

# Coombeshead Academy

*Together we grow, together we achieve*



## Anti- Bullying Policy

**2025-2026**

Approved by Coombeshead Academy Governors:	<b>September 2025</b>
Version:	<b>0.1</b>
Author Initials:	<b>JCH</b>
Review Date:	<b>September 2026</b>

## **Introduction**

### **1 Definitions of Bullying**

### **2 Rationale**

### **3 Aims of the Policy**

### **4 Coombeshead Academy Practices and Procedures**

### **Appendices: -**

- Appendix A: Working with pupils who are being bullied
- Appendix B: Bullying - Guidelines for investigating bullying
- Appendix C: Bullying: Advice to-Pupils, Parents, Staff
- Appendix D: Coombeshead Academy Pupil Statement
- Appendix E: Coombeshead Academy Incident Report Form
- Appendix F: Anti-Bullying Policy Across the Curriculum

### **Linked Policies: -**

- Behaviour Policy
- Exclusion Policy

## **Coombeshead Academy**

### **ANTI-BULLYING POLICY**

This policy aims to promote the right of everyone to feel secure and safe in school, and for children to feel protected from bullying at Coombeshead Academy.

It should be read in conjunction with the School's Behaviour Policy

#### **1. DEFINITIONS OF BULLYING**

1.1 There are many definitions of bullying, but we consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against
- consists of incidents victims feel they cannot deal with alone

1.2 Bullying can take many forms, but five main types are:

- physical (hitting, kicking)
- verbal (name calling, insulting, making offensive remarks)
- indirect (spreading unpleasant stories about someone either orally, in writing or electronically, exclusion from social groups, being made the subject of malicious rumours, taking belongings etc.)
- offensive behaviour.
- Cyber: all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities. Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator may never be in the same physical space as their target and may attempt to remain anonymous. Many cyber bullying incidents can themselves act as evidence and it is important that in all settings staff, pupils and parents know how to deal with incidents.

1.3 Name-calling is the most common direct form. This may be because of individual characteristics, ethnic origin, nationality or colour; sexual orientation, or some form of disability.

(Bullying: Don't Suffer In Silence.DfEE 2000)

## **2. RATIONALE**

- 2.1 Everyone has the basic right to freedom from pain, humiliation and fear.
- 2.2 Bullying adversely affects the atmosphere of a class or the climate of the school.
- 2.3 The School has a responsibility to create a secure and safe environment for children in their care so that parents may hand their children over in the confident knowledge that they will be protected from bullying.

## **3. AIMS**

The aims of this policy are:

- 3.1 to demonstrate for pupils and staff that bullying is unacceptable;
- 3.2 to encourage an environment where achievement is celebrated, independence is recognised and individuals can flourish without fear;
- 3.3 to maintain the principle that every pupil has the right to be safe and happy in school and to be protected when he/she is feeling vulnerable;
- 3.4 to instil confidence and self-belief in pupils, enabling high expectations and achievement;
- 3.5 to promote the consideration of others as a core value of the school.

## **4. PROCEDURES:**

It is important to recognise that whilst there is no single way to deal with bullying, each instance must be dealt with promptly and effectively. As a general rule the following procedures should be followed:

- 4.1 Staff should:
  - 4.1.1 use procedures under the school's Behaviour Policy;
  - 4.1.2 assure the pupil that their concerns will be dealt with seriously. If time cannot be found immediately, make an appointment to see the pupil later;
  - 4.1.3 establish the facts and identity of the bully (bullies);
  - 4.1.4 interview both the bullied and the bully at appropriate and convenient time;

4.1.5 keep a written record of the incident, share information as appropriate with colleagues and ensure a copy of the written record is passed to the Student Support Officer;

4.1.6 ensure that appropriate action is taken as a result of the incident. This may include: -

- an apology, either written or verbal;
- a meeting between the bullied and bully;
- appropriate sanction within the school's disciplinary procedure and/or providing mentor support;
- informing parents of the incident;
- inform tutor/Year Team Leader/Student Support Officer;
- in appropriate cases, the matter should immediately be brought to the attention of a Senior Staff member.

(See Appendix A: Working with Pupils who are being bullied and Appendix B: Guidelines for investigating incidents of bullying)

4.2 Pupils should: -

4.2.1 tell a member of staff if they are being bullied, or if they know someone else is, or

4.2.2 leave a message on the '**Whisper**' function, found on the school web site. Whisper is an anonymous reporting service, enabling you to capture comments, reports, issues and bullying concerns. It consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school. That information is then immediately sent to members of the School Safeguarding Team. This service can be regarded as anonymous if the user chooses to withhold their personal information, or

4.2.3 tell a member of the Anti-Bullying Ambassadors Team.

