

Date: September 2026

Date for review (annually): September 2027

Anti-bullying Policy



Statement of intent

- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of respect and support for all.
- To raise awareness of what is considered bullying behaviour and ensure that students are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of the John O’Gaunt School community to ensure that we create a learning environment in which bullying will not be tolerated.
- To update and review our practices regularly, informing parents of any changes made to our antibullying policies or procedures, and signposting them to any useful resources.

Legal links

This policy is based on advice from the Department for Education (DfE) on:

- Preventing and tackling bullying (July 2017)
- Keeping children safe in education (September 2024)

It also takes into account the DfE's statutory guidance on behaviour in schools (September 2024).

This policy complies with our funding agreement and articles of association, and our obligations under:

- The Equality Act 2010, which requires us to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who don't
- The Education Act 2011, which gives schools the power to discipline pupils for behaviour outside school premises
- The Education and Inspections Act 2006, which requires schools to promote good behaviour and respect for others, and prevent all forms of bullying

This policy also complies with our statutory duty under section 175 of the Education Act 2002 to have arrangements to safeguard and promote the welfare of pupils. We recognise that some types of bullying are also safeguarding concerns and will be addressed under our child protection and safeguarding policy.

Links with other school policies and practices

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

- Reference to the Equality Act 2010 and your duties regarding protected characteristics
- The Education Act 2011 (which gives schools powers to discipline for behaviour outside school)
- Keeping Children Safe in Education (KCSIE) requirements around peer-on-peer abuse
- Behaviour for learning policy
- Complaints policy <https://www.excalibur.org.uk/concerns-complaints/>
- Child protection and Safeguarding policy
- Equality, Diversity and Inclusion policy
- RSE and PSHE policies

Roles and Responsibilities

The Senior Leadership Team will:

- Respond to student and parent voice to review and amend anti-bullying practices.
- Monitor, review and update anti-bullying policy and incidents of bullying in order to ensure the safety of all members of the academy.
- Ensure that all staff have a clear understanding of the anti-bullying policy
- Ensure that the policy is implemented
- Strive to enhance the quality of safeguarding work in relation to bullying.

The Academy Committee will

- Ensure that an anti-bullying policy is in place and is reviewed.
- Ensure that any serious incidents of bullying are communicated.

Parents and carers will:

- Regularly speak to their child in order to promote a social conscience and awareness that reporting bullying is the right thing to do.
- Be aware of and support the academy's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour.
- Support the school's actions in dealing with proven cases of bullying
- Work with the school in order to support their child in developing positive responses to incidents of bullying consistent with the academy's anti-bullying procedures.
- Engage in the Early Help process if wider support is required.
- Be responsible for monitoring their child's e-communication and social media use. Should cyber-bullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on Youtube or report to the local police.

All stakeholders

- The Principal to communicate this policy to the school 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 Committee members 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 school.
- Students to abide by the policy.

Types of bullying

Bullying is never tolerated at John O'Gaunt School and is defined as is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

1. Deliberately hurtful
2. Repeated, often over a period of time

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Under the Education and Inspections Act 2006, the school has the power to regulate conduct outside the Academy and to apply sanctions. If a cyber-crime may damage discipline, as in targeting a teacher, John O’Gaunt can act. Similarly, if cyber bullying affects a student, John O’Gaunt can act accordingly. The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the Academy would seek police involvement due to a criminal offence being committed). Behaviour that causes alarm or distress is criminal harassment.

We recognise that children are capable of abusing other children. As a school understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately. There is a zero tolerance approach to abuse and it should never be passed as ‘banter’ or ‘part of growing up’, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Guidelines when responding to reports of bullying

All students are encouraged to feel that it is right to tell someone if they are being bullied or if they think someone else is being bullied. Incidents of bullying will be dealt with quickly and appropriately. If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The school welfare team will also be informed of this incident. A thorough investigation of the incident will be undertaken, and appropriate students will be interviewed, and statements will be taken by the school welfare team. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm. Copies of statements and any supporting evidence gathered will be stored either electronically using CPOMS and/or physical copies in student files.

Our Approach:

- **Assessment of Severity:** Each bullying incident will be carefully assessed by school staff to determine its severity. This assessment will consider the nature of the bullying, the individuals involved, and the impact on the victim.
- **Proportional Response:** Based on this assessment, our response will be proportional to the seriousness of the incident. Minor incidents may be resolved through mediation and conflict resolution strategies. More serious cases may require a sanction (as identified within the school 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). John O'Gaunt recognises that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. John O'Gaunt will also consider Safeguarding in all decisions related to bullying. Reasonable adjustment will be considered where appropriate.
- **Support for Victims and Perpetrators:** We will offer appropriate support to victims of bullying to ensure their continued safety and wellbeing. Additionally, support will be provided to those who engage in bullying to address underlying issues and promote positive behavioural change.
- **Collaboration with Parents/Guardians:** We believe in working closely with parents and guardians to ensure a holistic approach to addressing bullying. We will keep families informed and involved throughout the process.
- **Ongoing Monitoring:** After any intervention, we will continue to monitor the situation to ensure that the bullying does not recur and that all parties feel safe and supported.

This approach ensures that all bullying incidents are managed consistently and effectively, with the welfare of our students as our top priority.

Where the bullying takes place off school site or outside of normal school hours the school may take appropriate action, including providing support and implementing sanctions in school in accordance with the school's behaviour policy if required.

When responding to cyberbullying concerns, the school will act as soon as bullying has been reported or identified. We will 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. We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. We will take all available steps where possible to identify the person responsible.

Student support systems

Students who have been bullied will be supported, reassured and provided with continuous welfare support. Support may include working and speaking with staff, offering formal counselling and engaging with parents and carers. Where necessary we will work 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.

Supporting Adults

We recognise that bullying can happen to adults. Any adult who has been bullied will be supported, reassured and offered an opportunity to discuss their concern with a line manager, member of SLT and/or the Principal. Keeping a record of evidence to discuss will build evidence and form a discussion how to respond to the concerns and build resilience, where appropriate. Reassurance and support will be offered throughout to the adult involved.

Preventative Measures

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by our school values.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child 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 will be thought of.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Actively create “safe spaces” for vulnerable children and young people as well as opportunities to feedback through student voice.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for students, 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 school policies, for any bullying, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the event, 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.
- Train all staff, including teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting concerns). On going training will be used throughout an academic year.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support etc.
- Provide systematic opportunities to develop students’ social and emotional skills, including building their resilience and self-esteem.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT. John O’Gaunt recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of ‘deepfakes’, where AI is used to create images, audio or video hoaxes that look real. John O’Gaunt will treat any use of AI to bully pupils in line with our behaviour policy.

Monitoring, evaluation and review

The effectiveness and impact of the policy will be monitored through the collection and collation of evidence including:

- The policy will be formally reviewed annually
- Achievement data (progress checks)
- Lesson observation, Learning Walk
- Attendance data
- Class Charts Behaviour Log data (positive and negative)
- Suspension data
- Reflection Room data
- Seeking parent views for example from information evenings and consultation evening
- Student & Staff Voice exercises

When analysing and reviewing data attention will be given to vulnerable students to ensure appropriate interventions are in place to support them.