



ANTI – BULLYING PRINCIPLES AND PRACTICE

Associate Assistant Principal (Director of Post 16) | Autumn 2025

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

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Section A

STATEMENT OF INTENT

Minsthorpe Community College believes everyone within the college should feel respected and valued. Respect is at the heart of Behaving the Minsthorpe Way (BE FAIR).

The safety & well-being of all are regarded as essential. Everyone within the college should feel safe from bullying and all forms of harassment due to discrimination because of race, sex, gender identity, gender reassignment, sexual orientation, age, disability, culture, religion or belief.

See Appendix 1 for explanations of types of discrimination.

Section B

AIMS OF THE POLICY

1. All staff (including teachers, associate staff and governors) share an understanding of what is defined as “bullying”.
2. All staff share a consistency of response to bullying.
3. Immediate action is taken to intervene, whenever a bullying incident occurs.
4. Staff and students recognise the benefits of taking a stand against bullying.
5. Governors, parents and other members of the local community are aware of Minsthorpe's policy on bullying.

Section C

DEFINITION OF BULLYING (as given by the Anti-Bullying Alliance)

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face to face or via cyberspace.'

See Appendix 2 for more detailed explanations of types of bullying.



Section D

PREVENTION OF BULLYING

The college works tirelessly in our bid to prevent bullying. Strategies include:

1. Education and Awareness Raising amongst our Students

The issue of bullying is dealt with at various stages through a student's time at Minsthorpe. The most obvious examples are:

- Transition Year 6 → Year 7
- L4L lessons
- Lessons such as Creative Arts, English and RE
- Assemblies

In other curriculum areas and P&A time, bullying is raised and discussed as is appropriate. As part of the college's SMSC and British Values provision, the P&A curriculum signposts students where to access help and support both in and outside of College.

On an annual basis students are encouraged to join the National Anti Bullying Campaign and mark Safer Internet Day via assemblies.

2. Developing a culture of respect amongst students

In line with Fundamental British Values (FBV), Relationships and Sex Education (RSE) and the PREVENT agenda, students are encouraged to show respect for others and tolerance of others' views and values. The college's positive behaviour management policy 'Behaving the Minsthorpe Way' has RESPECT at its core. Conduct at social times is based around our ethos of CARE and students involved as spectators know they have a role to play, e.g. by reporting incidents to help create a safe place for all.

3. Vigilance and proactive work by all staff

Tackling minor incidents will reduce the occurrence of more major bullying. "Minor" incidents include name-calling; 'looks'; 'borrowing' equipment; spoiling another student's work; pushing at social times

Staff can give protection by:-

- a) Simply moving closer to those involved.
- b) Moving students within the classroom
- c) If necessary removing either the bully or the victim, depending on circumstances, away from the scene.

Staff can give support by:-

- a) Reassuring the victim, that staff can and will help.
- b) Comforting the victim.



- c) Removing the victim from the scene, e.g. by taking them to the Hub for First Aid, or using the nearest classroom or office.
- d) Offering the provision of “safe havens”, e.g. MAP Office; LLC; Social Areas; Student Support.
- e) Offering long term support in the way of assertiveness training; developing coping strategies.

4. Training of all staff

New staff including trainees and Early Career Teachers are always made aware of our commitment to tackling the issue of bullying.

5. Communicating with Parents / Carers

It is important that all parents understand the college’s response to bullying and share the college’s understanding of what constitutes bullying. A copy of this policy is therefore posted on the College website. Parents of Year 6 children are informed of the college’s anti-bullying strategy at the Induction Evening in June. If an alleged bullying incident is reported by a parent, it will be followed up with the relevant student by the HOY as detailed in Section F below.

Section E

IDENTIFICATION OF BULLYING

It is the responsibility of all adults in college to keep students safe and to be vigilant to changes which may indicate bullying. See Appendix 3 for possible signs and symptoms.

Section F

INCIDENT REPORTING, RESPONDING AND RECORDING

1. Whatever the intensity of the bullying, staff should intervene.
2. The priority is to give protection and support to the victim.
3. Staff must make it clear to the bully that their behaviour is totally unacceptable.
4. Staff should make it clear to onlookers that bullying is intolerable.
5. All incidents, however trivial, should be reported to the relevant Head of Year (HOY) and Assistant Head of Year (AHOY) via email.
6. If a serious bullying incident occurs in a classroom, when a teacher needs additional assistance, initially the Curriculum Team Leader (CTL), HOY or Leadership Team (LT) via Classroom Assistance should be used.