Pupils should be safe in the knowledge that we are a 'telling school'.

4.3 Parents should: -

4.3.1 please inform the Student Support Officer or tutor if they suspect bullying may be occurring;

4.3.2 reassure your child that the school will deal with the issue sensitively but firmly;

4.3.3 work with the school towards resolving the difficulties which exist

outside school.

#### 4.4 Bullying outside of school

4.4.1 Clearly bullying is not merely confined to school and may take place in situations outside the school's control. As members of the community we all have a responsibility to work to prevent bullying and to act if we see it occurring.

4.4.2 If parents or pupils are concerned about bullying outside the school we would ask them to do the following:

- Notify the school of your concerns, particularly your child's Student Support Officer. Incidents outside school can often spill over into school time and we would appreciate any information that may help us. We may be unable to act but we can offer advice.
- Leave a message on the '**Whisper**' function, found on the school web site. Whisper is an anonymous reporting service, enabling you to capture comments, reports, issues and bullying concerns. It consists of a website button/link that launches an online dialogue box to capture information or details for anyone who needs to report issues to the school. That information is then immediately sent to members of the School Safeguarding Team. This service can be regarded as anonymous if the user chooses to withhold their personal information, or
- Contact the relevant authorities outside school if you feel the situation merits it. (further advice can be found in appendix B: Advice to Parents)

4.4.3 School buses can be places where bullying occurs. The school has a clear expectation that pupils behave responsibly and considerately on the buses and bullying will not be tolerated. Devon Transport require all pupils using the buses to sign the behaviour code agreement and the school will assist Devon Transport in enforcing this.

4.4.4 Staff monitor the loading and disembarkation of buses each afternoon. If pupils or parents have concerns about bullying they can speak to staff at these points.

4.4.5 Any concerns about bullying on the buses can be reported to reception by any parent or pupil and will be passed to the appropriate member of staff and/or Devon Transport.

4.4.6 Pupils or parents may also contact the school if they have any concerns regarding bullying or behaviour on the buses, or contact Devon Transport direct.

## **5. CONSEQUENCES**

Appropriate responses should be carried out in line with the School's Behaviour Policy and Procedures. Pupils are expected to record their perspective on an Anti-Bullying Incident Sheet and a restorative session will be undertaken if appropriate.

5.1 Depending on circumstances, consequences might include the use of sanctions in line with the School's Behaviour Policy and Exclusion Policy.

## **6. INTERVENTION STRATEGIES**

6.1 Pupils who have been bullied should be supported by:

6.1.1 being offered an immediate opportunity to discuss the experience with a student support officer, anti-bullying ambassador, counsellor or other member of staff;

6.1.2 reassurance;

6.1.3 continued monitoring of situation;

6.1.4 guidance on how to further access support

6.2 Pupils who have bullied should be helped to cease behaviour of this kind by:

6.2.1 discussing what happened and the effects on others;

6.2.2 discovering why the pupil became involved;

6.2.3 establishing the wrong doing and need to change;

6.2.4 informing parents to help change the attitude of the pupil;

6.2.5 being offered support to deal with the inappropriate behaviour;

6.2.6 understanding the consequences of continued bullying;

6.2.7 referral to anger management/counselling.

6.3 Within the curriculum, the School will raise the awareness of the nature of bullying through inclusion in Life Skills, assemblies and subject areas, as appropriate, in an attempt to ensure awareness of the School's Anti- Bullying Policy and to attempt to fulfil the aims outlined in this document.

## **7. MONITORING**

7.1 Monitoring will be carried out termly by the Assistant Headteachers and the Student Support Officers using the data gathered on the Bullying Report Forms.

## **8. EVALUATION**

This should be undertaken by: -

8.1 using data from monitoring and feedback from staff, parents, pupils and Governors, the Policy will be reviewed and updated bi-annually;

8.2 evaluation to be co-ordinated by the Assistant Headteacher and a report prepared for termly Governors' meetings.

