

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
Confident to Soar

ANTI-BULLYING POLICY

April 2026

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1 RATIONALE

This policy has many links to the school's Behaviour Policy. There are some aspects that are particular to anti-bullying and therefore more detailed in this policy.

We are committed to providing a caring, friendly, and safe environment for all our pupils and staff so that they can learn in a relaxed and secure atmosphere. We will take both a pro-active, and reactive approach to tackling bullying behaviour within the school community and the wider community. At Alameda, all stakeholders are responsible for creating an environment which promotes positive attitudes towards tolerance, respect, and learning at all times.

- Everyone has the right to be treated with respect and kindness and be shown tolerance.
- Everyone has the right to be an individual, treated fairly and be shown tolerance.
- Everyone has the right to feel safe.
- Everyone has the right to be included.
- Everyone has a collective responsibility in ensuring that the rights of no one member of our community are abused at any time and as a **'telling'** school, all stakeholders have a shared responsibility to report bullying behaviour.

Everyone should feel that they are able to speak out against bullying behavior, whether it affects them directly or if they become aware that bullying behaviour is affecting other members of the school community. Since we are a school which sets high standards for our pupils, it is important that we create an atmosphere in which bullying behaviour cannot thrive and in which no pupil has to suffer from harassment of any kind.

This policy forms an integral part of school improvement, values, IT and safeguarding and as part of our wider curriculum, pupils will be taught that bullying behaviour is unacceptable in all its forms and pupils will be made aware of the impact of the perpetrator on others.

2 LEGAL FRAMEWORKS AND GUIDANCE

[Keeping Children Safe in Education](#)

[The Education and Inspections Act 2006 \(89\)](#)

[The Equality Act 2010](#)

[The Children's Act 1989](#)

[The Harassment Act 1997](#)

[The Malicious Communications Act 1988/The Communications Act 2003](#)

[The Public Order Act 1986](#)

[The use and effectiveness of anti-bullying strategies in schools](#)

[Preventing and Tackling Bullying in Schools - guidance from the DFE 2017](#)

3 AIMS

- To provide a definition of bullying behaviour for all stakeholders.
- To increase awareness of the signs and impact of all types of bullying behaviour.
- To identify pupils who may be particularly vulnerable to bullying behaviour.
- To ensure all stakeholders are aware of their responsibilities for reporting bullying behaviour.
- To identify strategies employed by our school to prevent bullying behaviour.
- To identify the ways which exist for pupils to report bullying behaviour to trusted adults.
- To make clear the school's response to all forms of bullying behaviour, both on and off site.

4 WHAT IS BULLYING BEHAVIOUR?

Bullying behaviour is a form of child-on-child abuse and can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

There are many definitions, but most consider it to be:

- When an imbalance of power occurs.
- The use of aggression with the intention of hurting another person.
- Repetitive action (sending a message through cyber space that goes viral counts as a repetitive action)
- Difficult for the target to defend causing pain and distress

We define it as bullying behaviour because

It is a CHOICE it can be CHALLENGED and it can CHANGE!

Bullying behaviour is

REPEATED, NEGATIVE BEHAVIOUR THAT IS INTENDED TO
MAKE OTHERS FEEL UPSET, UNCOMFORTABLE OR UNSAFE.

- **Repeated** = doing something more than once over time.
- **Intended** = doing something on purpose, not an accident.
- **Negative behaviour** = making others upset, uncomfortable or unsafe.

V.I.P. helps to remember the different types of bullying behaviour:

V = VERBAL

Repeatedly saying something mean to upset someone.

I = INDIRECT

Repeatedly using actions behind someone's back or not directly to their face to upset them.

P = PHYSICAL

Repeatedly using body contact to upset, hurt someone or humiliate them.

A child friendly definition

'It is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe'.

Bullying behaviour can include repeatedly, over time, name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting, and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying behaviour is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects to pupils's emotional health.



Different types of bullying behaviour (V.I.P.) include:

Verbal

- Hurtful remarks regarding a person's physical appearance
- Hurtful remarks regarding a person's intelligence/interests/beliefs etc

Indirect

- Emotional – tormenting, ridicule, humiliation, exclusion from groups/friendships
- Non-physical - gestures
- Literature and language – notes, name calling, graffiti, sarcasm, spreading rumours, persistent teasing
- Inappropriate text and electronic messaging (including through websites, social networking sites and email)
- Sending offensive or degrading images by phone or via the internet (cyber bullying)

Physical

- e.g. pushing, kicking, hitting, pinching and any other forms of violence, threats
- Sexual harassment or violence– unwanted physical contact or abusive comments

Prejudicial

Bullying behaviour related to protected characteristics can present itself as verbal, indirect and physical (V.I.P.) and **will not be tolerated at Alameda**.

