



**EXCELLENCE**  
**GIRLS ACADEMY**  
LEARNERS TODAY - LEADERS TOMORROW

# Anti-Bullying Policy

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**Approved by:**

Mohammed Ummar  
Azam -Chair of  
Governors

**Reviewed by:**

Laura Webb - Governor

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## 1. Aims

At Excellence Girls Academy we do not tolerate any form of bullying. Bullying motivated by prejudice, for example, racist, sexist, and homophobic bullying and bullying related to perceptions about disability and/or special educational needs, is unacceptable.

We believe that all pupils have a right to play and learn in a supportive, caring, and safe environment without the fear of being bullied. We promote good behaviour, and it is made clear that bullying is a form of anti-social behaviour and will not be tolerated.

We recognise that the best schools are those that work with all members of the community to create a culture of kindness and respect, where bullying behaviour is understood and there is a shared commitment to stop it. Parents/carers, children and staff should be fully aware that any bullying complaints will be dealt with firmly, fairly, and promptly.

## 2. Legislation and statutory requirements

This policy is in line with the requirements set out by The Education (Independent School Standards) Regulations 2014 which outline that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Schools are duty-bound to safeguard children and young people. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Keeping Children Safe in Education (2023) and statutory guidance "working together to safeguard children" outline that where there are safeguarding concerns, school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

## 3. Our definition of bullying

**Bullying** 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:

- > Deliberately hurtful
- > Repeated, often over a period of time
- > Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

There is no 'hierarchy' of bullying — all forms of bullying are considered unacceptable and will be dealt with accordingly, in line with the school's behaviour policy.

### What is NOT bullying:

Bullying is not the odd occasion of falling out with friends, arguments, calling of names or when an occasional trick or joke is played on someone - It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasionally, problems of this nature arise, it is not bullying. It is an important part of children's development to learn how to deal with friendship breakdown and children must be taught on how to deal with these situations and develop social skills to build up friendships.

## 4. Understanding bullying

Pupils may be vulnerable due to:

- > Race/Religion/Culture
- > Their name
- > The way they talk
- > Being the new child in school
- > Being in a family crisis
- > Disability or Special Educational Needs
- > Being a timid child who maybe on the edge or outside a group or won't stand up for themselves
- > Appearance/Health conditions
- > Sexual orientation

Children who are being bullied may feel lonely, unhappy, unsafe, and frightened. They may develop stomach aches, nightmares, nervousness, and anxiety.

Reasons for someone being a bully may include:

- > Being a victim of violence
- > Bullied at home
- > Enjoyment of power/creating fear
- > Not allowed to show feelings
- > Copying behaviour at home or on TV
- > Unhappy
- > Insecure
- > Self-hating

A child may indicate by signs or behaviour that they are being bullied.

Adults should investigate if a child:

- > Is unwilling to go to school, or becomes frightened of going to school, attending specific lessons or entering specific areas of the school

- > Feels ill in the morning
- > Be frequently absent from school or regularly arrive late to class
- > Changes their usual routine
- > Begins truanting
- > Becomes withdrawn, anxious, or lacking in confidence
- > Starts stammering
- > Is frightened to say what's wrong
- > Cries themselves to sleep at night or has nightmares
- > Bedwetting
- > Begins to do poorly in schoolwork
- > Comes home with clothes torn or books damaged
- > Has possessions go "missing" or become damaged
- > Asks for money or starts stealing money (to pay bully)
- > Has dinner or other monies continually "lost"
- > Has unexplained cuts, bruises, or other injuries
- > Becomes aggressive, disruptive, or unreasonable
- > Begin to bully other children or siblings
- > Stops eating or attending meals
- > Is afraid to use the internet or a mobile phone
- > Become nervous when a cyber-message is received
- > Choose the company of adults over fellow pupils
- > Threaten to run away or actually run away
- > Threaten suicide
- > Be reluctant to discuss reasons for any of the above

## 5. Bullying and keeping children safe

Anti-bullying is a part of our commitment to safeguarding.

At Excellence Girls Academy, we take bullying extremely seriously and understand that bullying can be a form of peer-on-peer abuse.

There may be instances where it is necessary to follow our safeguarding procedures outlined in our child protection and safeguarding policy when dealing with bullying. For example:

- > If a child is refusing to attend school
- > If a child has been physically or sexually assaulted or has assaulted another child
- > If a child has been subject to threats of harm
- > If a child's mental or physical health has been impacted

This strategy should also be applied in line with our ICT/acceptable user policy.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education).

## 6. Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment like mobile phones, computers and tablets as well as communication tools such as social media sites, text messages, online chats and websites. Cyberbullying can include inappropriate text messages or emails; rumors sent by email or posted on social networking sites; sharing of personal information and images/videos without consent through messaging, social networking sites or the creation of fake profiles. Some forms of cyberbullying activities could be classes as criminal offences under a range of laws, including the Malicious Communications act (1998) and the Protection from Harassment Act (1997).

