



**THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL**

**ANTI-BULLYING POLICY**



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## 1. Policy Statement and Scope:

Article 12 "Every child has the right to have a say in all matters affecting them and have their views taken seriously"

Article 36 "children must be protected from all forms of bad treatment"

The Governing Body will ensure that:

Children and young people have a right to feel safe within their community and the right to feel safe from bullying.

Admiral Lord Nelson School is committed to providing a caring, safe and inclusive environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all students should be able to confide in an adult and know that incidents will be dealt with promptly and effectively.

## 2. Why is it important to respond to bullying?

Bullying is among one of the top concerns that parents have about their children's safety and wellbeing. In 2022, Ofcom reported that two-thirds of parents are worried about online bullying. It can be a significant issue for students, disproportionately affecting those who have a disability or special education need and those who are, or are perceived to be, lesbian, gay, bisexual or transgender. It can happen both on and offline and sometimes both simultaneously.

Bullying makes lives a misery; it undermines confidence and self-esteem and destroys any sense of security. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

The most commonly reported types of victimisation are "being called mean names" and "having bad things said" about the child. (Anti-Bullying Alliance, 'Bullying, School Experiences and Wellbeing: a picture of pupil experience in England 2024')

Bullying impacts on attendance and attainment at school; marginalises those groups who may be particular targets for bullying behaviour and can have a life-long impact on some young people's lives.

## 3. Definition of Bullying

*Bullying is a behaviour which can be defined as repetitive and intentional. It can be physical, psychological, social or verbal in nature. It can be carried out by an individual or group. There is usually a power imbalance that makes it hard for the victim to defend themselves. It is often aimed at certain groups such as specific religions, race, gender or sexual orientation.*

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. For example,

'friendship fall outs', as unpleasant as they may be, do not necessarily mean that bullying is taking place.

#### **4. Types and Methods of Bullying**

Bullying can be:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Emotional – being unfriendly, excluding, tormenting (e.g hiding possessions, threatening gestures)
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Gender based or transphobic – teasing someone due to their gender identity.
- Racist – racial taunts, graffiti, gestures  
(Under the Equality Act 2010, the Public Sector Duty requires schools to eliminate discrimination, harassment and victimisation and fosters good relations between people of varied ethnic groups)
- Verbal – name calling, insulting, teasing, 'jokes', mocking, sarcasm, taunting, gossiping, spreading rumours, threats. This must NEVER be dismissed or excused as banter.
- Non-verbal – staring, body language, gestures, posturing
- Online – messaging, inviting people into unkind online "chats" , the misuse of camera or video facilities – including then posting images or video, posting a "story" or similar online profile clearly aimed at an individual,
- Harassing behaviours such as upskirting (this is illegal). This includes verbal comments designed to make someone feel uncomfortable or singled out.
- Between children who are in a romantic or sexual relationship (recognised by the term "Teenage Relationship Abuse" - this can be physical, emotional, sexual or in the form of coercive control such as controlling friendships and social time)

#### **5. Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied, often instead of actually making a disclosure of it so it is important for those around them to be alert. Should a child exhibit these signs frequently or a combination of these signs, an adult should investigate:

- Is frightened to walk to and from school
- Changes their routine i.e. arriving or leaving later than normal to avoid peers
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Self-harming
- Cries themselves to sleep or has nightmares
- Feels ill in the mornings
- Begins to underachieve in schoolwork

- Has torn clothes or missing/damaged equipment
- Asks for money or starts stealing money
- Has unexplained cuts and bruises
- Is hungry (perhaps money or lunch is being stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Wants to change aspects of their appearance (appearance based bullying is the most common form according to reports).
- Is afraid to use the internet or mobile phones, or jumpy when interacting online.

## **6. Intervention**

All members of the Admiral Lord Nelson School community should be vigilant and aware of signs of bullying. The aim is to try to combat bullying by working together.

Admiral Lord Nelson is a telling school – students are encouraged to report any instances of bullying to members of staff, parents, students, Anti Bullying Ambassadors (who receive training based on that by the Diana Award Anti Bullying Charity, prefects or anonymously online should they wish, using the report button on our website. There are designated times and spaces where these peer supporters are available which will be advertised regularly to students. They are trained to manage a disclosure and pass it on to the appropriate adult but also to provide words of support and, if appropriate, early intervention that might nip problems in the bud. There is also a “worry box” outside the medical room where students can post concerns about themselves or others either anonymously or not, as they feel comfortable to do so. This is monitored by our safeguarding team.

The reporting button on the school website can be found at the top of the home page – it is a green “quick link”. These reports are sent to the Assistant Headteacher: Behaviour & Attitudes (who shares them with the Deputy Headteacher who is also the Designated safeguarding lead as appropriate). They either act themselves on the report or pass it on to the appropriate member of staff for action (usually the Head of House). In addition, our filtering and monitoring IT software will pick up and report flagged words that might indicate online bullying is taking place, such as racist taunts.