- Religion
- Faith and belief and (for those without faith)
- Gender/sexual reassignment
- Sexual orientation
- Disability
- Pregnancy and maternity

Recognising those harmed by the perpetrator(s)

Perpetrators pick on vulnerable pupils. Some pupils are temporarily vulnerable because of a particular circumstance. Sometimes this is simply being in the wrong place at the wrong time. Some pupils need help to find strategies to enable them to avoid or deal with difficult situations.

Perpetrators may pick on pupils who:

- are new to the class or school
- are considered to have SEND (SEND pupils are particularly vulnerable to bullying behaviour and may not be able to report it effectively - staff should be particularly vigilant)
- are 'looked after'
- are 'previously looked after'
- have English is an additional language (EAL)
- are on the SEN register
- are considered Pupil Premium or Free School Meals
- are different in appearance, speech or background from other pupils

- suffer from low self-esteem (but this might be a cause or effect of bullying behaviour)
- are having difficulties with schoolwork
- have suffered from bereavement
- are suffering emotionally due to difficult family circumstances
- have been bullied before
- are pregnant

The following are typical signs or behavioural patterns which may indicate that a pupil is being targeted – they may also indicate other kinds of distress, even abuse.

Pupils may:

- suffer depression
- have low self esteem
- be frightened of walking to or from school
- be unwilling to go to school and make continual excuses to avoid going
- change their route to school every day
- arrive late to school
- begin doing poorly in their schoolwork
- be truant
- regularly have clothes or books or schoolwork torn or destroyed
- come home hungry (avoiding lunch queues, giving away or 'losing' dinner money)
- become withdrawn
- start hitting other pupils (as a reaction to being bullied)
- stop eating or become obsessively clean
- develop stomach aches or headaches due to stress
- cry themselves to sleep
- begin wetting the bed
- have nightmares
- have unexplained bruises, scratches or cuts
- have their possessions 'go missing' repeatedly
- ask for money or begin stealing (to pay the perpetrator)
- continually 'lose' their pocket money
- refuse to say what's wrong
- give improbable excuses to explain any of the above
- threaten or attempt suicide
- be at increased risk of sexual and criminal exploitation
- be at increased risk of radicalisation

Procedure and prevention

Alameda Middle School endeavours to provide a safe, secure, happy learning environment for all pupils. The following measures are implemented in order to tackle the occurrence of bullying behaviour within the school:

Actions to prevent bullying behaviour

- A link Governor will be assigned to oversee the school's Anti-Bullying strategy and provision.
- The curriculum, assemblies and form times will be used to educate pupils and to create an anti-bullying ethos within the school.
- Anti-Bullying week will be engaged with annually.



- Ensure staff are vigilant and constantly look for signs of bullying behaviour.
- Ensure staff take reports of bullying behaviour seriously by reporting them onto Heads of Year/ Senior Leadership Team (SLT) as appropriate.
- Use displays effectively to promote ethos within school.
- Remind pupils of the channels for reporting bullying behaviour (including external agencies and helplines) and to celebrate achievements within school.
- Continue to make good use of our pupil 'buddies' and anti-bullying ambassadors to give pupils channels to report bullying behaviour via peers.
- Use 'Restorative Justice' as one of a range of specific strategies designed to combat bullying behaviour.
- Involve parents and the school's Police Liaison officer as appropriate.
- Run a School Council to allow nominated pupils the opportunity to represent the views of others on issues including bullying behaviour and general behaviour around school.
- Pastoral support team to build confidence and self-esteem and help pupils gain mechanisms to deal with any "difficult" situations.
- Apply sanctions fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils.
- As a school, we are aware of supporting both the target *and* the perpetrator. This may be through solution focused short term therapy, 1:1 work or mediation, referral to outside agencies if required etc. Specific groups or organisations may be drawn on for expertise/help with certain forms of bullying behaviour.
- Parents are made aware that the school acts to prevent bullying behaviour and deals with bullying behaviour incidents.

Procedure

At Alameda, staff are aware of the importance of preventing bullying behaviour and proactively investigate issues between pupils which might lead to bullying behaviour.

