The Park Federation Academy Trust

Montem Academy

Anti-Bullying Policy

2026-2027

Version History

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Approval

Signed by Chair	
Signed by Principal	
Date of review	September 2026
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Section 1: Introduction

The Park Federation Academy Trust is clear that bullying is unacceptable in any form and is committed to recognising the seriousness of such behaviour and dealing with it immediately. At Montem Academy we strive to create and maintain a bullying-free zone, so providing a safe, caring and friendly environment for all our pupils.

It is everybody's duty to act in accordance with this policy. All staff should be prepared to seek advice and accept, when appropriate, the need for support when dealing with incidents of bullying.

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

This policy is written with regard to DfE advice '*Preventing and Tackling Bullying'* (July 2017).

Section 2: What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying does not apply to 'one off' incidents. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Physical – pushing, kicking, hitting, punching, pinching, biting, spitting and any form of physical violence or threat of violence. It can also involve inappropriate/unwanted physical (including sexual) contact, abusive/sexual comments.

Verbal – name calling, sarcasm, spreading rumours, persistent teasing, racial/sexual harassment, verbal threats. This can be directed at the person, or at their friends or family.

Emotional – tormenting, intimidating, threat of ridicule, humiliation, continued blame, reinforcement of a negative image, exclusion from groups or activities, extortion, continual taking or hiding of possessions.

Racist – this is a specific form of bullying that includes racial gestures, taunting or graffiti. It is "suffered by individuals or groups because of their colour, race, nationality or ethnic origins" (Commission for Racial Equality).

Homophobic Bullying - Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

Cyber-bullying - mobile, internet and wireless technology provides an opportunity for

misuse through cyber-bullying. Cyber-bullying is any form of bullying through: text messaging; picture/video bullying through webcams or mobile phones; phone calls; email, chatroom or social networks sites; or instant messaging.

Unlike other forms of bullying, cyber-bullying can follow children outside of school hours and into their home. Cyber-bullies can also remain unseen and, sometimes, unidentified. Lessons are given to children within the ICT curriculum to address these serious issues and to provide children with the strategies and knowledge they may need to prevent such bullying occurring as well as knowing what to do if it has occurred. We will inform parents if any such incidents occur in school or our attention is brought to any incident which occurs outside of school and which involves our pupils. (see page 6 or Section 1.4 in the E-Safety Policy)

Section 3: Signs of bullying

All staff should be aware of the following signs which may indicate that there is a problem, with the possibility that bullying is taking place, and further investigation is required.

Unwillingness to come to school

Withdrawn and isolated behaviour

Complaints about missing possessions

Refusal to talk about any problems

Easily distressed/anxious

Noticeable change in progress over time

Damaged or incomplete work

Is afraid to use the internet or mobile phone

Is nervous & jumpy when a cyber-message is received

Unexplained cuts and bruises

Section 4: Roles and Responsibilities

It is important that there is a clear understanding of the roles and responsibilities for all parties when there is an incident of bullying.

Child - Children need to be knowledgeable of what to do if they think they are being bullied. This includes telling someone – it could be their teacher, parent/carer or any other adult in school. Alternatively this may be in writing – they may wish to write their thoughts down and hand it to an appropriate adult.

Parent - Parents should inform their child's class teacher in the first instance with the facts and with an open mind. It is the parent's responsibility to monitor the use of technology within the home and inform the school if they have concerns regarding e-safety.

The parent will be informed of any outcome following an investigation but will not be

privy to any information regarding sanctions of other children involved. Parents should not seek to investigate any alleged bullying allegations themselves.

Academy staff - All staff have a duty of care to report any observed or reported incidents of bullying. The class teacher will challenge any bullying behaviour according to this policy and Montem Academy's Behaviour Policy (see Behaviour Policy for more details). All adults have an obligation to reinforce the anti-bullying policy across the school. The Senior Leadership Team will provide support, strategies and advice to any person who needs it. The Principal and Academy Council will ensure that an appropriate policy is in place, that it is implemented appropriately and that it is reviewed regularly.

In conjunction with the PSHE curriculum, all staff have the responsibility in educating children on what bullying is, its different forms and what to do if they are being bullied or have witnessed bullying taking place. These messages are reinforced during anti-bullying week during which children devise a class charter on how to deal with bullying. There is also a specific focus on cyber-bullying.

Section 5: Procedures for dealing with bullying

In the event of bullying, the following procedure must be followed. If this is adhered to, it will ensure that all incidents and persons involved are dealt with fairly.

1. All allegations should be investigated by staff. This will be in the first instance the class teacher. Support can be gained from the Senior Leadership Team.
2. When investigating incidents, staff should make sure that the child knows they are ready to listen and are in a safe and calm environment. It is important that they offer support to the victim. All parties involved should be spoken to as soon as possible and given a chance to report accurately.
3. All incidents should be recorded in writing on a bullying log sheet and also in SIMS. There is a specific log for racist incidents. The SLT should be informed of all incidents. Where a case of bullying has been founded, both/all sets of parents will be informed.
4. In dealing with an incident of bullying, if appropriate, the parties involved can be brought together to discuss and resolve the conflict.
5. Appropriate consequences should be given to the perpetrator/s in line with the academy's behaviour policy.
6. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.
7. When necessary, support will be offered to the victim; and to the perpetrator/s to correct inappropriate behaviour. Support could be in the form of a social skills group, learning mentors, conflict resolution or gaining advice from the Slough behaviour support team.

Relationship to other school policies

This policy should be read in tandem with the academy's E-Safety Policy and Behaviour Policy.