

GLC ANTI-BULLYING POLICY

This policy was ratified by the GLC Board of Directors on:	Autumn 2025
This Policy will be reviewed by the GLC Board on:	Autumn 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Anti-Bullying Policy

1. Introduction

The GLC believes that the way we feel about our relationships and ourselves has a major impact on our ability to learn. All pupils need to feel safe and secure at their academy in order to learn, achieve and thrive. Research shows that the most common effects of bullying are anxiety, depression, poor self-esteem and withdrawal. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need help to learn different ways of behaving. This policy sets out how the GLC will try to eradicate all bullying.

1.2 Purpose of the Anti-Bullying Policy

This policy seeks to:

- Ensure that The GLC community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement;
- Ensure that staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying;
- Prevent, de-escalate and or stop any continuation of harmful behaviour;
- Ensure that all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way;
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next;
- Ensure that those using bullying behaviour are supported to change their behaviour;
- Outline the consequences for those who show bullying behaviour;
- Ensure that everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief;
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.
- Ensure that children learn in a supportive, caring and safe environment, without fear of being bullied;
- Enable all pupils, parents/carers and staff to understand what constitutes bullying and their specific responsibilities;
Ensure that there are strategies to minimise the risk of peer on peer abuse;
- Take measures to prevent all forms of bullying across the GLC and during off-site activities;
- Secure consistent and effective ways to address any bullying that occurs and to protect those who might be bullied;
- Promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying;
- Ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying;
- Ensure that all staff are aware of procedures through regular training;
- Inform all members of The GLC community that bullying behaviour will not be tolerated.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to;
- their concerns will be taken seriously;
- the matters will be investigated;
- together we will find a way to tackle it;
- someone will be there to help and support them.

2. Definition

Bullying is behaviour by an individual or group, repeated over time that intentionally or unintentionally hurts another individual or group either physically or emotionally.

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately. Relational conflict can be a normal part of growing up, and we recognise that this can be upsetting for those involved.

Bullying is not one-off acts of aggression or nastiness; such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

Bullying can be, but not limited to:

- **Emotional/psychological:** being unfriendly, excluding, tormenting [e.g. hiding books, using threatening gestures]. Derogatory name-calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force. Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass
- **Physical:** pushing, kicking, hitting, punching, inappropriate touching, jostling or any use of violence. Breaking, damaging or taking property.
- **Verbal:** name-calling, taunts, belittling, ~~sarcasm~~, spreading rumours, teasing, abuse and threats. Ridiculing an individual, excessive criticism or sarcasm.
- **Cyber:** All areas of internet, such as email and internet chat room misuse. Mobile phone threats by text, calls, social-media etc. Misuse of associated technology, eg camera and video facilities.

Bullying typically occurs where there is an imbalance of power of one person or persons over another. This can relate to:

- the size of the individual;
- the strength of the individual;
- the numbers or group size involved;
- being from a majority rather than a minority group;
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

2.1 Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them to the local authority.

The forms of bullying listed above may include the following prejudice-based bullying:

- **Racist:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact or sexually abusive comments.
- **Homophobic:** because of, or focusing on the issue of sexuality. This includes homophobic, biphobic and transphobic [HBT] bullying that is directed at someone who is or is perceived to be lesbian, gay, bisexual or trans [LGBT]
- Or any form of peer on peer abuse [in reference to Keeping Children Safe in Education].

These forms of bullying can take place at school both in and outside of the classroom, as well as via social networks and the internet. Where forms of bullying break the law, they will be reported to the police. We act

to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police or other agencies to help us do this effectively.

At the GLC we recognise that there is no 'hierarchy' of bullying. All forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

The GLC recognises that groups of pupils are particularly vulnerable to bullying, and adapt our wider curriculum offer and preventative measures to help raise awareness and minimise discrimination. Further analysis of incidents is taken to identify and minimise patterns of discrimination. The groups include: those with SEND [Special Educational Needs and Disabilities], young carers, Black and Minority Ethnic [BME], those who are, or thought to be lesbian, gay, bisexual, and /or trans.