All reports of Cyberbullying will be dealt with as per the behaviour and online safety policies.

## 7. Bullying and discrimination

At Excellence Girls Academy, we adhere to the Equality Act 2010 and aim to eliminate any discrimination or harassment on grounds of disability, race, religious belief, gender, pregnancy or sexuality or any other protected characteristic as defined by the Equality Act 2010.

Through Personal, Social, Health and Economic Education (PSHEE), pupils cover examples of what behaviour may be considered disablist, racist, faith targeted, homophobic, transphobic and racist. Through PSHEE, we also promote inclusion and diversity in our community.

## 8. 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 and Google Bard.

Excellence Girls Academy 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.

Excellence Girls Academy will treat any use of AI to bully pupils in line with our anti-bullying, online safety and behaviour policies.

## 9. Stopping bullying wherever it takes place

We recognise that there are multiple places and spaces where bullying can happen.

These can include:

- > The journey to and from school
- > The local community
- > In school
- > In extracurricular activities linked to the school such as clubs, sports and school trips.
- > Online (both during and outside of the school day).

At Excellence Girls Academy, we have the power to discipline for behaviour outside of school hours in the above instances and will exercise this power if necessary.

## 10. Roles and responsibilities

### The role of the Headteacher

It will be the responsibility of the Headteacher to implement the school anti-bullying strategy and ensure:

- > All staff, including lunchtime staff, are aware of the school policy and receive sufficient training to be able to identify and deal with all incidents of bullying.
- > All children know that bullying is wrong, and that it is unacceptable behaviour. E.g. If an incident occurs, assembly time can be used to discuss with other children why this behaviour was wrong.

The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

### The role of Governors

The Governing Body will support Headteacher in all attempts to eliminate bullying. Bullying will not be condoned, and any incidents of bullying that do occur will be taken very seriously and dealt with

appropriately.

The Governing Body will require Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent/guardian who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to consider the matter. The Governing Body will respond within ten days to any request from a parent/guardian to investigate incidents of bullying. In all cases the Chair will notify the Headteacher, and will ask them to investigate the case, and to report back to the Chair.

## **Role of parents/carers**

Parents/carers have an important part to play in our anti-bullying policy.

We ask parents/carers to:

- Look out for unusual behaviour in your children – i.e. reluctance to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously, and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or involve an older child to deal with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

Guidance from the Department of Education for parent and carers on cyberbullying can be found at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

Kidscape is also a good resource for further information, advice and practical tools to prevent bullying and protect young lives: <https://www.kidscape.org.uk/>

## **11. Preventing bullying**

At Excellence Girls Academy, we implement whole school initiatives and proactive teaching strategies to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These include:

- Promoting anti-bullying as part of excellence in character and the community as part of the school's ethos, ensuring we strive to be a kind, caring and respectful community
- Having a shared understanding of the signs and symptoms that someone may be experiencing bullying
- Having a clear position on the use of language throughout the school with zero tolerance for offensive language or comments
- Ensuring there is clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch
- Monitoring the extent of bullying in the school and the effectiveness of the anti-bullying policy (using a behaviour record)
- Having an anti-bullying workshop in the first week of the academic year to ensure all pupils are familiar and confident with the school's policy on bullying and how bullying is prevented and dealt with
- Participating in national Anti-Bullying week (Anti-Bullying Alliance) and Safer InternetDay (UK Safer Internet Centre)
- Promoting fundamental British Values (democracy, the rule of law, freedom of speech, and mutual respect and tolerance of those with different faiths and beliefs) throughout the school.

- Encouraging each class agreeing on their own set of class rules;
- Regular inclusion of bullying issues in assemblies
- Having citizenship lessons
- Activities such as themed days and lessons to celebrate difference and promote inclusion.
- Offering online safety training to combat cyber-bullying and ensure pupils are just as clear about what is expected of them online as offline
- Children writing stories, poems and producing other pieces of work about bullying
- Children encouraged to read stories about bullying
- Using drama activities and role-plays to help children be more assertive and confident and teach them strategies to help them deal with bullying situations
- Display anti-bullying and rules/code of conduct posters in classrooms and corridors and other prominent areas of the school
- Having a confidential safeguarding email where children can message their concerns (to the Safeguarding team).
- At the start of each term or when incidents occur, bullying will be discussed, and the advice for pupils outlined in Appendix 1 will be reinforced.

## 12. Reporting and responding to bullying.

The school has clear systems in place to deal with all forms of bullying which are clear to parents/carers, pupils and staff, so that when incidents do occur, they are dealt with quickly.

Any member of school staff who witnesses a young person being emotionally distressed by the behaviour of another pupil, should address the incident immediately. This is because the response by the staff member will have been both immediate and personal. The primary responsibility, however, for the emotional welfare of the pupils in school is the Headteacher, Samia Haroon.

