



Airedale Junior Academy

ANTI-BULLYING POLICY

Date 2025-2027



Airedale Junior Academy Anti-Bullying Policy 2025-2027

Information	Dates
Last reviewed	September 25
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Owner	Mrs K McKechnie/Mrs Walker/Mrs S Golsworthy
Approver	Academy Council

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1. Rationale

At Airedale Junior Academy we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils and staff.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Airedale Junior Academy we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority Children's Social Care.

This policy should be read in conjunction with with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

2. Care. Aspire. Succeed.

Care The school community promotes care by fostering belonging and encouraging positive behaviour that protects wellbeing and strengthens relationships.

Aspire The school community aspires to high standards of behaviour, recognising that ambition and learning flourish when conduct is respectful and responsible.

Succeed The school community succeeds through shared belonging and consistent behaviour, ensuring collective achievement and a culture of excellence.

3. Statement of Intent

3.1 This policy aims to:

- Promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils and staff.





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- Ensure that all pupils have the opportunity to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.
- Ensure a consistent and fair approach to responding to and managing allegations of bullying.
- Give a clear definition of what bullying is, so expectations are transparent.
- Set out the school's systems and procedures for responding to allegations of bullying.
- Clarify the roles and responsibilities of staff, pupils, parents, and governors in supporting and managing children and families affected by allegations of bullying.
- Establish clearly, the response parents/carers can expect from the school when an allegation of bullying is made.

3.2 Legislation and statutory requirements

This policy is informed by statutory guidance and legislation to ensure compliance and consistency across our school community. It draws on advice from the Department for Education (DfE), including:

- Non-statutory guidance: **Behaviour in Schools: Advice for headteachers and school staff**: Last updated: **19 February 2024**
- Non-statutory guidance: **Preventing and tackling bullying Advice for headteachers, staff and governing bodies**: Last updated **July 2017**
- Primary legislation: **Section 89 of the Education and Inspections Act** Came into force: **2006**
- Primary legislation: **Equality Act 2010** Came into force: **1 October 2010**
- Primary legislation: **Education Act 2002**

It is also underpinned by the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years 2015**.

In addition, this policy reflects the following legislative requirements:

- **Section 175 of the Education Act 2002** – duty to safeguard and promote the welfare of pupils
- **Sections 88–94 of the Education and Inspections Act 2006** – requirement to regulate pupils' behaviour, publish a behaviour policy and written statement of principles, and authority to confiscate pupils' property
- **DfE guidance** – maintained schools must publish their behaviour policy online
- **Education (Independent School Standards) Regulations 2014, Schedule 1** –
 - Paragraph 7: duty to safeguard and promote welfare
 - Paragraph 9: requirement for a written behaviour policy
 - Paragraph 10: requirement for an anti-bullying strategy
- **DfE guidance for academies (September 2022 update)** – requirement to publish both the behaviour policy and anti-bullying strategy online

3.3 Our academy is characterised by:





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- **Absolute clarity and consistency** in the standards of behaviour expected from all pupils, supported by clear boundaries and routines.
- **Success and achievement for every pupil**, whatever their starting point, through thorough planning for individual needs, active involvement in learning, and structured feedback. This keeps children engaged and on task, reducing the risk of disaffection that can lead to poor behaviour.
- **A strong sense of belonging and identity** within our school and classrooms, fostered through mutual support, clear rules, and a fair hierarchy.
- **Fair and consistent systems of rewards and sanctions**, applied across the school community.
- **Positive and specific praise** for good behaviour and the celebration of successes. Rewards are delivered promptly, recognising that children respond best to immediate reinforcement.
- **Maximum use of parallel praise**: highlighting and reinforcing the behaviour we want to see more of by praising those who are doing the right thing, rather than focusing on those who are not.
- **The principles of PIP and RIP** – *Praise in Public; Reprimand in Private* – applied where appropriate to maintain dignity and respect.
- **Strong communication with parents and carers**, ensuring maximum feedback on children's successes and positive behaviour.
- **Recognition of the principle that all behaviour has consequences**, both positive and negative, with staff supporting pupils to make appropriate choices.
- **A shared belief across the school community** that intelligence is not fixed; with hard work and high-quality teaching, every child can make significant progress in an environment free from disruption.