As part of our on-going commitment to the safety and welfare of our pupils, Alameda staff engage in a range of preventative work to promote positive behaviour and discourage bullying behaviour. This preventative work includes:

- Proactively seeking to celebrate success to create a positive school culture
- Effective training and development for all staff to support a culture of mutual respect and support
- Serious incidents are also recorded centrally. All pupils are made aware of these procedures.
- Supporting our vulnerable pupils by promoting respect, inclusion and healthy relationships through the delivery of Values lessons, form time activities and assemblies. Working with the wider community such as the police/children's services where bullying behaviour is particularly serious or persistent to send a strong message that bullying behaviour is unacceptable within our school.
- Promoting e-safety in school, for example, parents may receive information on e-safety through the headteacher's update, email and websites.
- All staff and pupils are required to acknowledge the importance of the anti-bullying policy and Alameda school values. Displaying prominent anti-bullying and values messages and expectations across the school.
- Making sure that the school follows all equal opportunities guidance by being committed to equal opportunities and seeking to support all pupils regardless of age, gender, disability, race, religion or belief, sexual orientation or background. Regular assemblies are delivered detailing what the school expects from pupils and how the school will respond to breaches of the school's Equality Policy

Reporting and recording incidents of potential or actual bullying behaviour

Pupil: Alameda has a variety of reporting systems so that pupils are reassured that they will be listened to, and incidents acted on. These include peer support, pastoral support, form tutor, class teacher, year leader, member of the senior leadership team or trusted adult.

Parents/Carers: Alameda ensures that parents/carers are clear that the school does not tolerate bullying behaviour and are aware of the procedures to follow if they believe that their child is being bullied. Parents can telephone or email the school. Alameda staff will report incidents of bullying behaviour to parents/carers. Alameda will deal promptly with any complaints in line with the Complaints Policy.

Staff: Through awareness and discussion at staff meetings, reading and understanding of the policy and support with alleged bullying behaviour incidents from the heads of year and members of the senior leadership team, Alameda school ensures that all staff understand the principles and purposes of the Anti-Bullying Policy, its legal responsibilities regarding bullying behaviour, how to resolve problems, and where to seek support. The Anti-Bullying Policy is included as one of the key policies as part of the induction process for new staff.

All staff will ensure that they make full use of “information” e-mailed to make them aware of any individual cases giving cause for concern. Staff to follow the process shown in the flow chart– Appendix 1. Staff need to be acutely aware of the importance of recording and reporting alleged incidences of bullying behaviour – in the first instance to the pastoral team and when appropriate these will be referred onto the Senior Leadership Team.

All **alleged bullying behaviour and confirmed bullying behaviour** should be logged and kept on CPOMS.

The reported incident is entered by the member of staff as either alleged bullying behaviour verbal, or indirect, or physical the incident will be investigated. If the incident is confirmed as bullying behaviour, this will be entered as ‘confirmed’ by the Head of Year in CPOMS and the behaviour policy will be followed.

As part of the process to eliminate bullying behaviour, all forms of bullying behaviour are explained and discussed with the perpetrator, so they fully understand and can reflect on how the target can be, and has been, affected, whilst also reflecting on their specific situation and that of the target. The perpetrator signs the antibullying charter confirming they understand all the forms of bullying behaviour and consequence if they demonstrate any further bullying behaviour. The Head of Year and/or member of SLT will lead a restorative meeting between the target and the perpetrator.

Alameda school will work with the wider community, such as the police and children’s services, where bullying behaviour is particularly serious or persistent and where a criminal offence may have been committed. Alameda school will also work with other schools, agencies, and the wider community to tackle bullying behaviour that is happening outside the school.

The information stored will be used to ensure consistency and to evaluate whether the school’s approach is effective. It will also identify trends and inform preventative work in the school and evaluation of impact of the policy.

This information will be presented to the Governors as part of the annual report.