## **9. APPENDICES**

- Appendix A: Working with pupils who are being bullied
- Appendix B: Bullying - Guidelines for investigating bullying
- Appendix C: Bullying: Advice to-Pupils, Parents, Staff
- Appendix D: Coombeshead Academy Pupil Statement
- Appendix E: Coombeshead Academy Incident Report Form
- Appendix F: Anti-Bullying Policy Across the Curriculum

## **Appendix A**

### **Working with Pupils who are being bullied**

For a pupil to discuss incidents of this nature he or she must feel great confidence in the adult concerned. Ideally such discussion will take place in a private space and be given adequate time. In every circumstance the member of staff will wish to be seen to listen carefully and accept what pupils say in a calm and non-judgmental manner. Frequently children who are victims of bullying have a low self-esteem and lack confidence. One way of redressing this is to make clear the ability of the member of staff to listen and then to demonstrate that the individual concerned is being respected and is worthy of attention. It is important to make clear that you may need to inform another member of staff about the situation. At the end of a discussion the pupil must know that the member of staff is concerned that the bullying has happened and that help will be forthcoming.

The pupil should be given access to a member of staff with whom they can discuss any further problems. Usually this will be the tutor, Student Support Officer or member of SLT, but it may be appropriate to ask the pupil if there is a particular member of staff to whom they feel they could speak, whilst making clear it may not always be possible to accommodate this. In due course it may be necessary to work with a pupil and/or parents on strategies that will help to safeguard against further incidents.

Do not minimise the "crime" of bullying - assault is an offence, harassment is an offence. In appropriate cases and in consultation with victim and parents, the Assistant Headteacher may refer to the Youth Intervention Officer.

Such strategies might include:

- Helping the individual to return to the group in which they have been bullied, for example, chairing meetings between victim and bully.
- Enabling the pupil to express feeling about being bullied and fears about the future.
- The School will ensure that there is easily accessible "anti-bullying literature" within the school.
- The appropriate bullying forms are available to all staff.
- Incidents of "racial abuse" are reported to the appropriate "anti-discriminatory" organisation and BPRI forms will be completed.

- Helping pupils to deal with private feelings, such as those of shame, humiliation or fear.
- Working with the pupil to find the most important aspect of the problem, offering support or where available appropriate places in which to spend leisure time.
- Assisting the pupil to participate in activities.
- Help the individual develop positive attitudes to their own performance.
- Be aware that 72% of "Young Carers" have experienced bullying. Being a Child Looked After (CLA), personal hygiene and educational needs may all be factors for the bully.

## **Appendix B**

## **Bullying - Guidelines for Investigating Bullying**

- If you can't deal with it straight away, make an appointment with the pupils concerned and deal with it as soon as possible. If you judge the situation to be serious, contact the Student Support Officer and involve a senior member of staff.
- Get the facts before you act.
- Confirm those facts with a neutral party, if possible.
- Check out the background with Tutor, Student Support Officer or Year Team Leader.
- Interview pupils singly and minimise the risk of collusion.
- Ask pupils to produce a written account of events. This will provide a record to refer to when investigating and provides reflection time.
- Recognise that getting to the truth takes time and persistence.
- If in doubt, get a second opinion from a colleague.
- Make early contact with parents (of bully and victim) unless victim makes a strong and well-reasoned case to the contrary.
- Enforce appropriate sanction.
- Arrange for the victim to receive support.
- Record incident on Bullying Report Form and pass to the Student Support Officer.
- Inform the Tutor, Student Support Officer and Year Team Leader of pupils concerned.
- Communicate outcomes and action to parents and to teachers on a 'need to know' basis.
- Ensure that the situation is monitored for at least 4 weeks after which a brief review should be held. Take appropriate action, if any.

## **Appendix C**

## **Bullying - Advice to Pupils**

- Tell someone early and nip it in the bud, prevention is better than cure.
- Tell someone else.
- Support a friend in need.
- Seek advice from the Anti-Bullying Ambassadors Team.
- Leave a message on the '**Whisper**' function, found on the school web site. Whisper is an anonymous reporting service, enabling you to capture comments, reports, issues and bullying concerns. It consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school. That information is then immediately sent to members of the Safeguarding team at school. This service can be regarded as anonymous if the user chooses to withhold their personal information.
- Don't leave your personal belongings unattended; this can often lead to problems.
- Stick with your friends, this makes bullying more difficult. Stay away from places where you know trouble can happen.
- If you suffer problems on a school bus where you can't get away, seek help from another student. If that doesn't work, speak to your tutor who may decide to alert your Student Support Officer or an Assistant Headteacher to the problem. '
- Trust those people who deal with bullying: they will offer immediate support.