2.2 Prejudiced based/ hate incident

This is a one-off incident that is perceived by the victim, or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

3. Links with other GLC policies:

- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Teaching and Learning Policy
- Email and Internet Use Policy
- Complaints Policy

4. To prevent bullying, each GLC academy takes a range of proactive measures:

- Appoint a member of staff to champion anti-bullying practices and to manage the anti-bullying team;
- Provide training as appropriate for all staff to raise and maintain their awareness and equip them with ways of responding to bullying;
- Appoint and train pupils as anti-bullying ambassadors to have an active role within their academy to promote anti-bullying;
- Hold assemblies and other curricular activities at least once a term to raise pupils' awareness of bullying and how to report it;
- Deliver the GLC core values and 'All different: All equal' agenda throughout the academic year and at each term beginning through assemblies, the PSHE curriculum and adapted curriculum opportunities including weeks to raise awareness of charities and events;
- Academies emphasise the importance of diversity and inclusion in the community;
- Each academy has their own identity and uses this in a unique way to link in with the GLC core values to promote inclusivity [for example, the LPA Way and Pioneer Pride]

- Ensure that the curriculum covers issues such as hate crime, cyber bullying, racist and homophobic bullying including Prevent;
- Ensure that all pupils have access to training to help them to remain safe online;
- Ensure that the GLC website signposts pupils and their parents/carers to key information and support;
- Take part in the annual National Anti-Bullying Week to raise awareness of bullying and remind everyone of their responsibilities to report it;
- Pupils are not permitted to use their mobile phones around the academies, this is partly to prevent cyber-bullying;
- Ensure materials are displayed in prominent places to raise pupils' awareness of bullying issues and how to report it;
- Ensure that staff are aware of signs or symptoms that may indicate a problem, such as bullying, and act accordingly;
- Operate a restorative justice model of intervention that:
 - Enables those who have bullied to understand the impact of their behaviour on their victims;
 - Helps those who have experienced bullying to have an insight into their own behaviour as well as that of the person bullying;
- Create and promote safe spaces and supervised activities for vulnerable pupils;
- Duty staff have been trained to be vigilant and ensure efficient checking of the academy site, especially toilets, lunch queues and secluded areas. It is also important to set up safe recreation areas or quiet rooms and close supervision at the start and finish of each day;
- Take every opportunity to create partnerships and to work with outside agencies to address bullying;
- Maintain the GLC IT monitoring systems to identify the victims and perpetrators of any inappropriate online activity.

The Gateway Academy has anti-bullying ambassadors who are trained via The Diana Award Anti-Bullying Programme to raise awareness through a peer-to-peer focus.

5. Dealing with bullying.

Pupils need confidential and varied ways to alert staff to current instances of bullying. It is important the pupils in each GLC academy know how to report incidents of bullying and from whom they can receive help and support.

The following outlines a typical procedure in the event of a pupil being bullied. However, the approach taken by the investigating adult may vary according to the circumstances, with consequences reflecting the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably, with careful consideration of possible contributing factors such as SEND or other vulnerabilities of both the victim and perpetrator.

- Once an allegation has been received, an investigating adult will be allocated to deal with the case;
- The investigating adult will meet with the victim to take a statement and to negotiate a reasonable course of action to investigate the matter and to find a resolution [bearing in mind that the victim may wish to remain anonymous];
- The accused will be talked to, to get their version of events;
- An investigation will be carried out with witness statements gathered and logged as appropriate;
- The victim will meet with the investigating adult to agree a course of action which may be drawn from the following:
 - No action to be taken against the bully but discreet monitoring to be put in place;
 - A restorative justice process to be undertaken with the bully and victim both present;
 - A restorative process to take place with the bully and the investigating officer;

- A meeting with parents/carers;
 - Formal recording of the incident, with the categories chosen as appropriate [eg bullying, allegation of bullying, conflict, racism, homophobia];
 - Access to a peer support network within the academy;
 - A referral for professional support;
 - An academy disciplinary sanction applied, including [where appropriate] use of a behaviour contract, suspension or even exclusion;
 - A referral to the police as necessary and or to Prevent;
 - A welfare review to be conducted after an agreed period of time to ensure the matter is resolved.
- All pupils and parents/carers will be made aware that such behaviour will not be tolerated;
 - It is the GLC's standard practice to inform parents/carers of any investigation with the exception that, if doing so, would place a child in danger. If this is the case, the incident should be reported to the academy Designated Safeguarding Lead who will follow the safeguarding procedures;
 - The process of consequences is designed to help the bully to recognise and change their behaviour and support the victim. Pupils who bully need a clear description of how their behaviour is affecting them as well as others, if they are to change. Habitual behaviour may not even be recognised or understood as bullying by the bully and may be difficult to break without clear self interest in the outcome.

