Anti-Bullying Policy

2026 - 2027

‘Because Children Deserve Better’

Reviewed By:	Fiona Gallagher, Strategic Lead for SEND and Inclusion
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Policy Number:	3:6 V3
Date:	August 2026
Next Review Date:	August 2027

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1. Key contact personnel

Below are the names of Pivot staff, per site, who can be contacted for support regarding any bullying concerns:

Pivot Group Director

- Kathryn Parkinson

Central team

- Tina Quirke

Kirklees Academy

- Katie Lockwood - Headteacher
- Craig McEllhatton - Deputy Headteacher
- Danielle Augustine - Deputy Headteacher
- Emma Goddard - DSL
- Pivot 6: Corey Mallard - Pastoral and Welfare Lead
- POP Kirklees: Oliver Roberts - Site Lead and Amy Thornton - DSL

Leeds East Academy

- Cheryl Lotherington - Headteacher
- Grant Lotherington - Lead Practitioner
- Jean Chamley - DSL
- Amy Lawrence - DSL
- Peter Towers - Pastoral and Welfare Lead

2. Legislation and guidance

This policy is based on the following legislation and guidance:

- DfE "Preventing and Tackling Bullying" guidance for schools on prevention and responding to bully (July 2017 updated July 2026)
- DfE "Keeping Children Safe in Education" **(KCSIE) 2026**
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' September 2021
- DfE **Approaches to Preventing and Tackling Bullying:** Case Studies June 2018 - Cooper Gibson Research
- **Education and Inspections Act 2006** - requires schools to have measures in place to prevent all forms of bullying
- **The Equality Act 2010** – protects individuals from discrimination, harassment and victimisation related to protected characteristics (gov.uk)
- **The Education (Independent School Standards) Regulations 2014** – requires proprietors to actively promote good behaviour and prevent bullying
- **Children Act 1989 and Children Act 2004** – duties to safeguard and promote the welfare of children
- **Children and Families Act 2014** – particularly relevant for pupils with SEND who may

be more vulnerable to bullying

- **SEND Code of Practice: 0–25 Years (2015)** SEND code of practice: 0 to 25 years - GOV.UK
- **Malicious Communications Act 1988** and **Communications Act 2003** – relevant to cyberbullying and online harassment
- **Online Safety Act 2023** – relevant to online abuse, cyberbullying and the protection of children online

3. Purpose and ethos

This policy sets out Pivot's commitment to prevention, identifying and responding effectively to all forms of bullying. It outlines measures the academy will take to promote a safe, inclusive and respectful environment where every member of the community is valued and protected. It clearly outlines what staff will do to prevent and tackle all forms of bullying.

The policy has been developed in consultation with members of the Pivot community and reflects our shared commitment to creating a culture where bullying is not tolerated in any form.

Pivot is committed to fostering an environment in which all learners and adults are treated with dignity, respect and kindness.

Within the Pivot community staff recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can have a significant impact on an individual's mental health, self-esteem, sense of safety and have serious consequences for wellbeing. It can create a barrier to learning impacting on educational outcomes.

By effectively preventing and tackling bullying Pivot aims to promote positive relationships, celebrate diversity; create a safe and disciplined environment, where learners are able to learn and fulfil their potential.

All allegations and incidents of bullying will therefore be taken seriously and responded to promptly, proportionately and effectively.

4. What is bullying?

Definition of bullying

Bullying 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).

Bullying can include 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, humiliating 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 is recognised by the academy as a form of child-on-child abuse. It can be emotionally harmful and may have a significant and lasting impact on a child's emotional wellbeing, mental health, self-esteem, and overall development. The academy is committed to preventing, identifying, and responding effectively to all forms of bullying to ensure a safe, inclusive, and supportive environment for all pupils.

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/learners with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Being bullied

People who are being bullied may show changes in behaviour, such as:

- Becoming shy, withdrawn, anxious and nervous
- Changes in mood, including increased irritability, anger, tearfulness or sensitivity
- Loss of confidence, self-esteem or self-worth
- Feigning illness or frequently reporting physical symptoms such as headaches, stomach aches of feeling unwell
- Taking unusual absences or reluctance or refusal to attend school
- Unexplained weight loss
- Clinging to trusted others
- Evidence of changes to work patterns
- Lacking concentration
- Truanting from school or arriving late

It is important to recognise that these signs may indicate other safeguarding, welfare or mental health concerns and should not be viewed in isolation.

5. Responses

Bullying

When responding to bullying concerns, Pivot will:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in decision making, as appropriate
- The Headteacher/Designated Safeguarding Lead (DSL) or designated staff member will interview all parties involved
- The DSL will be informed of any bullying issues where there are safeguarding concerns and a record of the incident completed
- The school will speak with and inform other staff members, where appropriate
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and related policies
- Consequences, as identified within the Pivot behaviour policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help orsocial care, if a learner is felt to be at risk of significant harm
- Where the bullying of or by learners takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy and Pivot's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken

Cyberbullying

When responding to cyberbullying concerns, Pivot will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible

This may include:

- Looking at use of the school systems
- Identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
- Confiscating and searching learners' electronic devices, such as mobile phones, in accordance with the law and the Pivot searching and confiscation policy
- Requesting the deletion of locally held content and content posted online if they contravene Pivot behavioural policies
- Ensure that consequences are applied to the person responsible for the cyberbullying; Pivot will take steps to change the attitude and behaviour of the bully who is found to be displaying bullying behaviours, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and learners regarding steps they can take to protect themselves online

This may include:

- Advising those targeted not to retaliate or reply
- Providing advice on blocking or removing people from contact lists
- Helping those involved to think carefully about what private information they may have in the public domain

