



ANGLIAN LEARNING



Joyce  
Frankland  
Academy  
Newport

Established 1588 ffree Grammer Schole of Newport

## Anti-Bullying Policy

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## 1. Introduction and principles

At Joyce Frankland Academy, Newport we aim to know all of our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close-knit family environment. To nurture individuals to have high aspirations, a love of learning and to become confident responsible and independent members of society.

## Values and ‘Values in Action’

Aspiration	Respect	Responsibility
<b>Striving to achieve our aspirational goals and dreams, today, tomorrow and in the future.</b>	<b>Always showing compassion, kindness and consideration.</b>	<b>Always being the best version of ourselves.</b>
<ul style="list-style-type: none"><li>• We show a positive effort and attitude in all that we say and do.</li><li>• We complete every task and activity to the best of our ability, every lesson, every day.</li><li>• We set ourselves ambitious goals.</li><li>• We persevere and try again, even when we fail.</li></ul>	<ul style="list-style-type: none"><li>• Through our words and actions, we demonstrate our respect for everyone at our academy; we are calm, polite and obviously kind every day.</li><li>• We do as we are asked the first time of being asked, always responding positively.</li><li>• We respect and take care of our historical and beautiful school for which we are all custodians.</li></ul>	<ul style="list-style-type: none"><li>• We are the best version of ourselves in all that we do.</li><li>• We arrive on time and are always ready for learning.</li><li>• We wear our JFAN badge with pride.</li><li>• We always allow others to learn.</li></ul>

Mission	Vision	Values	Priorities
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The underlying principle of this policy is to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied, and feeling safe from any abusive, threatening or unpleasant behaviour.

## 2. Purpose

With regards to embedding an anti-bullying culture our purpose is:

- to provide a safe and secure environment for all students;
- to encourage a culture of respect for each member of our community;
- to create a supportive climate and break down any code of secrecy;
- to counter and eliminate any idea that bullying is an inevitable part of school life;
- to work within an agreed set of procedures;
- to involve all adults, including parents/carers, and students in eradicating bullying.

## 3. Bullying and ‘child-on-child abuse’ definitions

Bullying is defined as persistent, deliberate attempts to hurt or humiliate someone. One-off incidents, whilst they may be serious and must always be dealt with, do not fall within the definitions of bullying. Bullying is repetitive meaning either that the individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to

bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally or through the use of technologies. Bullying can be:

- physical;
- emotional;
- sexual;
- cyber;
- prejudice;
- verbal;
- indirect (spreading rumours, excluding someone from social groups etc).

Child-on-child, occurs when a young person is exploited, bullied and/or harmed by children who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.

This can manifest itself in a whole spectrum of behaviour including but not limited to:

- bullying (including cyberbullying);
- sexual violence and harassment;
- physical abuse;
- relationship abuse;
- domestic violence;
- gender-based violence;
- sexting;
- upskirting (now a criminal offence and has reporting requirements)
- initiation/hazing type violence and rituals.

#### **4. Roles and responsibilities**

4.1 The Governing Body is responsible for establishing and maintaining this Anti-Bullying Policy and for ensuring this is followed. The Governing Body delegates authority to the Principal to administer the Anti-Bullying Policy on its behalf.

4.2 The policy applies to all members of the Academy. Everyone should work together to combat, and to eradicate, bullying.

4.3 The Principal will appoint a member of the senior leadership team to oversee and monitor all reported cases of bullying and to ensure steps outlined within this policy are adhered to and followed correctly.

4.4 The responsibility of staff; staff at JFAN will:

- foster in our students self-esteem, self-respect and respect for others;
- demonstrate, by example, our high standards of personal and social behaviour;
- discuss bullying with classes so that every student learns about the negative impacts of bullying;
- ensure that every student knows how to report concerns and ensure they know to always tell an adult whenever bullying happens;
- be alert to the signs of distress and other possible indicators of bullying;
- listen carefully to students whenever they share concerns; always take what they say seriously, act to support and protect them;
- report suspected cases of bullying using the Academy reporting systems;

- follow up on any complaints by a parent/carer about bullying, and report back promptly and fully on the action that has been taken;
- deal with observed instances of bullying promptly and effectively, in accordance with the Academy procedures.

#### 4.5 The responsibility of students; students at JFAN will:

- refrain from becoming involved in any kind of a bullying;
- not allow someone to be deliberately left out or laughing when something hurtful happens to another member of our Academy;
- report to a member of staff any witnessed or suspected instances of bullying or unkind behaviour using our reporting systems;
- tell another student displaying bullying behaviour that they disapprove of his/her actions;
- model our values of aspiration, respect and responsibility everyday.

