes of Support

- Learners and parents/carers can raise concerns with any member of staff about bullying, or report an incident of bullying. Lead people are identified in this policy, and the lead nominated for dealing with individual case will depend on the frequency and severity of the bullying behaviour.
- Learners witnessing bullying should provide support to their peer and bring this to the attention of an adult.
- Staff will record and investigate all incidents of reported bullying promptly using the Quest Academy’s standard incident recording form on CPOMS.
- Any alert will be responded to by a member of the school’s safeguarding team the DSL or DDSL.
- The school will respond to any alerts or concerns involving its learners, even if it has taken place outside of school.
- Appropriate investigations will be undertaken to gather the facts about any alleged bullying incident in or out of school.
- The DSL or DDSL will make a referral to the Local Authority Safeguarding Board or police if appropriate.
- Parents/carers will be informed and, in serious cases, will be asked to come in to a meeting to discuss the problem.
- Programmes of Support will be planned to enable learners to recognise what bullying is and

to develop strategies to overcome it.
- Short- and longer-term monitoring will be used to ensure that strategies to overcome a bullying incident have been successful.

Supporting the Target of Bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:
- Active listening
- Advice
- Partnership working with families
- Programme of Support e.g. counselling, managing anxiety, assertiveness training, thera-play, self-esteem, ELSA etc.
- named staff member to provide appropriate support;
- regular checking with the learner regarding their wellbeing.

Outcomes
- The learner feels listen to and believed;
- The learner feels safe in school;
- The learner understands what the school has done in line with our stepped approach to bullying;

Supporting the Perpetrator

To help the perpetrator understand the impact their behaviours have had, and the reasons for their behaviour, our compassionate school coaches provide individualised Programmes of Support.

Similar to the principles which underpin our approach to supporting children who are targets of bullying, staff will:
- Actively listen
- Work in collaboration with families
- Try to ascertain the reasons for such behaviour
- Provide appropriate levels of support linked to the root cause of why the child is bullying
- Provide regular check ins

Outcomes

- Where necessary Programmes of Support will be planned to help the perpetrator acknowledge their responsibility, to recognise the harm caused and to support them to change their behaviour.
- The Perpetrator may be asked to genuinely apologise. Restorative justice strategies may be used to support the process.
- If possible, the learners will be reconciled.
- All necessary steps will be taken to safeguard the target of bullying.
- As per our behaviour policy we will not impose a generic sanction system for bullying incidents or other acts, instead we use 'natural consequences' stance to support learning around the consequences of displaying bullying behaviours.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not recur.

9. Monitoring Impact

We will review this policy at least annually, or following an incident that suggests the need for review. As part of this process we will involve the School Council to inform our policy and practices.

We will also consider developments in technology that impact on bullying.
We will monitor bullying by:

- Recording and investigating all reported incidents of bullying.
- Reviewing records every half term.
- Reporting on bullying to the LAB on a termly basis, or as requested.

We will consider that we are succeeding if:

- A high percentage of learners are able to demonstrate an awareness of what bullying is and what to do to stop it.
- Students say they would go to a member of staff if they were feeling unhappy or worried.
- Staff demonstrate understanding of this policy.
- Analysis of data shows a decrease in reported incidents of bullying.

Changes at previous reviews:

Version	Changes	Responsibility / Date
5	- Addition to Appendix C, highlighting appropriate consequences linked to Behaviour Policy	Assistant Principal
	- Changes to terminology - Additional paragraph re support for the Perpetrator - More detailed information re delivery of programmes of support - In the review section – included seeking the school council re supporting the review of the Policy	Behaviour and Well-Being Lead 14/11/21
6	- New paragraph at the end of section 3. - Addition of the involvement of the School Council to section 9	Behaviour Lead November 2022
6i	- Updated reference to KCSIE to the most recent version	Principal

Appendices:

1. Signs and symptoms of bullying (Appendix A)
2. Expert Advice and Specialist Organisations (Appendix B)
3. Bullying Stepped Approach (Appendix C)

Signs and Symptoms of Bullying – A Useful Checklist (Appendix A)

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from Quest Academy
- doesn't want to go on the Quest Academy / public bus
- begs to be driven to Quest Academy
- changes their usual routine
- is unwilling to go to Quest Academy (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in Quest Academy work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- begins to harm or cut themselves
- begins to wet or soil themselves at night

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Expert Advice and Specialist Organisations (Appendix B)

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/

Kidscape: Charity established to prevent bullying and promote child protection providing advice for

young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. Cyber-bullying
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.
Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT
EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism
Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Anti-Bullying Stepped Approach (Appendix C)

MacIntyre Academies
Quest Academy

Anti-Bullying Stepped Approach

Bullying Confirmed?

YES

Repeated bullying behaviour recorded on CPOMS: Move to **Step 1**

NO

Discussion with CSC Team. Natural consequences may be implemented.

STEP 1

Actions:
- Conversation with Bullying Lead from CSC Team
- Discuss Behaviours with Learner
- What is Bullying PowerPoint
- Agree and Sign Behaviour Contract
- Restorative Practice
- Phone Call Home

If bullying behaviour persists move to **Step 2**

STEP 2

Actions:
- Programme of Support e.g. Anger Management, Empathy Programme
- Further Discussion Around Consequences of Continuing
- Action Plan & Strategies Implemented
- Check In-Check Out Programme
- Phone Call Home

If bullying behaviour persists move to **Step 3**

STEP 3

Actions:
- 360 Bullying Behaviour Report
- Parent/Carer Meeting with SLT
- Natural Consequences e.g. Restriction of Privileges (Ability to Represent School Council/Football Team)
- Intensive Programme of Support Based on Findings from 360 Report

If bullying behaviour persists move to **Step 4**

STEP 4

Actions:
- Parent/Carer Meeting with Principal
- Measures Taken to Reduce Incidents e.g. Class Move, Implementation of 1:1 Support
- Possible Placement Review
- Possible Use of Suspensions/PEx