

Anti-Bullying Policy

Staff reviewer:	Date:	Share with link Governor for awareness:	Next review date:
Yasmin Trevelyan	May 2025	Lewis Day	May 2026

1 Purpose

1.1 The purpose of this policy is to set out the School's position on bullying and to give clear guidelines on how bullying incidents should be dealt with. It should be read in conjunction with the current advice from DfE regarding bullying¹ and the latest Keeping Children Safe in Education Statutory guidance

"Bullying can have a life-long negative impact. It makes it difficult for young people to learn and can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst bullying has been a factor in suicide. Bullying can happen anywhere. To tackle bullying successfully, the whole community and all services for young people need to work together to change the culture so that bullying is unacceptable." **Safe from Bullying in FE Colleges.**

1.2 Exeter Mathematics School will not tolerate bullying in any form. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a secure atmosphere. Bullying, in any form, is entirely contrary to the values and principles we work and live by.

All members of the School community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

2 Definitions

2.1 Bullying is behaviour, usually repeated over time, that intentionally seeks to use a power imbalance to hurt or control another individual or group, this can include Child-on-Child abuse. This could include but is not exclusive to physical, intellectual, sexual, financial or emotional.

2.2 Examples of bullying:

- **Emotional** - being unfriendly, excluding or controlling someone, and tormenting (e.g. threatening gestures, interfering with personal possessions).
- **Physical** - pushing, kicking, hitting, punching or any use of physical violence.
- **Racist** - Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status' - racial taunts, graffiti, gestures.
- **Sexual, Sexist and Transphobic**²- Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments. Transphobic bullying refers to bullying because someone is - or is thought to be – transgender.
- **Homophobic** - Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives

¹ <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>)

² see the government document [Sexual violence and sexual harassment between children in schools and colleges](#) for more guidance

when identity is being developed. Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self-harm reported.

- **Cyber-bullying** - Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.
- **Disablist** - Bullying involving young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common. Also includes seemingly 'low level' bullying from which there is no let-up.

Mechanisms for Bullying can be

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, graffiti.
- **Online** - All areas of internet, such as social networking, email, and chat room misuse. Threats / abuse by text messaging or calls from any mobile device. Misuse of associated technology i.e. camera, video, social media.
- **Physical** - pushing, kicking, hitting, punching or any use of physical violence.
- **Coercion** – use of coercion to bully someone into parting with money, goods or in order to sexually abuse or harass an individual

2.3 How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger then intervention is urgently required.

2.4 Bullying and the wider *Safeguarding* Agenda

Effective anti-bullying practice gives all young people the assurance that they can take part in extended services in a safe and friendly environment. It upholds their fundamental right to be safe. This document is a compliment to the Safeguarding and Child Protection policy, latest version of Keeping children safe in education³ and preventing bullying⁴ guidance.

Bullying is a form of child-on-child abuse and should therefore be dealt with as a safeguarding issue as well as a behavioural issue.

³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

⁴ <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

3 Policy

3.1 This policy applies to all students and staff at Exeter Mathematics School.

Bullying of any kind is unacceptable at our school. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of the School staff.

If a student feels that they are being bullied by a member of School staff they should be aware of the procedure they can follow to address the problem.

The School's strong pastoral and safeguarding ethos plays a key role in creating an inclusive environment in which bullying and any form of discrimination is not tolerated.

3.2 This policy aims to ensure that:

- Bullying is not tolerated in any form, by anyone, on any school, college or university site, including off site trips, visits, and in the Schools' residential accommodation
- the Headteacher, governors, pastoral leader, teaching and non-teaching staff know what the procedures are and know when and how to report bullying
- Students and parents are assured that they will be supported when bullying is reported

3.3 We will at all times endeavour to:

- work to create a welcoming, safe ethos
- encourage values such as respect and tolerance
- model fair and respectful behaviour and leadership
- challenge all forms of prejudice and injustice and promote equality and diversity
- discourage young people from colluding with bullying
- consult learners about bullying
- make sure learners and parents / guardians of learners know what the School's position is on bullying and know how to report any incidents or concerns

4 Implementation

4.1 Leadership.

Tackling bullying is the responsibility of **all members of staff**. In addition, the School has a nominated Pastoral Lead who provides a focus for anti-bullying work.

This leadership role includes responsibility for:

- Maintaining policies
- Arranging training
- Responding to bullying incidents

- Ensuring that records are kept and that data on bullying incidents is collected and held securely
- Reporting to governors as part of the wider safeguarding role
- Linking with the local authority anti-bullying lead and other partners

4.2 How to Respond to Bullying.

When bullying does occur, **a clear consistent response is essential**. The goals of any intervention should always be the same, no matter who is dealing with the incident:

- To make the victim safe.
- To stop the bullying, and change the bully's behaviour.
- To make clear to every learner that bullying is unacceptable.
- To learn lessons from the experience that can be applied in future.

4.3 Signs and Symptoms of Bullying

- A young person may indicate by signs or behaviour that they are being bullied
- All School staff should be aware of these possible signs and should investigate if a young person
 - is frightened of travelling to or from school
 - doesn't want to go on the usual mode of transport
 - changes their usual routine
 - is unwilling to go to home or to the mid-week boarding accommodation
 - begins to have a poor attendance record
 - becomes withdrawn, anxious, or lacking in confidence
 - attempts or threatens suicide or runs away
 - has difficulty sleeping
 - school work begins to suffer
 - has possessions which are damaged or "go missing"
 - has unexplained cuts or bruises
 - becomes aggressive, disruptive or unreasonable
 - is bullying other students
 - stops eating
 - is frightened to say what's wrong
 - gives improbable excuses for any of the above
 - is afraid to use the internet or mobile phone
 - is nervous & jumpy when an electronic message is received
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5 Procedures

