

## Bullying Strategy

November 2025

At Consilium Academies, creating a safe and welcoming environment for every student is at the heart of what we do. Respect for one another is the foundation of our community, helping us work and learn together in a positive way. Our Behaviour Policy supports this, and we believe it works best when students, parents, and carers are

EXCELLENCE AND EQUITY WITH INTEGRITY

|                      |  |
|----------------------|--|
| Date of Approval:    |  |
| Approved by:         |  |
| Date of next Review: |  |



Consilium  
Academies

involved. We understand that bullying can happen anywhere, and we're committed to tackling it head-on and reducing its impact wherever possible.

### Roles and Responsibilities

- The Principal holds overall responsibility for implementing this policy and ensuring its provision. day-to-day management, oversight, and evaluation are delegated to the Vice Principal and wider inclusion team.
- Every member of staff shares responsibility for ensuring this policy is fully applied. In circumstances not specifically addressed within the policy, staff are expected to act in the best interests of the student, exercising the same care and judgment as a responsible parent.
- The Academy places primary responsibility for students' day-to-day care with their form tutor or year lead, who should be the first point of contact for any concerns. If the tutor is unavailable, or if the issue presents an immediate risk to a student's health or safety, the school should be contacted directly to ensure timely support and intervention.
- This strategy shall be disseminated to all academy staff during induction and reinforced through ongoing professional development. All staff are required to adhere to and consistently implement the knowledge, principles, and procedures outlined in this policy.

### Related Policies

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Child Protection & Safeguarding Policy
- Behaviour Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Policy
- ICT Policy and Procedures
- E-Safety Policy

### Purpose:

This strategy will provide clear guidance for staff on addressing bullying incidents and outline the procedures the academy will follow to eliminate this issue.

### Aims:

As a proud member of Consilium Academies, we work collaboratively across our network of schools and with the wider Consilium team to ensure this strategy is implemented effectively and consistently. Guided by our core principles of Equity, Integrity, and Excellence, we strive to create an environment where every student feels safe, respected, and supported. Our anti-bullying strategy reflects these values and is designed to promote a culture of mutual respect, equality, and inclusion.

We are committed to ensuring that bullying has no place within our community. This will be achieved through proactive engagement with students, their families, and staff, working together to prevent bullying and responding swiftly and effectively to any reported incidents.

### We aim to:

- Create a safe and inclusive environment where bullying is never tolerated and every student is recognised, welcomed, and valued.
- Ensure all students understand their rights and responsibilities and know how to access support if those rights are compromised.

- Promote collaboration and positive relationships, encouraging students to support one another and demonstrate mutual respect.
- Foster respectful and considerate behaviour at all times within the academy community.
- Raise awareness and equip students with the skills, knowledge, and confidence to respond effectively to bullying through a coordinated curriculum programme, collective worship, assemblies, pastoral support, and peer mentoring.
- Embed restorative practices to resolve conflict and rebuild relationships.
- Review and monitor the effectiveness of this anti-bullying strategy on a termly basis, led by the Senior Leadership Team.

Bullying, in any form, undermines students' ability to achieve their full potential and impacts their well-being. It is unacceptable and will not be tolerated under any circumstances.

The academy is committed to implementing an anti-bullying strategy that aligns with the Department for Education's guidance, including principles outlined in *Don't Suffer in Silence* and *Safe to Learn: Embedding Anti-Bullying Work in Schools* (2007). This strategy complies with the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.

It should be read alongside the DfE publication *Tackling Bullying of Children with SEN and Disabilities – Guidance for Schools* (May 2008), which provides specific advice on addressing bullying involving children with special educational needs and disabilities. The full guidance is available online at: <http://www.teachernet.gov.uk/doc/12626/7655-DCFS-Anti-Bullying.pdf>

### Bullying behaviours

**Definition:** Bullying is behaviour that makes an individual, or a group feel threatened, intimidated, hurt or unhappy. It can be physical, psychological, social, verbal and is repetitive in its nature and causes distress to its victims.

### Specific examples of bullying include:

- Physical violence
- Repeated name calling and teasing
- Malicious rumours, text messages, phone calls, cyber bullying or posting information on social websites e.g. Face book, You Tube etc.
- Physical or verbal threats and intimidation often over a period of time
- Racist, homophobic/transphobic, sexist language or reference to disability
- Extortion or damaging a person's property
- Exclusion from social groups Any acts of violence, bullying, racial or sexual harassment are seen as extremely serious offences and will be dealt with accordingly.

While academies are generally not responsible for incidents of bullying that occur off-site, there may be circumstances where our academy has a duty of care to address harmful behaviour beyond the premises. This includes situations such as bullying during travel to and from the academy or incidents outside academy hours that impact a student's health, safety, or well-being upon their return.

### Promoting understanding

At Consilium Academies, we make it clear that bullying in any form is unacceptable and will not be tolerated. A shared understanding of what constitutes bullying and how it should be addressed is essential across our academy community. By promoting awareness among students, parents, and staff, we enable everyone to recognise the issue, challenge perceptions, and make informed decisions about prevention and response.