Please see appendix 2 for further information on the procedures in our academies.

6. Roles and Responsibilities

The Head of School in each GLC academy is ultimately responsible for the well-being of all students and staff. All staff, students, parents/carers and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.

The CEO is responsible for monitoring the effectiveness of the policy and adjusting it as necessary before presenting it to the GLC Board for ratification.

Every member of staff in the GLC will aim to:

- Understand and implement the procedures in place for tackling bullying;
- Promptly record each incident as appropriate and alert the appropriate member of staff;
- Recognise and investigate or report any behaviour changes that indicate a child might be being bullied;
- Listen to all parties involved in incidents;
- Take all incidents of bullying seriously.

Staff responsible for investigating incidents will:

- Investigate incidents as promptly and fully as possible;
- Listen to all parties involved in incidents;
- Follow the procedures outlined above;

Pupils and parents/carers

If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform any member of staff. Pupils can report bullying of themselves or others in a number of ways, this is outlined in the appendix for each academy.

7. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and they should investigate if a pupil:

- Is frightened of walking to or from their academy;
- Doesn't want to go into certain areas of their academy, eg toilets, library, dinner hall;
- Is unwilling to go to school;
- Becomes withdrawn or anxious;
- Changes in their behaviours or demeanour.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. Monitoring and Evaluation

- The GLC Inclusion Task Group will monitor all forms of bullying and continue to develop the policy.
- Each GLC academy will record all alleged incidents of bullying in a format which allow appropriate reporting to governors and the scrutiny of data to identify trends and emerging issues;
- All GLC academies will use CPOMs to log all incidents of bullying and to generate reports as required;
- CPOMs will be employed to take and monitor interventions and outcomes for each incident.
- The CEO will provide a summative report to the GLC Board on a termly basis;
- A regular consultation with members of each GLC Academy will take place to ensure the policy is being effectively evaluated.

Appendix 1

Generative artificial intelligence [AI]

Artificial intelligence [AI] tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The GLC recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. The GLC will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policies.

Appendix 2

Procedures for pupils to report bullying in our academies. All primary academies have an academy colour version of the poster below. This is reinforced during whole school events, assemblies and PSHE.

The process for The Gateway Academy is also shown below.

ANTI-BULLYING PROCESS

STEP 1 - SPEAK UP & STAND UP

'I won't watch someone get picked on because I am a do something person'

If I am being bullied or I see someone being bullied I can . . .

OPTION 1	OPTION 2	OPTION 3
<p>I can tell a trusted adult in school.</p>  <p>It may be one of the 5 adults on your network hand.</p>	<p>I can tell a trusted adult out of school who will talk to the school for me.</p>  <p>If you feel like you are unable to talk to a school adult, share with an adult at home.</p>	<p>I can write it down and give it to my teacher.</p>  <p>Sometimes it is difficult to talk, we understand. Write it down and we'll help!</p>

Don't forget, you can also contact NSPCC/Childline on **0800 111**

STEP 2 - INVESTIGATE

'At Tilbury Pioneer Academy - bullying is not OK! Bullying bothers me'

The adults in school will listen to me.

They will speak to everyone involved to find out what happened.

I may have to write down what has been happening.

The adult may keep a secret eye on me – they are helping me to stay safe.

STEP 3 - FIX IT

'We are a team at Tilbury Pioneer Academy and we STAND UP to bullies!'

The adults will talk to the person who is being bullied and the person who is the bully.

The adults will try and understand why something has happened, how everyone feels and what needs to change.

The adults will continue to monitor the situation and support the victim to feel empowered as well as supporting the bully so that their behaviour changes.

The adults will try to help mend any broken relationships if this is wanted.

The adults will check in regularly to make sure that we are safe and happy.

Parents may be contacted to support fixing the situation.

If I **STAND UP** against bullying – the adults in school will support me.

STEP 4 - LOG/REPORT IT

'All instances of bullying will be reported to the Local Governing Body'

Consequences of Bullying

If I am bullying another child, this means I am making our school unsafe and unhappy.
I will not be allowed on the playground for an amount of time and there could be more serious consequences.
I will be asked to make amends for my bullying.

The Gateway Academy – response flow chart