4. 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





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Bullying might include (but is not restricted to):

Emotional Bullying

- **Exclusion:** deliberately leaving someone out of games, groups, or activities.
- **Name-calling or teasing:** using hurtful words, mocking, or making fun of someone.
- **Spreading rumours:** telling lies or gossip to damage someone's reputation.
- **Manipulation:** pressuring others to do things against their will or turning friends against someone.
- **Intimidation:** using looks, gestures, or threats to make someone feel scared or unwelcome.
- **Persistent criticism:** repeatedly putting someone down or making them feel worthless.

Physical bullying

- **Hitting, kicking, or punching**
- **Pushing, shoving, or tripping**
- **Pinching or scratching**
- **Spitting**
- **Taking or damaging belongings**
- **Physical intimidation** (e.g., blocking someone's path, invading personal space aggressively)

Racial bullying:

- **Name-calling or insults** based on race, skin colour, or cultural background
- **Mocking accents, traditions, or clothing**
- **Excluding someone** from games or groups because of their race or ethnicity
- **Spreading rumours or stereotypes** about a racial or cultural group
- **Physical aggression** linked to racial identity
- **Derogatory comments** about a child's family, heritage, or religion (where linked to race/ethnicity)

Sexual bullying

- **Verbal comments:** making rude or inappropriate remarks about someone's body or appearance.
- **Name-calling** using sexual words or insults to embarrass or shame.
- **Gestures or drawings:** showing or making sexualised signs, pictures, or jokes.
- **Unwanted touching:** any physical contact of a sexual nature without consent.
- **Rumours or gossip:** spreading stories of a sexual nature to embarrass or intimidate.
- **Pressure or coercion:** encouraging or forcing someone to act in a sexualised way.

Direct or indirect verbal bullying

- **Name-calling or insults**
- **Teasing or mocking**
- **Threats or intimidation**
- **Hurtful comments** about appearance, ability, or family
- **Spreading rumours or gossip**
- **Whispering or making jokes** about someone to others





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- **Encouraging others to exclude or isolate a child**
- **Using social groups** to damage reputation or belonging

Cyber-bullying

- **Hurtful messages:** sending mean texts, emails, or instant messages.
- **Online threats:** using digital platforms to scare or intimidate.
- **Posting or sharing harmful content:** uploading embarrassing photos, videos, or comments.
- **Exclusion online:** deliberately leaving someone out of group chats, games, or social media.
- **Impersonation:** pretending to be someone else online to cause harm.
- **Spreading rumours:** using digital platforms to share lies or gossip.

5. Signs of Bullying

Airedale Junior Academy recognises that children may not always bring bullying to the attention of an adult. School staff should, therefore, be vigilant in looking out for signs of bullying (or other safeguarding issues) including:

Physical: unexplained bruising, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling or bedwetting.

Emotional: losing interest in school, becoming withdrawn or secretive, unusual shows of temper, refusal to say why they are unhappy, high levels of anxiety, mood swings, tearfulness for no obvious reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to/collected from school, asking to go home/stay indoors for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

6. Roles and responsibilities

Governance

- The Academy Council is responsible for monitoring this anti-bullying policy's effectiveness and holding the Head Teacher to account for its implementation. Behaviour is an agenda item in all Academy Council meetings and bullying sits within this area.

The Head Teacher

- The Head Teacher is responsible for reviewing and approving this anti-bullying policy.
- The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with any allegation of bullying and will monitor how staff implement this policy to ensure that any allegation is managed sensitively, effectively and in a timely





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manner. The head teacher is responsible for allocating resources to support positive behaviour and manage allegations of bullying.