6. Supporting learners

Learners who have been bullied will be supported by:

- Reassuring the learner and providing continuous pastoral support
- Offering opportunities to discuss their experience with a trusted adult, including their teacher, keyworker, the Designated Safeguarding Lead (DSL), pastoral lead, SENDCO, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- The development of an agreed support plan where appropriate, identifying strategies, interventions and reasonable adjustments to help the learner feel safe and successful in school
- Working towards restoring self-esteem and confidence
- Consideration of environmental adjustments, timetable adaptations or safe spaces where these may help the learner feel more secure
- Access to targeted interventions relating to emotional wellbeing, social skills, friendships, self-regulation and self-esteem
- Restorative approaches where appropriate and safe to do so
- Providing ongoing communication and support to ensure a coordinated approach; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers. This may involve restorative approaches where appropriate and safe to do so
- Regular check-ins and reviews to ensure the bullying has ceased and the learner feels safe, included and supported
- Where necessary, working with external agencies and the wider community and local/national organisations to provide additional support or specialist advice and guidance; this could include support through Early Help or Children Social Work Service,

or support through the Children and Young People's Mental Health Service (CYPMHS), Educational Psychology, Health professionals or local organisations

At Pivot we recognise that learners who engage in bullying behaviour also require support to understand the impact of their actions, develop empathy, take responsibility and make positive changes.

Learners who have perpetrated bullying will be helped by:

- Discussing what has happened, help the learner recognise the impact of their actions on others, opportunities to reflect; establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- Providing support to develop empathy, respect, positive relationship skills and an understanding of diversity and inclusion. Continuing support to sustain positive changes
- If online, requesting that harmful content be removed and reporting accounts/content to the relevant platform or service provider. Consequences, in line with the Pivot behaviour policy; this may include clear reminders, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and suspensions or permanent exclusions. Provide clear guidance and education regarding acceptable online conduct, healthy relationships and the impact of bullying and discriminatory language
- Work with parent/carers to promote safe and responsible use of technology and social media
- Targeted interventions, mentoring, restorative conversation, social skills work or emotional regulation support, as appropriate and adapted to the learners needs
- Engagement with parent/carers to ensure a consistent and supportive approach between home and school addressing and changing behaviours
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children SocialWork Service, or the Children and Young People's Mental Health Service (CYPMHS).

7. Supporting adults

Pivot takes measures to prevent and tackle bullying among learners; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by learners, parents, or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online

- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern
- Establishing whether a legitimate grievance or concern has been raised andsignposting to the school's official complaints procedures
- If online, requesting that content be removed
- Instigating disciplinary, civil or legal action as appropriate or required

8. Preventing bullying

The whole Pivot community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
- Openly discuss differences between people that could motivate bullying, such as learners with different family situations, such as looked after children or those with caring responsibilities; religion; ethnicity; disability; gender; sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and socialmedia, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Celebrate success and achievements to promote and build a positiveschool ethos
- Support staff to promote positive relationships to help prevent bullying
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensure our learners are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Require all members of the community to work with Pivot to uphold the anti-bullying policy
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilise support from other relevant organisations when appropriate

- Provide a range of approaches for learners, staff and parents/carers to access support and report concerns
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied

Education and training

Pivot will:

- Train staff to identify all forms of bullying and take appropriate action, following the academy's policy and procedures, including recording, responding and reporting incidents
- Provide ongoing professional development to help staff support vulnerable SEND learners, mental health needs and provide adaptations where necessary
- Deliver a broad and balanced curriculum that promotes respect, equality, diversity, healthy relationships, online safety, emotional wellbeing and responsible citizenship. Embed anti-bullying education across the curriculum through PSHE, enrichment activities, form tutor time and themed events
- Create opportunities for learners to explore issues related to bullying, discrimination, prejudice and inclusion in an age-appropriate and accessible manner
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, campaigns, assemblies, learner voice activities, peer mentoring and support, the school/learner council etc to reinforce messages of anti-bullying throughout the year
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week; Safer Internet Day; Mental Health Awareness Week etc
- Provide systematic planned opportunities to develop learners' social and emotional skills, including building their resilience, self-esteem and how they can contribute to a culture of kindness and inclusion

Involvement of learners

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying. This may be done through planned learning opportunities, student consultations or through systems such as the Student Voice Forum or School Council
- Ensure that all learners know how to express worries and anxieties about bullying
- Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve learners in anti-bullying campaigns in the academy and embedded messages in the wider school curriculum
- Utilise learner voice in providing learner led education and support: publicise the details of internal support, as well as external helplines and websites; offer support to learners who have been bullied and to those who are bullying to address the problems they have

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers to ensure they are aware that Pivot does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the academy gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for learners, both on and offline
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

9. Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the academy's action planning.

The Headteacher will be informed of bullying concerns, as appropriate.

The named Director for bullying will report on a regular basis to the Board on incidents of bullying, including outcomes.

10. Linked school policies

This policy links with several Pivot policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding & Child Protection Policy
- SEND & Inclusion Policy
- Confidentiality Policy
- ICT and Acceptable Use Policy
- Curriculum Policy
- Searching, Screening and Confiscation Policy
- Communications Policy
- Learner Mental Health & Wellbeing Policy

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Practice in Schools Justice Council: www.restorativejustice.org.uk/restorative- practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send- code-ofpractice-0-to-25
- **National Autistic Society** – Resources and support relating to autism and inclusion. https://www.autism.org.uk

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect- nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Preventing Bullying Together



Bullying

What is Bullying?

- **S** – Several
- **T** – Times
- **O** – On
- **P** – Purpose

What Should I Do?

- **S** – Start
- **T** – Telling
- **O** – Other
- **P** – People