Mulberry
Academy Hastings

Anti-Bullying Policy

Approval Body	Principal
Approval Date	20.7.2026
Implementation Date	1.09.2026
Review Date	31.08.2027

Version Control

Version	Reviewed	Changes Since Last Version
No. 1	20.07.2026	NA

1. Introduction

Bullying hurts and no-one deserves to be bullied. In our academy we recognise that bullying, especially if left unaddressed, can have a devasting effect on individuals. It can be a barrier to learning and have serious consequences on mental health. Bullying which takes place at school can have a lasting effect on a young person's life into adulthood.

We aim to provide a safe, caring and friendly climate for learning for all our students to allow them to improve their life chances, and help them maximise their potential. Everybody has the right to be treated with respect, to feel welcome, secure and happy. We also aim to produce an inclusive environment for all students which openly discusses differences between people and celebrates diversity.

We expect students to act safely and feel safe in the academy, including that they understand the issues relating to bullying and that they feel confident to seek support from the academy should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in the academy and incidents, where they do arise, are dealt with promptly and effectively.

2. Aims and objectives

The aim of this policy is to provide a framework for:

- Promoting the understanding of what constitutes bullying behaviour and the effects that this can have
- Identifying clear procedures for the reporting and investigation of incidents
- Ensuring consistent and appropriate sanctions are in place for those who bully
- Ensuring support mechanisms are in place for children who are bullied and for those who bully
- Academy monitoring of all incidents to identify both wider trends and potential safeguarding issues for individuals
- Training and support of staff in identifying bullying behaviour and supporting children who are bullied and those who bully

By creating this framework our objective is to tackle and prevent bullying.

3. Definitions

There is no legal definition of bullying. However, the Department for Education define it as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

At Mulberry Academy Hastings, we have adopted a definition developed and agreed by students, which is: *'The intentional, repeated act of behaving negatively towards another person or group, where an imbalance of power is involved'.*

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children try to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying can take many forms and can be:

- Physical – including pushing, hitting, kicking or any use of violence
- Verbal – including name calling, insulting, making offensive remarks, spreading rumours
- Emotional – including unfriendly or unkind behaviour, behaviour that excludes people, tormenting behaviour
- Cyber – including all areas of online activity, including email, text, group chats and social media to say, write or share hurtful things about others
- Material – including targeting financial deprivation, damaging property, extortion
- Racist – including racial comments, taunts, gestures and harassment
- Sexual – including unwanted physical contact, sexualised comments or gestures
- Gender and identity-based – including homophobic language, biphobic and transphobic comments
- Religion or belief-based
- SEND – targeting students who have special educational needs or disabilities

4. Preventing bullying

Strategies employed with our students

Our curriculum, including PSHE, SMSC assemblies and SEND intervention will be used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach students how to manage their relationships constructively with others
- Teach students, through our Online Safety curriculum, how to respond to online

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bullying
- Help students develop an awareness of neurodiversity
- To enable students to have an input into the anti-bullying policy, assemblies and tutor programme

We maintain and promote a sense of safety and inclusion through:

- Having clear expectations and boundaries
- Treating all students equally and fairly
- Celebrating diversity and inclusion
- Putting an emphasis on student voice to provide opportunities for participation and feedback
- Adaptations of curriculum and delivery methods of PSHE content for vulnerable groups

Emerging trends in cyber bullying will be addressed through our tutor time online safety sessions and online safety assemblies.

We provide guidance to all our students to explain what they should do if they are being bullied, or if they see another student being bullied.

We provide guidance for parents regarding the signs of bullying and what to do if they suspect their child is being bullied.

Parents have a responsibility to support the academy's Anti-Bullying Policy and to actively encourage their child to be a positive member of the academy community.

As an academy we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying. These could include:

- Being frightened of walking to or from the academy
- Not wanting to use public transport
- Changing their usual routine
- Insisting on being driven to school
- Being unwilling to go to school
- Becoming anxious and withdrawn, lacking confidence
- Attempting or threatening suicide
- Crying themselves to sleep at night/nightmares
- Feeling ill in the mornings
- Truanting
- Beginning to do poorly at school
- Coming home with clothes/books torn
- Having possessions 'go missing'

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- Asking for money or stealing money
- Unexplained cuts/bruises
- Coming home hungry (money/lunch has been stolen)
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses for any of the above

These signs and behaviours may indicate problems other than bullying, but bullying should be considered and investigated.

We provide useful information for parents on preventing bullying, safe use of the internet and cyberbullying via parent information events/newsletter/our website.

5. Dealing with bullying

Reporting incidents of bullying

We encourage all bullying to be reported. Students can report incidents of bullying to any member of staff or by emailing safeguarding@mulberryhastings.org

If a parent/carer wishes to report an incident of bullying they should contact their child's tutor or Head of Year.

