



Salford City Academy
The best in everyone™
Part of United Learning

Anti bullying Policy

2025 – 2026



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RESPONSIBILITY | EXCELLENCE | ASPIRATION | COMMITMENT | TEAMWORK

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1 Aims

Salford City Academy is committed to providing a safe and supportive environment where all pupils can thrive, free from bullying and harassment. Our anti-bullying policy aligns with guidance from the Department for Education (DfE) and the 'Keeping Children Safe in Education' (KCSIE) framework, ensuring a comprehensive approach to preventing and addressing bullying. We are proud to be a member of the Anti-Bullying Alliance, reinforcing our commitment to promoting a culture of kindness, respect, and inclusion.

Under Section 89 of the Education and Inspections Act 2006, schools are required to have measures in place to encourage good behaviour and prevent all forms of bullying among pupils. These measures must be part of the school's behaviour policy and be communicated to all pupils, staff, and parents.

2 Purpose

- To prevent bullying from occurring.
- To create a positive and safe learning environment.
- To develop an individual's self-esteem and respect for others.
- To have a complete and consistent method for dealing with incidents of bullying.
- To understand the different types of bullying and hold a consistent definition of what bullying is.
- To ensure all members of our academy have a high level of awareness of the Anti-Bullying policy and its aims.
- To ensure parents and other members of the community are aware of our approach to bullying.
- To ensure all are aware of their roles and responsibilities to prevent and tackle bullying.
- To resolve bullying, where possible, by means of reconciliation, support, or where necessary sanction.
- This policy is underpinned by a legal framework and we are aware of our duty to prevent bullying in our academies, specifically including:
 - The Education and Inspection Act 2006
 - The Education (Independent School standards) Regulations 2014
 - The Equality Act 2010
 - The Children Act 1989
 - Keeping Children Safe in Education

3 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

To be clear it is:

- **Repeated:** Occurs over a period of time.
- **Intentional:** Aimed at hurting, harming, or humiliating another individual.
- **Imbalance of Power:** Involves a real or perceived power disparity between the perpetrator and the victim.

This includes, but is not limited to:

- Verbal abuse (e.g., name-calling, teasing)
- Physical abuse (e.g., hitting, pushing)
- Emotional abuse (e.g., spreading rumours, exclusion)
- Cyberbullying (e.g., online harassment, abusive messages)
- Transphobic bullying (e.g., unwanted physical contact/ abusive comments, in relation to sexuality or gender assignment)

- Sexist bullying (e.g., abusive comments, particularly related to gender or reputational labelling (e.g. use of words like slag, slut)
- These behaviours can occur in person or through digital platforms.

4 Signs of bullying

Here are a number of possible signs and behaviours which might indicate a student is being bullied:

- being frightened of journeying to and from the academy
- unwillingness to come to the academy
- withdrawn, isolated behaviour • taking an unusual route to the academy
- becomes easily distressed and / or stops eating
- is afraid to use the internet or mobile phone
- complaining about missing possessions
- begins to truant
- feels ill in the morning
- attempts to self-harm
- difficulty sleeping
- has unexplained scratches, bruises and cuts
- attempts to gain money for unusual requests (stealing is possible)
- academy work begins to deteriorate
- becomes aggressive, disruptive or unreasonable
- bullying other students
- refusal to talk about the problem
- damaged or incomplete work
- refusing to work in a group or with another student

5 Reporting and Support

Pupils and parents are encouraged to report any bullying incidents to the academy promptly. Reports can be made through:

- Using our confidential email: sca.concerns@salfordcity-academy.org.

All reports will be taken seriously and addressed in a timely and sensitive manner.

5.1 Stepped Approach to Addressing Bullying

Salford City Academy employs a five-stage stepped approach to effectively manage and resolve bullying incidents:

- 1. Stage 1: Open Investigation**
 - Following a report of unkind behaviour, an investigation is initiated.
 - A meeting is held with the Pastoral Manager to discuss the incident and gather information.
- 2. Stage 2: Case Review and Closure**
 - After reviewing the findings, if the behaviour is deemed resolved, the case is closed.
 - If the case is deemed to be bullying, there will be a restorative conversation between the victim and the perpetrator. (7 Steps)
 - Both the victim and the perpetrator are informed of the outcome.
- 3. Stage 3: Targeted Intervention**
 - If bullying behaviours persist, explicit interventions are implemented.
 - The pupil engages in the "Rethinking My Behaviours" program.
 - A follow-up meeting with the Pastoral Manager is conducted to monitor progress.

4. **Stage 4: Escalation and External Involvement**

- Continued bullying leads to escalation.
- The incident is reported to the police if necessary.
- A meeting is convened with the Head of Year to discuss further actions.