#### 4.6 The responsibility of parents/carers; parents/carers of the children at JFAN will:

- watch for signs of distress or unusual behaviour in their children, which might evidence bullying;
- advise their children to report any bullying to a member of staff using our reporting systems. If their child is reluctant to report then use the reporting systems as an adult to report the concerns;
- advise their children not to retaliate to any forms of bullying;
- understand that we cannot take action if we are not made aware;
- understand that, although we will always endeavour to support, we cannot always investigate incidents that occur outside of school, particularly when these occur on social media.

### 5. Signs of bullying

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

- becoming shy and nervous;
- feigning illness and or taking unusual absence;
- clinging to adults;
- changes in work patterns and/or lacking concentration;
- reluctance to make the journey to or from school or going a different way.
- wanting extra money or possessions/money going missing;
- truanting from school;
- nightmares;
- reluctance to talk openly about school friends or time at school.

### 6. Preventing bullying

JFAN will take a proactive approach to preventing bullying through a range of strategies that include, but are not limited to, the following:

Embedding an Anti-bullying culture	<ul style="list-style-type: none"> <li>● Using the Academy values of aspiration, respect and responsibility to promote our zero-tolerance approach to bullying.</li> <li>● Creating a culture in which all students feel able to share their concerns openly.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Embedding a culture of acceptance and respect amongst all members of the Academy community.</li> <li>● Providing every student the opportunity to consider and identify their 'trusted adult' team.</li> <li>● Educating the children, and parents and carers, about bullying and child-on-child abuse through workshops, assemblies, PSHE and the wider curriculum.</li> <li>● Ensuring that all concerns are actioned promptly and appropriately, and that no incident is ever dismissed as 'banter'.</li> <li>● Ensuring all incidences of bullying and child-on-child abuse are reported on MyConcern so that the DSL is aware, can analyse reports, and address any trends and/or identify students that need additional support.</li> <li>● Conducting annual wellbeing surveys to gain insight into the wellbeing of students and incidences of bullying.</li> <li>● Inviting external speakers in to talk about key issues such as internet safety.</li> </ul>
Training	<ul style="list-style-type: none"> <li>● Training all governors, Academy staff and volunteers on the nature, prevalence, signs and effects of bullying and child-on-child abuse, and how to prevent, identify and respond to it.</li> <li>● Training support staff in preventing incidents of bullying.</li> </ul>
Support and guidance	<ul style="list-style-type: none"> <li>● Placing an Anti-bullying page displaying the poster and reporting via Whisper information on the Academy website.</li> <li>● Providing parents with supportive information and guidance on our website.</li> </ul>

## 7. Reporting and dealing with incidents (see poster)

**7.1** Students are actively encouraged to report any issues of bullying to a member of staff with whom they feel comfortable (Trusted adult) (See Appendix 1 for an example of the communication regarding ways students can report a concern).

**7.2** Students and/or parents/carers can also report incidents of bullying using the Whisper App which is monitored daily and are encouraged to report incidents in person to a Trusted Adult.

**7.3** The process outlined in the following diagram (Diagram 1) will be followed to address all incidents of concern.

### Diagram 1 - Reporting and dealing with incidents

<b>Step 1: Bullying Reported (See Appendix 1 for ways of reporting a concern)</b>
<b>Step 2: Investigation and recording</b> <ul style="list-style-type: none"> <li>● Member of staff takes initial statement, ensures the student has support, remains in a safe place or is safe to return to lessons</li> <li>● Head of Year is informed of the concern and reviews information.</li> <li>● Statements taken, as required, to ascertain nature of incident (victim, witnesses and perpetrator)</li> </ul>

<ul style="list-style-type: none"> <li>● Concern recorded on 'My Concern' (see below for required information).</li> <li>● Decision made on most appropriate next steps to be taken.</li> </ul>	
<p><b>Step 3: Action</b></p> <p style="text-align: center;"><b><u>Not bullying</u></b></p> <p><b>(e.g. Friendship issues or one off incident of unkindness)</b></p> <ul style="list-style-type: none"> <li>● Concern logged on SIMS.</li> <li>● Consequences given and action taken recorded on SIMS.</li> <li>● Educational consequences given along with restorative actions (refer to Behaviour Policy).</li> </ul>	<p style="text-align: center;"><b><u>Confirmed bullying</u></b></p> <ul style="list-style-type: none"> <li>● Further statements gathered as required.</li> <li>● Incident discussed with Senior Member of staff.</li> <li>● Parents of both the victim and perpetrator are contacted and meetings held as appropriate.</li> <li>● Consequence given in line with Behaviour Policy.</li> <li>● Support and restorative actions put into place.</li> <li>● Concerns and all actions taken are recorded on 'MyConcern'.</li> </ul>

7.4 The following details will be logged on MyConcern:

- Location, date and time of incident;
- Type of behaviour being displayed/experienced;
- Names and role of individuals;
- Action taken.
- Details of any outside agencies contacted and support obtained.