The member of staff responsible will investigate and take appropriate actions. These may include consequences for the bullying behaviour and informing the parents of both parties. Both parties are encouraged to take part in a restorative meeting to mediate and, if possible, reconcile those involved. This will also allow the victim to communicate the effect on them and for the perpetrator to understand this. This is only done with the consent of both sides and is carefully planned and facilitated by an experienced member of staff. Following these immediate actions, each case will be monitored to ensure a repeat does not occur. This may involve mentoring, group work or EQ sessions for either or both parties. In the case of racist, homophobic or other prejudiced based bullying it may also involve some 1:1 educational work with the perpetrator to ensure they understand the effects of their behaviour and to explore where their actions and beliefs are coming from. All incidents of racist, sexual and homophobic and transphobic bullying are recorded as such and the leadership team will analyse these regularly to allow them to develop appropriate intervention and prevention programmes.

## 7. Preventative measures

At Admiral Lord Nelson we work hard to prevent bullying behaviour and use the following to raise awareness and create a culture of the students themselves not tolerating it. We encourage them to be “upstanders not bystanders”.

- We acknowledge it happens here (23% of pupils nationally report being frequently victimised– this figure increases to 25% in Secondary Schools- Anti Bullying Alliance, Bullying, School Experiences and Wellbeing: a picture of pupil experience in England 2024)
- Assemblies - The anti-bullying message is widely advertised in assemblies to develop a culture of zero tolerance and non-acceptance of bullying behaviours.
- Anti-Bullying Week - Anti-Bullying Week (as designated by the Anti Bullying Alliance) is given a high profile through house assemblies, Aspiring Futures lessons, the Personal Development curriculum and in tutor time activities. This work is further weaved through the year in various activities.
- Student Leadership – We have a number of students across years 8-11, trained as Anti-Bullying ambassadors and grow this number on a yearly basis. These ambassadors, along with the prefect team and school council members take the lead on developing the anti-bullying strategy for the year – working alongside the Deputy Headteacher: Student Achievement in getting out and keeping “live” the Anti-Bullying message.
- Staff development - Restorative and Relational Practice is a key strand of our ongoing development at Admiral Lord Nelson School and staff training focuses regularly on aspects of this. Further time is spent on equipping staff to deal with bullying confidently in order to ensure students feel confident to report it. Other training is developed as the need presents itself for example around sexual harassment, online bullying or racism. In particular the clear message that “It is not banter” and must be addressed is kept high profile with staff.
- LGBTQ – We work hard to stamp out prejudice-based bullying aimed at the LGBTQ community. “Prism” is our LGBTQ club where students can have a safe space to explore their feelings. In addition, staff and student community allies can be identified by the badge they proudly wear so students can feel confident in approaching them for support if they need to.
- Cultural Diversity – in response to student voice, Admiral Lord Nelson School has initiated a “diversity group” – student-led with a focus on giving a voice to those of a PEM background and a space to celebrate their culture and increase the understanding of those around them.
- Raising Awareness – we celebrate key National Campaigns such as Pride Month in June in order to keep our messaging live and relevant.
- Curriculum interventions – Bullying and the Anti-Bullying message is addressed in both the Aspiring Futures and Personal Development curriculum along with during various schemes of learning throughout the curriculum more generally (for example using text in English or looking at persecution and discrimination in History).
- Safe spaces – we have worked with the students to identify areas where they feel increased staff or ambassador presence would help them feel safer and, in addition, have safe spaces staffed by staff and ambassadors where students can relax at break time but also where they know they will find someone to disclose issues to or take advice from if they need to.

- Working alongside national charities such as the Diana Award to further develop ambassador skills and our anti-bullying work.
- Student safeguarding panels- student panels are conducted frequently to seek student voice. A response is then planned and shared wider with staff if the student voice panel suggests that bullying or unkindness is increasing in a certain area (eg, misogyny)
- Year 7 receive assemblies on conflict resolution when they first join. Students in Year 8-10 receive reminders about anti-bullying, promoting kindness and ways to not be a bystander.

## **8. Supporting Policies and Practices:**

- Relationships and Behaviour Systems Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Internet Acceptable Use and Social Media Policy.
- Staff Handbook
- Teacher Standards
- School Website
- Home School Agreement

## **9. Supporting Documents**

- "Keeping Children Safe in Education" (DFE) – September 2024
- "Sexual Violence and Sexual Harassment between Children in Schools and Colleges" – Sept 2021
- "Ditch the Label" Annual Bullying report – 2020 ([www.ditchthelabel.org](http://www.ditchthelabel.org))
- The Wireless Report 2021 – [www.ditchthelabel.org](http://www.ditchthelabel.org)
- "Anti Bullying Alliance" website – [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)
- Portsmouth Education Partnership – Anti Racism Toolkit – April 2022.
- Portsmouth Education Partnership – Trans Inclusion Guidance for Schools and Colleges.
- Anti-Bullying Alliance, 'Bullying, School Experiences and Wellbeing: a picture of pupil experience in England 2024