## **Bullying - Advice to Parents**

- If you suspect your child is being bullied, ask him / her.
- Recognise that it often takes courage for a child to admit they are being bullied.
- They will almost always have tried already to deal with the problems themselves.
- Listen carefully to him/her and find out what's going on.
- Take what he/she tells you seriously.
- Contact the Student Support Officer at the School. They will then speak to the appropriate member of staff.

- Leave a message on the '**Whisper**' function, found on the school web site. Whisper is an anonymous reporting service, enabling you to capture comments, reports, issues and bullying concerns. It consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school. That information is then immediately sent to members of the Safeguarding team at school. This service can be regarded as anonymous if the user chooses to withhold their personal information.
- Work with the School to solve the problem: we cannot succeed if we work independently.
- Help your child develop strategies to avoid situations where bullying may occur
- Don't hope it will go away, the sooner you act and contact the school, the sooner the problem can be addressed.

### **Bullying - Advice to Staff**

- Take any report of bullying seriously.
- Be prompt to class, and prompt to duty. Bullying usually occurs during unsupervised time.
- Don't leave your class unless it's an emergency.
- Always be on the look-out for behaviour which points to bullying, e.g. unexpected silence, that look, bags out of place, pupils where they 'shouldn't be', torn/spoiled clothing, whispering, tripping / kicking, poor attendance etc.
- Record all incidents of bullying on Bullying Report Form, give to and inform the Student Support Officer.



## Appendix D

### Coombeshead Academy Pupil Statement

What happened?

---

---

---

---

How did it make you feel?

---

---

---

---

What did you do?

---

---

---

Who has been affected by what you did?

---

---

---

What do you think needs to happen to make things right?

---

---

---

**Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_



COOMBESEAD  
ACADEMY

**Appendix E****Coombeshead Academy Incident Report Form**

Issue raised by:	Tutor Group:	Name (s) of other pupil (s) involved:	Tutor Group (s)	Involvement

Date and time of incident:

Location of incident:

- Classroom
- Playground
- Corridor
- Other (please state) \_\_\_\_\_

Type of incident:

- Physical (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes isolation, refusal to work with/talk to/play with/help others)
- Other (please state) \_\_\_\_\_

Details of the incident:

Name of action/support for child(s) who raised the issue: (please tick all that apply)

- Restorative discussion of the incident with peers/school staff
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify) \_\_\_\_\_
- Counselling
- Other (please specify) \_\_\_\_\_

Name of action/support for child(s) who was also involved: (please tick all that apply)

- Restorative discussion of the incident with peers/school staff
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify) \_\_\_\_\_
- Counselling
- Referral to other agencies (please specify) \_\_\_\_\_
- Sanctioned (please specify) \_\_\_\_\_
- Other (please specify) \_\_\_\_\_

Outcome:

Name of staff member completing the form:	Date:
---	-------

Signed:

Please attach all supporting documentation.

## **APPENDIX F**

### **ANTI-BULLYING POLICY ACROSS THE CURRICULUM**

#### **1. Life Skills**

- Year 7 Modules: Relationships, bullying, effective communication, peer pressure
- Year 8 Modules: identity, dealing with relationships
- Year 9 Modules: respectful relationships, mental health
- Years 10 and 11: healthy and unhealthy relationships, how to manage relationships

#### **2. Food and Nutrition**

- Tolerance of people views when discussing plant-based diets, effects of religious beliefs on foods and cultural differences between British cuisine and International cuisine.

#### **3. Modern Foreign languages**

- Cultural understanding, acceptance of difference, communication across barriers

#### **4. History**

- Invasion and conquest.
- Empire
- Slavery
- Democracy
- Religious persecution, change and tolerance
- Armistice
- Nuremberg trials
- Human rights
- Crime & punishment - trials, justice system, hate crimes

#### **5. Beliefs and Values**

- Human rights
- Inspirational people
- Tolerance
- Religious world views
- Terrorism
- Prevent

#### **6. Computer Science**

- Unit on Cyber Security - this will include information on Cyber bullying.

#### **7. Assemblies**

- Programme includes looking at: Diversity, Our Community, Anti-Bullying Week, Relationships/ Bullying,

## 8. English

- Novels: The Other Side of Truth- child refugees/race/prejudice
- Kick - about a poor boy in an Indonesian sweat shop, power and conflict poetry
- Of Mice and Men prejudice against women and black characters