- 5.1 For all incidents of bullying, the alleged victim or the member of staff dealing with the incident / concern should record the incident on appropriate platform Bromcom, thereby alerting the safeguarding team and SLT.
- 5.2 Anonymous reporting system – The school has an anonymous reporting system: <https://swgfl.org.uk/whisper/ems1/>. This service is publicised to the students and allows them to have anonymous 2 way conversation with the safeguarding team – it is intended that this lowers barriers to reporting incidents.
- 5.3 The report will automatically come to the Pastoral Lead and/or the Headteacher. They will then decide how the incident should be dealt with. This will normally be via one of the Pastoral Team and may be in liaison with Exeter College's safeguarding Team where a College student is involved.
- 5.4 The member of staff who is asked to investigate the bullying incident should arrange to meet with the alleged victim as soon as possible, so as to understand the nature of the concern
 - The starting point for any intervention should be to talk to the student who has been bullied, establish what has happened, and agree a way forward.
 - Agree an action plan with the student's consent.
 - Help the victim become more resilient, for example by building up their self-confidence, emphasising their strengths and helping them to develop protective friendships.
- 5.5 Where there is evidence or a strong suspicion that bullying has taken place, the member of staff should interview the alleged perpetrators as soon as is possible.
- 5.6 Wherever possible, parents / guardians on both sides e.g. alleged victim and alleged perpetrator, should be informed that an incident has occurred.
- 5.7 In serious cases of bullying the 'Gross Misconduct' procedure may need to be implemented. This will then be shared with Deputy Headteacher and/or Headteacher to action. Parents must be told of the incident and of any proposal to suspend the student or to take other action.
- 5.8 All cases of Child-on-Child abuse will be dealt with in accordance with our Child Protection and Safeguarding Policy and Keeping Children Safe in Education guidance. Examples of Child-on-Child abuse includes, but is not exclusive to, teenage relationship abuse, online abuse, physical abuse, sexual abuse, emotional abuse and exploitation.
- 5.9 The School will always try to work with the bully (bullies) to change their behaviour. We will help a student identify and understanding their level of involvement. The Alleged perpetrator will have pastoral support to promote change. Where necessary, referrals to external agencies may be completed to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CAMHS.
- 5.10 If a group of students are behaving in a prejudicial way this will be addressed with the whole group and they will be supported as mentioned above.
- 5.11 The pastoral team and the other staff involved should:

- Monitor the situation, looking for other bullying by the perpetrators
 - Follow up, discreetly, with the victim to make certain the bullying has actually stopped, and that they feel safe.
 - Pass any concerns about a learner to other staff who may be teaching them.
- 5.12 Provide relevant information on any bullying incidents that have taken place to Exeter College's Safeguarding Team and to residential pastoral staff so that they can monitor behaviour in college and residential accommodation.

6 Associated Documentation

Child Protection and Safeguarding policy
 Gross Misconduct Procedure
 The Student Code of Conduct
 The Online Safety Code of Conduct

7 Monitoring, Review and Evaluation

All bullying report forms that are submitted will be logged by the Pastoral Leader for monitoring and evaluation. The data collected will be included in the annual safeguarding audit. This policy will be reviewed every two years by the Pastoral Leader.

8 Additional sources of Advice and Guidance

Government "Preventing Bullying" advice:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Government "Sexual violence and sexual harassment between children in schools and colleges" guidance: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

BECTA: For more information on Online bullying www.becta.org.uk/safeguarding.php

CEOP (The Child Exploitation Online Protection Centre): Hosts the Young people's online charter and is responsible for safety on the internet. There is advice for parents and carers and for young people <http://www.ceop.gov.uk>.

EACH (Educational Action Challenging Homophobia): Provides training for local authorities to challenge homophobic bullying: www.eachaction.org.uk EACH also provides a national helpline for young people experiencing homophobic bullying: Tel: 0808 1000 143.

Exeter College – When reviewing this policy the Pastoral Lead will refer to Exeter College Anti-Bullying Policy to ensure a consistent approach where appropriate between Exeter College and Exeter Maths School.

Leap: Offers training and workshops in confronting conflict and hosts the Academy for Youth and Conflict for formal training leading to qualifications for staff
<http://www.leaplinx.com/>.

National Youth Agency www.nya.org.uk

NSPCC: Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit www.nspcc.org.uk.

Safe from Bullying in Further Education Colleges – first published 2009 [Safe from bullying 0.pdf \(iriss.org.uk\)](#)

Stonewall: Information on tackling homophobic bullying
www.stonewall.org.uk.

Transforming Conflict: For information on restorative practices and training
<http://www.transformingconflict.org/>

9 Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

<p>1. Evidence considered <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i></p> <p>Diversity of students has been considered – Race, gender, sex assigned at birth, religion</p>					
<p>2. Consultation. <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i></p> <p>Students have been consulted</p>					
<p>3. Promoting equality. <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p> <p>This policy exists to outline the steps we take to avoid bullying incidents</p>					
<p>4. Identifying the impact of policies</p> <p>Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:</p> <ol style="list-style-type: none"> 1. Age 2. Disability 3. Gender reassignment 4. Marriage and civil partnership 5. Pregnancy and maternity 6. Race 7. Religion or beliefs 8. Sex 9. Sexual orientation 					
Issue Assessed <i>E.g. policy or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Timeline <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	Person responsible for action(s)
Policy as a whole outlines	All	Please see above		-	-

our approach to any infringement of the above rights					
<p>5. Monitoring <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p>This policy will be reviewed annually at which time any incidents of bullying will be re-considered and the policy adapted if it has previously been restrictive to restorative practices or failed to protect those in need</p>					
<p>6. Summary <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p>No actions outside normal review</p>					