Staff

- Be clear on the school's definition of bullying.
- Report any allegation of bullying immediately using the school procedures.
- Ensure that allegations are followed up by the most appropriate member of staff.
- Communicate effectively with parent where an allegation of bullying has been made.
- Ensure that identified actions are carried out effectively following an investigation into an allegation of bullying.
- Implement the behaviour policy consistently and fairly.
- Model positive behaviour in the building and beyond.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Be vigilant - Seek support from the Inclusion Team or Phase Leader should there be more than three recorded incidents of the same nature between children as this could indicate that further investigation is needed.
- Record behaviour incidents – these are stored in class files and staff are required to keep these up to date and accurate and sit alongside medical and SEND information.
- Complete school or Trust led questionnaires and feedback sessions regarding the management of bullying allegations or incidents in school.
- Share any concerns with peers and the Inclusion Team to support children in their class.
- Make effective links between the SCARF and PSHRE curriculum, mental health agenda, the anti-bullying policy and the behaviour policy to ensure children learn how to become valuable members of the school and wider community.

Parents and Carers

- Understand what bullying is and what it is not.
- Ensure their child adheres to pupil expectations, both in and out of school.
- Actively reinforce school expectations at home to maintain consistency.
- Recognise and praise positive behaviour, celebrating successes to encourage continued good conduct.
- Inform the school promptly of any changes in circumstances that may affect their child's behaviour or wellbeing.
- Address behavioural concerns directly with the class teacher, meeting in person and without delay.
- Bring any allegation of bullying to the immediate attention of the class teacher, who will then take the appropriate course of action.





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- Attend meetings with Senior Staff or the Inclusion Team when required, to support the school in investigating and resolving allegations of bullying.

Pupils:

- Understand what bullying is and what it is not.
- Always show respect to everyone in the school community.
- Be kind and considerate of others and have an awareness of the impact of their actions.
- Accept guidance and support from adults when it is offered or needed.
- Use good manners and speak politely to peers, staff, and visitors.
- Move safely and quietly around the school building and grounds.
- Respect the school environment and property, taking care of classrooms, equipment, and shared spaces.

7. Links to other policies

- Behaviour policy
- Safeguarding policy
- SEND policy
- KCSIE September 2025

8. Statement of implementation

Our school implements this anti-bullying policy by setting clear expectations for conduct, consistently and transparently addressing any allegation of bullying and following the processes set out below. The policy is communicated to pupils, parents, and staff, monitored through regular reviews, and reinforced through teaching, assemblies, and staff training to maintain a safe, respectful, and inclusive learning environment.

Responding to Bullying

- Parents/carers should report allegations of bullying to their child's class teacher in the first instance.
- All cases of alleged bullying should be reported to the Headteacher, a member of SLT or the Chair of Trustees (in the event of an allegation against the Headteacher) by the person informed of the allegation.
- The Headteacher or a senior leader will communicate with the parents/carers of all children involved in an allegation of bullying to ensure they are kept up to date.
- In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.





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- If the allegation of bullying is upheld, the Headteacher or a senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the impact of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All bullying incidents must be recorded.
- Children involved in allegations of bullying will receive the appropriate pastoral support in school. This may involve class teachers, teaching assistants, phase leaders, the Inclusion Team or the Learning Mentor team, dependent on the type and intensity of support required.
- Parents/carers of all parties will be informed of the outcome of the investigation.
- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.
- Any further incidents may lead to intervention (e.g. through outside agencies), further monitoring, support or sanctions as deemed necessary. Any necessary action will continue until school are satisfied that the bullying behaviour has stopped.

9. Monitoring and evaluation

Behaviour across the school is monitored through regular recording and analysis of incidents, with bullying incidents forming part of this data collection. This allows school to establish areas of concern, evaluate patterns, identify areas for improvement, and ensure that responses remain fair, consistent, and supportive of pupil wellbeing.

This monitoring process directly informs staff training, curriculum planning, and pastoral support, ensuring that strategies are continually refined to meet pupils' needs. By linking evaluation to professional development and teaching practice, the school sustains a proactive approach to behaviour management, including the anti-bullying policy, that strengthens learning and relationships across all phases.

The Academy Council makes clear that bullying, violence or threatening behaviour is unacceptable and will not be tolerated under any circumstances.