Students who see others being bullied should report this to a member of staff or use our anonymous reporting tool which can be found via https://forms.office.com/e/4cMRkW9Qsv or through using the QR code below

All reports will be taken seriously and followed up by a member of the pastoral team.

Investigating bullying incidents

Pastoral staff at the academy will investigate all incidents of alleged bullying fully. Students will have the opportunity to discuss their experience with their pastoral team. Statements will be obtained from the person who has experienced the bullying behaviour, witnesses and, if appropriate, the person alleged to have carried out the bullying behaviour. CCTV may be used, if available and appropriate, to help provide further information or evidence.

Incidents, statements and follow up actions will be logged on CPOMS.

The pastoral team will ensure contact is made with parents and that all incidents are followed up and resolved.

The academy will consider their responsibilities under the Equalities Act 2010 to consider any SEND of the child/ren using the bullying behaviours.

Resolution

The pastoral team will work towards finding a resolution and an end to the bullying which will involve the opportunity for those involved to engage in restorative conversations mediated by a member of staff.

Students will be reassured that we take all reports of bullying seriously and that the academy will:

- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop and seek a commitment to this end
- Assure them that it was right to report the incident
- Affirm that it is right for students to let us know when they are being bullied
- Encourage them to talk about how they feel
- Ensure that they feel safe
- Discuss strategies for being safe and staying safe
- Engage them in making choices about how the matter may be resolved
- Seek to provide the opportunity for restoration and resolution
- Support those displaying bullying behaviour by working with them to change their behaviour

Sanctions

If necessary, we will invoke the full range of sanctions that are detailed in the academy's Behaviour to Achieve Policy. These include:

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- Withdrawal of break and lunchtime privileges
- R4 (Reflection Room)
- Withholding participation in school events that are not an essential part of the curriculum
- Community Plan which sets the student clear targets around anti-social behaviour
- Involve the support of the school police liaison officer
- Fixed term and permanent exclusion from school

Bullying outside of academy premises

Principals have a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. This can relate to any bullying incident occurring anywhere off the academy premises such as on public transport or on the way to or from the academy. The bullying may be done by students from our own academy, by students from other schools or by people who are not at school at all. Where a student or parent tells us of bullying outside of the academy premises we will, as appropriate:

- Talk to students about how to avoid or handle bullying outside of the academy
- Talk to the Principal of another school whose students are bullying
- Talk to the transport company about bullying on buses
- Use community links to set up restorative meetings
- Talk to the police and community team to gain external help and advice

Cyberbullying

Cyberbullying is bullying that takes place online, carried out through the use of electronic media devices, such as computers, laptops, mobile phones, tablets or gaming consoles. Mobile phones should not be used at any time on the school site and should be secured in the child's Yondr Pouch. Most incidents of cyberbullying therefore occur outside of academy premises. The academy will, however, offer support and guidance to students who experience cyberbullying, and to their parents/carers, and treat it with the same severity as other forms of bullying.

The academy will:

- Advise students not to respond or retaliate to cyberbullying incidents
- Provide advice on how to block and report the person/account, and on how to get offensive content taken down
- Request students save the evidence e.g., through taking screenshots
- Advise parents/carers on guidelines and age restrictions of specific sites or apps if applicable

In accordance with the Education Act 2011, the academy does not require parental consent to seize, and search through, a student's mobile phone. Academy staff may

examine data and files, and delete these, where there is good reason to do so. Should material on the device potentially link to a criminal offense, it will not be deleted prior to being given to the police.

Further information specific to online safety incidents and concerns can be found in the academy's Online Safety Policy.

Preventing future bullying incidents

We will work with students to prevent future bullying incidents by:

- Advising students responsible for bullying that we will be checking to ensure that bullying stops; and ensure that those involved know that we have done so
- Following up after incidents to check that the bullying is not repeated. A 'trusted adult' will be put in place for the student to report to at any point whilst the school is open
- Asking students to immediately report any further incidents to us

Other strategies we will use to prevent bullying include the use of curriculum opportunities, including tutor time PSHE lessons, assemblies and drop-down days as well as taking part in the National Anti-Bullying Week in November.

6. Legislation

- The Education (Independent School Standards) Regulations 2014 The Education (Independent
- School Standards) Regulations 2014
- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989

7. Further sources of information

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

UK Council for Internet Safety has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

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SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

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Sexual harassment and sexual bullying

End Violence Against Women: The End Violence Against Women Coalition was formed from a group of feminine organisations and experts working to end violence against women and girls

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

8. Links with other policies

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

- Acceptable Use Policies
- Behaviour to Achieve Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Trust Data Protection Policy
- Trust Complaints Policy

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