Our ethos and environment encourage openness, honesty, and trust, ensuring students feel safe to speak about their experiences and concerns. No student should ever feel they have to "suffer in silence." Through active

involvement in awareness activities, consultation, and restorative practices, students gain a deeper understanding of bullying, its causes, effects, and strategies for prevention.

We have clear procedures to evaluate students' perceptions and address all forms of involvement, including bystanders who may encourage bullying. Witnesses are supported to report incidents confidently and safely. Opportunities to reinforce positive behaviour are embedded throughout the curriculum, including PSHE lessons, assemblies, role-play, and creative expression.

Parents are fully informed of our anti-bullying strategy, and strong communication between home and the academy ensures a united approach to safeguarding every student.

Bullying often begins with a single student targeting a victim, and in many cases, other students are present as bystanders.

### Possible Responses from Bystanders

When bullying occurs, bystanders may respond in different ways. Some may choose to join in with the bully's actions, actively participating in the behaviour. Others might encourage the bully indirectly by laughing, watching, or shouting support. There are also those who remain completely uninvolved, neither helping nor hindering the situation. The most positive response is to support the victim. This can involve intervening directly, telling the bully to stop, or seeking help from an adult to ensure the situation is addressed promptly and safely.

### Factors That May Increase the Risk of Being Bullied

While bullying is never acceptable and cannot be justified, certain circumstances can make a student more vulnerable. These may include having limited friendships within the academy or being naturally quiet and reserved. Students from highly protective family environments or those belonging to a different racial or ethnic background than the majority may also be at greater risk. Other factors include having characteristics or traits that make them stand out, living with Special Educational Needs or a disability, or occasionally displaying behaviour that others perceive as challenging or intrusive. Additionally, owning high-value items such as mobile phones or gaming devices can sometimes attract unwanted attention.

Across the country, verbal bullying remains one of the most common forms experienced by both boys and girls. While boys are more likely to encounter physical aggression and threats, incidents of physical conflict between girls are also increasing. Girls often use indirect methods of bullying, such as exclusion or spreading rumours, which can be harder to identify and address. At Consilium Academies, we are committed to recognising all forms of bullying, whether physical, verbal, or indirect and ensuring that every student feels safe, respected, and supported.

### Bullying by Race, Gender, Sexual Orientation or Disability

Racist bullying occurs when a child is targeted because they are perceived to represent a particular racial or ethnic group. Such behaviour not only harms the individual but can also impact other students from the same group and their families. The MacPherson Report (1999) defines racist bullying as "any incident which is perceived to be racist by the victim or any other person."

#### **Examples of racist bullying include:**

- Verbal abuse, such as name-calling, racist jokes, or offensive mimicry.
- Physical threats or attacks.
- Displaying provocative badges or insignia.
- Bringing racist literature, comics, or magazines into the academy.
- Encouraging others to engage in racist behaviour.
- Racist graffiti or written insults, including derogatory comments about food, music, dress, or customs.
- Refusing to cooperate in work or in play

At Consilium Academies, we are committed to challenging all forms of racist bullying and fostering an inclusive environment where every student feels respected and valued.

Sexual bullying impacts on both genders. In general, sexual bullying is characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendo and propositions
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault

Students with Special Educational Needs or Disabilities may find it more challenging to express their experiences compared to their peers. However, they are often at increased risk of bullying, both direct and indirect, typically related to their specific needs Cyberbullying Guidance

Cyberbullying, whether through text messages, mobile devices, or online platforms, is a growing concern. Independent research confirms its increasing prevalence, and all members of our community, students and staff are protected under this guidance.

Key Principles:

- **Personal Information:** Children must exercise caution when sharing personal details including but not exhaustive of email addresses or telephone numbers.
- **Record Keeping:** Victims should maintain a record of the date and time of any incident.
- **Evidence Preservation:** Teachers should encourage students to save any concerning messages and share them with parents.
- **Reporting and Response:**
  - All reports of cyberbullying will be taken seriously by the Academy.
  - Persistent bullying or threats of violence will be addressed in accordance with the **Academy Behaviour Policy**.
  - Posting images, personal details, or engaging in any form of online harassment will be treated as a serious offence.

Our commitment is to ensure a safe and respectful environment for every member of the Academy community.

Recognising the Signs of Bullying

**Washington Academy acknowledges that while any student may experience bullying, certain circumstances or characteristics can increase the likelihood of it occurring:**

- Lack of close friends
- Shyness
- Race, religion, sexual orientation or social class
- Disability or difficulty

**Staff will suspect bullying is occurring if a student:**

- Becomes withdrawn and anxious
- Shows deterioration in his/her work
- Starts to attend erratically
- Has a 'fake' illness
- Persistently arrives late
- Prefers to stay with adults

### **Other Signs may be that the student:**

- Does not want to walk to and from the academy
- Does not want to use public transport or travel by bus
- Insists that they are driven to and from the academy
- Changes their normal routine
- Begins to truant for no apparent reasons
- Becomes withdrawn or displays a sudden lack of confidence
- Is reluctant to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increasing nightmares
- Is continuously complaining of feeling unwell in the morning and at school
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reluctant or unwilling to talk about what is going wrong

### **Any student who has knowledge of an incident of bullying must tell someone about it. This could be:**

- Member of staff
- Reporting on our website
- Telling a friend
- Member of the student leadership team
- Someone at home

### **Staff guidelines**

Research indicates that many children choose not to report bullying. It is therefore crucial that we remain vigilant and identify potential victims. Bullying often leaves individuals feeling isolated, fearful, humiliated, and, in some cases, physically harmed.