It is to the Headteacher that any potential incidents of bullying should be referred, as they have the all-round knowledge of the young person. The Headteacher is then responsible for investigating the incident and taking appropriate steps to resolve the problem.

Where it is established that the incident can be resolved by the intervention of the staff member and that, following the definitions within, the incident is not a case of bullying, the matter can be dealt with by the staff member alone.

If the staff member suspects that this may in fact be a case of bullying, then they should refer the matter to the Headteacher, who will then assume responsibility for the case.

The investigation will ensure that all parties have the opportunity to speak openly. If the Headteacher believes that bullying has in fact taken place, the following will happen:

- The Headteacher or a member of the SLT will record the incident in the Behaviour Record;
- The parents/carers of the victim will be informed;
- The parents/carers of the perpetrator will be informed.

Cyber-bullying will be dealt with the procedure outlined in our Online Safety policy.

The use of the behaviour record is a key part of the process as it enables the School to spot trends and patterns of behaviour. The School will record all incidents of prejudice-based bullying because of a protected characteristic including, but not limited to, any racist, homophobic or sexual harassment bullying.

Those dealing with young people should be mindful of best practice when comes to cases of bullying which are, in brief:

- Avoiding the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the person (the use of the term 'victim' throughout the rest of this document is unavoidable);
- Allow the victim to put to the perpetrator how they have been made to feel, if appropriate, and allow the perpetrator the opportunity to put right any hurt they have caused;
- Not to immediately resort to punishments or sanctions, depending on the degree to which the bullying has been premeditated, how long it has been going on and how many people



- are involved - these decisions are at the discretion of the Headteacher;
- The focus is on the removal of the feeling of helplessness and fear that the victim is experiencing and the restoration of pride, dignity, and belonging.

Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any Special Educational Needs or Disabilities (SEND) that the pupils may have and taking into account the needs of vulnerable pupils.

Fixed-term exclusions will be considered for more severe and persistent cases of bullying. The Governing Body will decide whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

At Excellence Academy, we will:

- Use any opportunity to discuss the appropriate way to behave towards each other, including Islamic morals and characteristics.
- Encourage children to discuss how to get on with other people and form positive attitudes towards other people.
- Encourage children to treat everyone with respect.
- The staff will continue to have a firm but fair approach to behaviour management.
- Display posters in classrooms and corridors of rules/code of conduct.
- Deal quickly, firmly and fairly with any complaints, involving parents/guardians where necessary.

### **13. Measuring progress**

We will make sure this policy is effective through:

- Regular meetings with the school's pupil council and arranging time each year to listen to the experiences of everyone in your school community (e.g. through surveys and mentor meeting)
- Including bullying as an agenda item at Governor/SLT/Staff meetings
- Monitoring levels of incidents and the effectiveness of your response

### **14. Communicating our policy**

We will use every opportunity to share and reinforce the policy (e.g. pupil and staff induction, beginning of each new term, website, social networks) to ensure that all staff and pupils are confident to prevent and respond to bullying and that all members of the school community are clear that we take bullying seriously and that as a school community, we work together to stop bullying.

### **15. Monitoring arrangements**

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

### **16. Related documents**

This policy should be read in conjunction with the behaviour policy and follows guidance set out in the following statutory documents:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Keeping Children Safe in Education - September 2023
- Behaviour and discipline in schools - January 2016
- The Malicious Communications Act 2006

- › The Communication Act 2003
- › The Protection from Harassment Act 1997
- › Working together to safeguard children: Statutory framework 2018

## **17. Links with other policies**

This policy is linked to our:

- › Behavior Policy
- › Child Protection and Safeguarding Policy
- › Complaints Policy
- › Curriculum Policy
- › Equality and Diversity Policy
- › Exclusions Policy
- › ICT and Internet Acceptable Use Policy
- › Online Safety
- › RSE Policy
- › SEND Policy and Information Report
- › Supporting Children with Medical Conditions Policy

## **Appendix 1: Tips for pupils - What should you do if you are being bullied?**

- Generally, it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- If you know someone is being bullied, Act! Watching and doing nothing looks as if you are on the side of the bully and makes the victim feel unhappier and on their own. If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!" Walk confidently away. Go straight to a member of staff.
- Fighting back may make things worse.
- Do not be, or pretend to be, friends with a bully.

## Appendix 2: Useful links and supporting organisations

- › Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- › Childline: [www.childline.org.uk](http://www.childline.org.uk)
- › Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- › Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- › MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- › NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- › The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- › PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- › Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- › The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- › Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- › Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- › Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- › The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- › Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- › Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- › Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf)
- › DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### Cyberbullying

- › Childnet: [www.childnet.com](http://www.childnet.com)
- › Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- › Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- › UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- › The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- › [Theeducationpeople.org](http://Theeducationpeople.org)
- › DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- › DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### Race, religion and nationality.

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

## **LGBT**

- Barnardo's 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)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) - [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)