5. **Stage 5: Final Review and Potential Exclusion**

- Persistent bullying behaviour results in a formal review.
- The pupil's place at the academy is at risk.
- A meeting is held with the Senior Behaviour Manager and Designated Safeguarding Lead (DSL); governors and the principal may be present to determine the final outcome.

6 Sanctions

Sanctions for bullying are applied in accordance with the Salford City Academy Behaviour Policy and may depend on the severity of bullying. These may include:

- Detentions
- The bully (bullies) will be asked to genuinely apologise
- Restorative conversations which will be determined by the victim
- Time in our Reflect and/or SLR provision
- Fixed-term exclusions
- ~~A short or long term placement at another school in the local authority~~
- Withholding from academy trips or visits
- Permanent exclusion in severe cases
- Police involvement

The academy is committed to supporting both victims and perpetrators of bullying, promoting restorative practices and behavioural interventions to foster a positive and inclusive school culture.

7 Roles and responsibilities

7.1 All staff

All staff must be responsive to allegations of bullying and be clear that no issue is too small. It is essential that students have the confidence that all allegations are taken seriously and acted upon. The incident will always be investigated and recorded on CPOMS.

- The priority is to give protection and support to the victim.
- Staff will seek advice, if necessary, from their line-manager on how to proceed.
- Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – avoid bullying the bully.
- The priority is to give protection and support to the victim.
 - Investigations will be made to ascertain the reasons for the bully's behaviour and, if possible, action taken to alter the behaviour of the bully or bullies.
- The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
 - An incident of bullying must be reported to form tutors / advisors / class teacher and also be recorded on CPOMS by the Safeguarding Lead / pastoral manager with what actions have been taken.
- Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable – self-esteem can be badly damaged, so it is essential that self-confidence is re-

established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate).

- Victims must be reassured that, should any incident occur, that they must come forward again and that any escalation or repetition will be taken extremely seriously.
- The bully will be supported in recognising their anti-social behaviour and offering support to modify that behaviour.
- Sanctions, if appropriate, will be decided on the individual incidents and circumstances.
- Parents will always be informed of the incident and the outcome.
- After an incident, there must be “follow-up” to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if students know that there will be follow-up. This should take place some 2 weeks after the initial incident and then perhaps some further a term later.
- In extreme cases, the police will be informed.

7.2 Students

We expect our students to report instances of bullying, no matter how small, and we constantly educate them on the effects of bullying on the individual.

7.3 The Principal and governing body

The Principal, held to account by the governing body, has to ensure the academy is meeting its duty to prevent bullying in their academy. They must ensure that this statutory policy is reviewed annually and that it is up to date and reflects the most recent advice and legislative framework. The Principal has the right to exclude a persistent bully and will do so if they have evidence that the actions of an individual are undermining the safety of others.

7.4 Parents

We expect parents to work with us in tackling bullying and in upholding our positive culture.

8 Protection for Pupils, Parents, and Staff

Salford City Academy recognises that bullying can affect not only pupils but also parents and staff. This policy ensures that all members of the school community are protected from bullying and harassment. Any incidents of bullying directed at parents or staff, including online abuse and intimidation, will be taken seriously and dealt with in accordance with academy policies and relevant legal frameworks. Staff experiencing bullying will be supported through appropriate internal procedures and external professional support where necessary.

9 Academy anti-bullying strategies

Bullying at our academies will not be tolerated and this message will be reinforced regularly. It is important that tackling bullying is seen as an on-going process which involves all members of the academy community.

9.1 The message will be delivered through:

- year group assemblies from heads of year and senior leaders
- PSHE schemes of work, posters and advice leaflets
- every form tutor / class teacher
- students should be constantly made aware that we, as an academy, we will not tolerate bullying. They must constantly be told that they should not suffer and that any teacher or supervisor is prepared to help. They should always be encouraged to talk to someone
- duty staff and lunchtime supervisor should be particularly vigilant when patrolling the academy and playgrounds
- subject teachers will sometimes be able to incorporate an 'anti-bully' message in their lessons, e.g. in literature, drama, discussions of current affairs etc.
- positive relationship support programmes in place e.g. student leadership
 - cyber bullying special assemblies and lessons – students to understand the risks of social networking sites and ways to report cyber bullying
- continuing professional development for all staff

10. Monitoring and Review

This policy is reviewed annually to ensure its effectiveness and alignment with current legislation and guidance. Feedback from pupils, staff, and parents is integral to this process.

By adhering to this policy, Salford City Academy strives to maintain a respectful and safe environment, embodying our core values of ambition, confidence, creativity, respect, enthusiasm, and determination.