- All academy staff must be vigilant and proactively responsive to any bullying behaviour
- They must take seriously all complaints and respond appropriately, effectively and consistently to all incidents of bullying.
- Report incidents on CPOMS

The Academy is committed to maintaining high levels of supervision at all times, with particular attention during high-risk periods and in key areas throughout the academy. It is essential that everyone remains vigilant to safeguard the well-being of every student.

- All staff should be consistent in their expectations of behaviour
- Students will be made aware of what constitutes bullying through this policy
- When an incident of bullying occurs, an immediate response should be made
- The benefits of taking a stand against bullying needs to be recognised by the student as well as the staff
- Parents, governors and members of the academy community will be made aware of the academy's stance on bullying

## Procedures for dealing with Bullying

### Bullying Incident - Immediate action

- All incidents should be reported, both against the bully and the victim via email/written statement/verbally and on CPOMS
- However, minor the incident appears to be, staff should intervene to stop the incident
- Parents of both the bully and the victim must be informed
- The victim should be given protection and support, which may involve mediation between the bully and the victim
- The bully should be made aware that their behaviour is totally unacceptable

It is vital to conduct follow-up after an incident to ensure the bullying has not resumed. While intervention often stops the behaviour immediately, bullying can be persistent and may reoccur. Consistent follow-up sends a strong message that such behaviour will not be tolerated, reducing the likelihood of it starting again.

While certain behaviours may contribute to tension among students, this does not justify bullying. If a victim's actions are causing irritation or annoyance, the matter should be addressed appropriately with them.

### Students should be made aware of the following:

- Places they can go to where they will feel safe
- Who they can contact for support
- How they can make staff aware of their problem even if they are too shy or frightened e.g. sympathetic teacher or friend who will help

### Five key points

1. **Always Act** – Never ignore any signs or reports of suspected bullying.
2. **Remain Objective** – Avoid making assumptions about students before gathering all facts.
3. **Listen Thoroughly** – Consider every account carefully; multiple similar statements do not guarantee accuracy.
4. **Focus on Solutions** – Use a problem-solving approach that moves students beyond self-justification toward resolution.
5. **Lead by Example** – Demonstrate Academy values and uphold a zero-tolerance stance on all forms of bullying.

### Sanctions

Bullying is taken extremely seriously, will not be tolerated, and must be addressed both pro-actively and responsively when it occurs. It has negative life-long implications for perpetrators and victims.

Incidents of anti-social behaviour and bullying should always be prioritised and dealt with as swiftly as possible in line with our behaviour policy

### Conclusion:

At Consilium, we remain steadfast in our commitment to creating a safe, respectful, and inclusive environment for every member of our community. Bullying in any form is unacceptable and will be addressed promptly, fairly, and in line with our Academy values. Through proactive supervision, clear reporting procedures, and consistent follow-up, we aim to prevent recurrence and provide support for all individuals involved.

We ask every member of our community, students, staff, and parents, to play an active role in promoting kindness and respect. If you witness or experience bullying, report it immediately to a trusted adult or through the Academy's designated reporting channels. Your vigilance and cooperation are essential in ensuring that our learning environment remains safe and supportive.

Together, we can uphold our zero-tolerance approach to bullying and ensure every child feels valued, protected, and empowered to thrive.

### Bullying Strategy

November 2025

## Useful contacts

- Designated Safeguarding Lead (DSL): Available for confidential advice and guidance.
- Pastoral Support Team: Offering emotional and practical support for students affected by bullying.
- Online Reporting Portal: Accessible via the Academy website for discreet reporting.
- External Helplines:
  - Childline: 0800 1111
  - NSPCC: 0808 800 5000
- Advisory Centre For Education, IC Aberdeen Studios ACE Education 72 Durnsford Road London N11 2ET  
Tel: 0300 0115 142
- (Advice line for parents on all matters concerning Academies Bullying UK [www.bullying.co.uk](http://www.bullying.co.uk). Useful website that provides useful information and advice on how to combat bullying Children's Legal Centre  
Tel: 0845 1202948 (Mon - Fri 10.00am - 12.00 and 2.00pm - 4.30 pm)
- Publications and free advice line on legal issues [www.childrenslegalcentre.co.uk](http://www.childrenslegalcentre.co.uk)
- Has a wide range of publications for young people, parents and teachers. Bullying counsellor available (Mon - Fri 10.00 am - 4.00 pm) [www.kidscape.org.uk](http://www.kidscape.org.uk) 2 Grosvenor Gardens, London, SW1W 0DH Tel: 020 7730 3300