Reporting and Responding - Outside the School

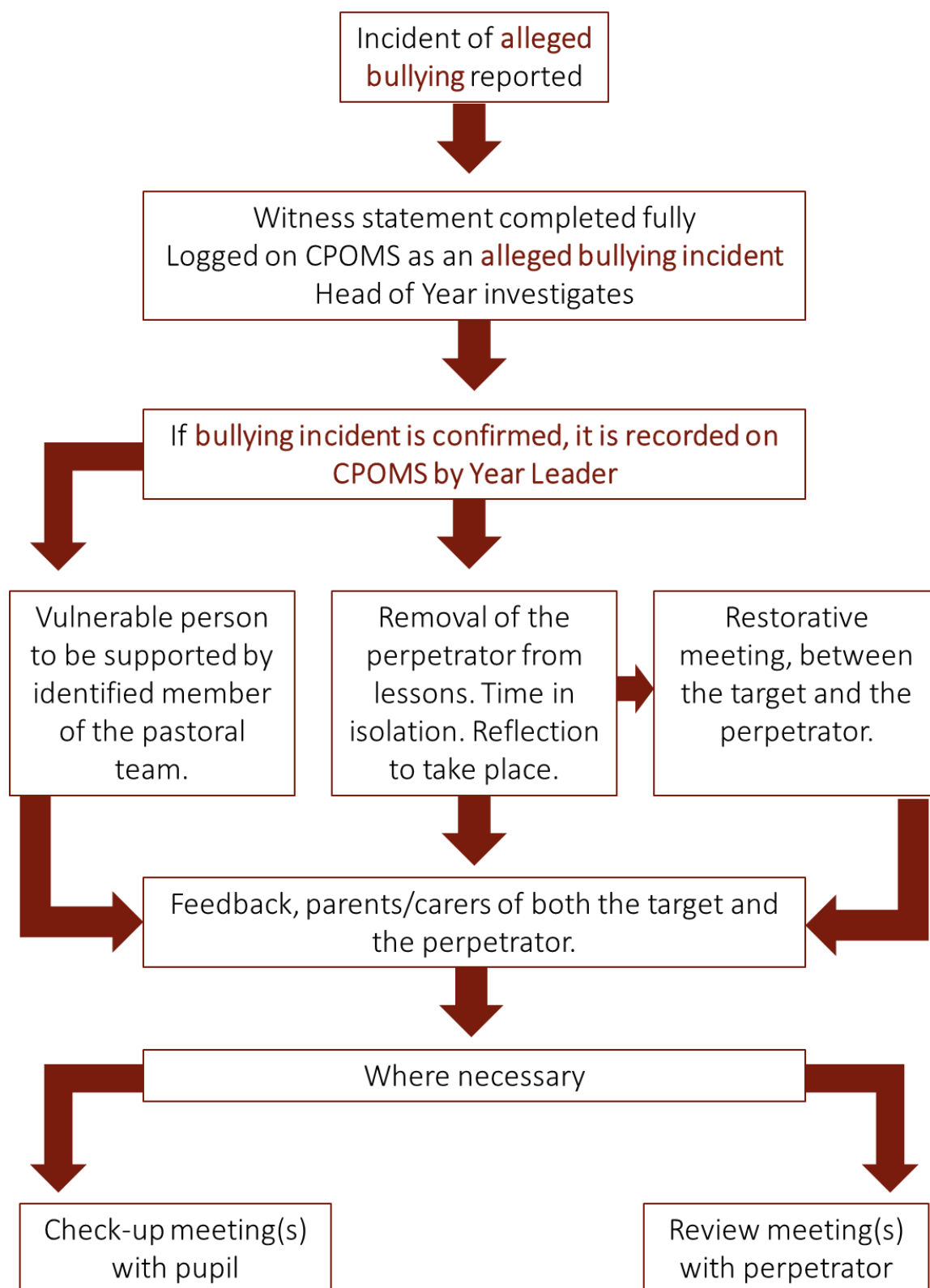
When bullying behaviour outside the school is reported to Alameda staff, it should be investigated and acted on. The senior leadership team will also consider whether it is appropriate to notify the police, or the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Monitoring and Evaluation

- This policy will be reviewed annually with the school council and/or Pupil Voice to assess its effectiveness.
- CPOMS reports will be looked at by the Pastoral team and Head of Year in order to establish any patterns of perpetrators/targets.
- Pupil interviews and questionnaires take place on a yearly basis and the results are discussed by the pastoral team for new strategies to be put into place if required.
- Regular reviews of the content of the bullying behaviour programme are in place.

Alameda school will seek to monitor and evaluate both of its proactive and reactive work in partnership with the Governing Body.

APPENDIX 1 - Anti-Bullying Flow Chart



APPENDIX 2 – Anti-Bullying Charter

We are a **'telling'** school.

Anyone who knows that bullying is happening is **expected** to **tell** someone
It is **everybody's responsibility** to deal with incidents of bullying

The following points have been discussed with the pupil. To help with their understanding, scenarios to illustrate what 'this could look like' have been used.

Definition

There are many definitions, but most consider it to be:

- When an imbalance of power occurs
- The use of aggression with the intention of hurting another person
- Repeated over a period of time
- Difficult for victims to defend causing pain and distress.

Forms of Bullying

There are many forms, but the three main types are:

Physical Bullying

- Pushing, kicking, hitting, slapping, punching
- Sexual assault, including unwanted physical contact or comments
- Taking money or possessions or throwing belongings around.

Verbal Bullying

- Name calling
- Teasing
- Sarcasm
- Threats
- Racist and sexist remarks.

Indirect Bullying

- Spreading rumours or starting gossip
- Continually ignoring the person
- Excluding the person

Cyber bullying is also considered to be indirect bullying and includes:

- Text message bullying
- Telephone call bullying
- Instant messaging bullying
- Bullying through Website abuse
- Chat-room bullying comments
- Picture/video-clip bullying (mobile phone camera)
- Mail bullying.

I understand what bullying is and the forms it can take. I agree not to partake in bullying in any form in the future.

Signed (Pupil): _____

Name: _____ Form: _____

Authorising member of staff: _____ Date: _____