7.5 In the case of alleged sexual abuse, the procedures in the Safeguarding Policy must be followed and therefore the DSL/DDSL must be alerted as a matter of urgency. The Safeguarding Team will decide on the actions that need to be taken.

7.6 Where bullying has occurred outside of the Academy, any other relevant schools or agencies will be contacted and advice/support obtained.

## **8. Consequences for bullying and support strategies following an incident**

At JFAN, consequences are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable students.

The following table outlines some of the strategies and consequences that may be put in place following an incident of bullying:

Support mechanisms for the victim	Consequences and support for the perpetrator
<p>On making a disclosure the victim will:</p> <ul style="list-style-type: none"> <li>• be supported in a safe environment;</li> <li>• be praised for making the disclosure;</li> <li>• be provided with feedback.</li> </ul> <p>Support strategies:</p> <ul style="list-style-type: none"> <li>• mentoring;</li> <li>• therapeutic support;</li> <li>• safe space during social time;</li> <li>• amendments to seating plans;</li> <li>• amendments to class groups;</li> <li>• restorative conversation/apology if appropriate;</li> <li>• risk assessment if appropriate</li> </ul>	<p>One or more of the following will be issued/put into place following an incident of bullying:</p> <ul style="list-style-type: none"> <li>• behaviour contract put into place;</li> <li>• verbal apology and assurance gained that the behaviour will not continue;</li> <li>• written apology as above;</li> <li>• allocated place in classroom by the teacher;</li> <li>• change of teaching group;</li> <li>• placed on report;</li> <li>• withdrawal from social areas at break and lunchtime;</li> <li>• withdrawal from extra-curricular activities;</li> <li>• detention;</li> <li>• risk assessment;</li> <li>• internal exclusion;</li> <li>• fixed term suspension;</li> <li>• permanent exclusion.</li> </ul> <p>Additional support for the perpetrator:</p> <ul style="list-style-type: none"> <li>• mentoring;</li> <li>• education programme;</li> <li>• follow up meetings and check-ins with the support staff team.</li> </ul>





# ADDRESSING UNKINDNESS AT JFAN TOGETHER

## 1. ASK FOR HELP FROM THE NEAREST ADULT IF YOU ARE BEING BULLIED!

If you are being bullied, or you feel unsafe because of the actions of someone else, tell the nearest adult immediately. Remember there are always adults on duty at break and lunch.



## 2. TELL YOUR CLASSROOM TEACHER

If something happens in a classroom that has made you upset or anxious you must tell the teacher immediately. They are there to support you and they will deal with the issue.

## 3. TALK TO YOUR TUTOR OR TRUSTED ADULT

If you have an ongoing concern with someone being unkind talk to your tutor or your trusted adult; they are here to help.

## 4. SPEAK TO YOUR HEAD OF YEAR

Your Head of Year is ready to listen and support you with whatever you need help with.

## 5. SEND A REPORT FROM HOME USING OUR REPORTING SYSTEM 'WHISPER'.

If something has happened during the day that has worried you, or you are being bullied, you can report this by using 'Whisper'. Parents can do this with you or on your behalf.

Text: 07860 021 323 JFA21 (+ your message)  
or visit:  
<https://swgfl.org.uk/whisper/jfa21/>

Aspiration

Respect

Responsibility

## Appendix 2 – Condensed Example Student Statement Form

### Student Incident Statement

<u>Student Name:</u>		<u>Year and tutor group:</u>
<u>Date of incident:</u>	<u>Time of incident:</u>	<u>Location:</u>
<u>Names of other Students involved:</u>		
<u>Witnesses/people who could help:</u>		
<u>Describe exactly what happened (stick to the facts and what you witnessed/experienced):</u> .....		
<u>Student signature:</u>		<u>Date:</u>
<u>Staff taking the statement:</u>		<u>Date:</u>
<u>Action/consequence issued:</u>		
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