7. When a serious incident occurs outside the classroom then:-
 - a) Intervention is vital and disapproval must be expressed.
 - b) The victim is given support and protection.
 - c) Names or recognisable features of those involved must be obtained.
 - d) The victim should be taken away from the scene.
 - e) Help should be obtained from the HOY/AHOY, Pastoral Support Manager or LT.

8. When an alleged bullying incident is reported to the Year Office by an adult in college, a parent/carer or a student, the Year Office and Pastoral Team will investigate
9. If there is evidence of bullying an incident on CPOMS will be created categorised as 'Bullying' and identifying the victim in the 'Student' section and the alleged bully in the 'Linked student(s)' section. This will alert the relevant staff members.
10. If there is evidence of bullying, the bully will be sanctioned in line with the sanctions ladder in Appendix 6. The sanction is recorded in the normal way on SIMs by the HOY. Students will be sanctioned for incidents in college, whilst on college activities, including offsite learning, and en route to and from college, as they are considered to be representing the college at these times.
11. Support strategies will be put in place for the victims of bullying to ensure that the wellbeing of the student is closely monitored. These may include:
 - Safer Movement Pass
 - Buddy system
 - Designated college areas separate from alleged bully
 - A 'safe haven' at social times
 - Support from an adult within college
 - Support from outside agencies
 - Time in Student Support
 - In extreme cases, the college would support the student in a managed move to another school.

12. We recognise that the importance of considering the motivations behind bullying and whether it reveals any concerns for the safety or wellbeing of the perpetrator. Where this is the case, we will put support strategies in place for the bully themselves. These may include:
 - Intervention from the Student Support Team
 - Support from an adult within college
 - Support from outside agencies
 - In extreme cases, the college would need to explore alternative provision for the student.

13. We take all allegations of bullying seriously and will rigorously investigate any incidents. However, if there is a lack of evidence or if there is contradictory evidence, supportive measures will be put in place as detailed in Appendix 6.

14. Following any serious incident, parents of both bullies and victims, will be made aware of the situation and of how their actions could help. The Year Office should involve parents at an early stage, whenever it appears that the bully/victim is becoming involved in repeated incidents.



15. In line with Part 1 of Keeping Children Safe in Education, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern and reported to the Safeguarding Team via CPOMS. Similarly, the Safeguarding Team should be alerted in the event of peer-on-peer abuse, as detailed in the college's Safeguarding and Child Protection Policy. The Safeguarding Team may then decide to involve Social Services or other outside agencies to support the student.
16. Following support and/or sanctions by the Year Office the students involved will be monitored by the Pastoral Team and the Key Worker Team. If the student feels the bullying allegation has not been resolved, the HOY will be informed and further investigation and actions taken as appropriate.
17. Students must be aware of:-
 - Who they can contact to report issues.
 - How they can inform staff of bullying confidentially
 - Who the Online Safety Lead, is so they can get advice about staying safe online.
 - The importance of keeping evidence (even if it's upsetting to read).
 - Places where they can go to during social times, where they will feel safe.
 - Who they can contact for support at any time during the day
18. Specific guidance to staff in terms of understanding and responding to Homophobic, Biphobic and Transphobic (HBT) bullying is detailed in Appendix 7.
19. An example of how an individual member of staff can respond to a bullying incident is outlined in Appendix 8.
20. Our suite of online safety policies include further details about the reporting, responding and recording of cyber bullying incidents.

Section G

MONITORING & EVALUATION OF BULLYING INCIDENTS

Bullying incidents are logged on CPOMS. HOYs and the Inclusion Manager are responsible for monitoring and evaluating bullying every half term as part of their pre-Inclusion Team Meetings.

The Assistant Principal (Safeguarding and Wellbeing) creates an annual report to evaluate the number and type of bullying incidents, this is shared with governors and where needed actions are put in place to tackle trends. The report to governors includes details of the number of successful resolutions of bullying allegations to show the impact.

We also monitor our effectiveness in dealing with bullying via Student and Parent Voice questionnaires and respond accordingly.



Appendices

Appendix 1 - Types of Discrimination

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation



Appendix 2 - Types of Bullying

There are numerous different ways bullying can happen, which include, but are by no means limited to:

Physical bullying: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.

Emotional bullying: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating or intimidation.

Cyber-bullying: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.

Verbal: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name calling and teasing.

Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

Sexual Bullying can involve various actions and behaviours, such as: Verbal sexual harassment, such as sexually explicit jokes or comments about someone. Insults about a person's appearance or sexual orientation. Spreading rumours or gossip of a sexual nature about someone. Sexual bullying through electronic means.



Appendix 3 - Identifying Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around college. All students have the right to feel safe and supported whilst in college.

Bullying could take place:

- On the journey to and from college;
- During lesson;
- At snack breaks;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect.

- Verbal;
- Emotional;
- Physical;
- Electronically.

Instance of Bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from college alone;
- Change in their usual routine;
- Is unwilling to go to college;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses or situations above;
- Is afraid to use electronic media.



Vulnerable Groups

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These students may need more intensive support to develop strategies to deal with bullying.



Appendix 4 – Sanctions ladder

Bullying Sanctions Ladder



All alleged bullying incidents will be investigated by the Pastoral Team. The appropriate level of sanction will be decided when the investigation is complete providing enough evidence if available. If needed External Agencies will be contacted.

As well as sanctions for the bully, support strategies will be put in place for the victim to ensure that the wellbeing of the student is closely monitored.

Sanction Level	Type of Incident	
Level 1 - Verbal Warning - Contact Home if needed	Initial social fallouts	The college will investigate and where needed sanction reported bullying incidents that occur when students are involved in college activities, including offsite learning, and en route to and from college.
Level 2 - Sanctions including Detentions and MID Rooms	Bullying incidents proven after investigation	
Level 3 - Sanction by Suspension - Raise at Inclusion Team Meeting	Further continuation of bullying incidents proven after investigation	

The college will also investigate and sanction any online or outside of college incident where the result impacts a student's education.

Unproven Incidents

We take all allegations of bullying seriously and we as a College will rigorously investigate any incidents, however, if there is a lack of evidence or if there is contradictory evidence, we will put supportive measures in place. These can be;

- Move of teaching groups
- Buddy system
- Designated College areas to separate from alleged bully
- Behaviour contracts
- Student Support intervention



Appendix 5 – HBT BULLYING

Guide to Understanding & Responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity.

What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts and insult or 'jokes'.
- Offensive Graffiti.
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g. 'those trainers are so gay'.

Top Tips for staff:

- To read and understand the college's Anti-Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how they would feel should this language be used against them.
- To look at ways forward following on from the incident e.g.: a class discussion about language.
- Record the incidents on CPOMS for monitoring purposes.



Appendix 6 – Staff Response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator.

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

Taking a College response	In our college we treat everyone with respect and when you use the word 'gay; in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.
Question what has been said?	<p>What do you think the work 'Gay' means? If unknown, explain this.</p> <p>Do you realise that what you said could hurt someone's feelings?</p> <p>Can you explain what you mean by calling that 'gay'?</p>
Address and tackle	Language like that is not acceptable. You might not think that word is hurtful, but many would.
Make it Personal	<p>I'm not happy with what you have said. Homophobic language upsets me. I don't want to hear it again.</p> <p>What you have said really disappoints and upsets me.</p> <p>It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.</p>

Once the incident has been dealt with accurate incident reporting and recording is important as detailed in Section F above.



Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Bullying is not tolerated at Minsthorpe Community College. This document is regularly reviewed and expands on the policies and procedures outlined in the Code of Conduct, Behaviour and Discipline Continuum Document and eSafety policy.

Staff responsible for leading the review of the document:

- Janet Blackburn & Barbara Mawtus,	September 2000 and July 2001
- Key Stage 3 Team,	Autumn 2006
- Sarah Adams,	July 2008
- Kimberley McGowan,	July 2009
- Richard Yates and Richard Pool,	July 2012
- Rachael Merritt,	January 2016
- Rachael Merritt,	June 2017 (following external review of policy by Barnardo's as part of LGBTQ review May 2017)
- David Lloyd	October 2020
- David Lloyd	October 2021

Updates December 2025

Section F - updated
 Appendix – Bullying Allegation Form Removed
 Appendix – Follow up Letter to parents



Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
Autumn 2021	Autumn 2022	Associate Assistant Principal (Post 16)
Autumn 2022	Autumn 2023	Associate Assistant Principal (Post 16)
Autumn 2023	Autumn 2024	Associate Assistant Principal (Post 16)
Autumn 2024	Autumn 2025	Associate Assistant Principal (Post 16)
Autumn 2025	Autumn 2026	Associate Assistant Principal (Post 16)

