

PSA ANTI-BULLYING POLICY

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

Anti-Bullying

1. Anti-Bullying Referral System Our Core Values

At PSA, we believe that everyone has the right to learn and work in an environment free from humiliation, intimidation, harassment, sexual harassment, abuse and discrimination, where they feel safe and respected for who they are. It is the responsibility of all staff that learning takes place in an atmosphere which is caring and protective.

2. Key messages

- Be kind
- Show respect
- Always show good manners
- Accept others may have a different view to yours
- Try to understand the other person(s) points of view
- Treat others as you would like to be treated
- Don't hurt others – physically or emotionally

3. Our Aims

- To create a culture within the school of collaboration, co-operation, courtesy and engagement, with understanding and appreciation of difference, in terms of race, sex, sexuality, disability, religion, appearance, cultural background, family circumstances and perceived ability (high or low).
- To ensure that staff understand what bullying is and how to deal with it effectively, and how to use the referral system appropriately.
- To ensure that we log information on bullying incidents and use our analysis of that data to inform and improve future practice.
- To ensure that students understand what bullying is and feel fully confident that if they report it, it will be dealt with effectively by staff across the school.
- To ensure that staff model positive, respectful behaviour in their interactions with students, colleagues, and parents and carers.

4. Types of Bullying

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

- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Exerting peer pressure to unduly influence another student
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability, or appearance
- Inappropriate or unwanted physical or sexual contact
- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others

- Laughing at someone who is hurt or upset
- Threatening or actually physically assaulting another person
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying, prejudice-based bullying and discriminatory bullying (see below).

There may be other behaviours that constitute child-on-child abuse and require an immediate safeguarding response even where they occur as a single incident.

4.1 Cyberbullying

Staff should note that bullying can take place out of school on online platforms. Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Using WhatsApp, texts, Facebook, Twitter, Snapchat or other social media to generate or pass on rumours about someone.
- Using WhatsApp, Facebook, Twitter, Snapchat or other social media to pass on images of someone.
- Making videos on mobile phones and posting them on public sites or sending them to others.
- Covertly or without permission recording or videoing another person.
- Making or sharing nudes and semi-nudes, including images that have been digitally altered or generated using artificial intelligence. Any such incident must be referred immediately to the Designated Safeguarding Lead or a Deputy DSL and managed in accordance with the school's safeguarding procedures.
- 'Sexting': This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys putting pressure on girls to send them photographs of the girl naked or performing sexual acts, and then passing these on to their friends.
- 'Trolling' (anonymously posting abusive messages on a profile page or a Twitter account).
- 'Doxing' (uploading private images or videos to a website or public page).
- 'Fraping' (posting a message on someone's Facebook or Twitter account pretending to be that person).

4.2 Victims of Bullying

The school recognises that there are groups of students within the community who are vulnerable, and therefore at greater risk of being bullied. Teachers should always be alert to signs of being bullied in these children.

Vulnerable children are those who are likely to be bullied on the basis of:

- Race
- Religion
- Sexual orientation, (including being gay, lesbian, bisexual, or transgender)
- Disability
- Appearance
- Cultural background (including Traveller children)

- Family circumstances (e.g., being a Looked After Child or being a carer)
- Having Special Educational Needs, or being a high achiever

5. The Personal Development Programme

The school has an extensive PD Programme where the ethos of the school is promoted, and the values are reinforced and made explicit through appropriate examples. It includes:

- Spiritual, moral, social and cultural education and the provision of British Values.
- Exploration of the ideas of empathy, collaboration, courtesy, co-operation, and respect, making explicit what this entails and how they can be acted upon in and out of lessons.
- A Sikh ethos weekly reflection which encourages students to reflect upon moral ideas and aim to put them into practice.
- The promotion of a sense of identity across Year groups. This is achieved by rooming Year groups in the same areas of the school so that they can collaborate with each other and deliver a strong PD programme.
- The theme of bullying is examined throughout the year and various forms of bullying are discussed with the students through assemblies and tutor time. Students are given advice about what they should do if they witness bullying or they themselves are bullied in the school.

6. Organisation of the School Site

Staff have been allocated duty positions at break and lunchtimes. Staff must make sure that they are on duty on time and supervising their area. When staff are on duty they must remember that it is not a time to catch up with other staff (they must proactively supervise the students). Staff must make sure that unacceptable behaviours in the corridors are challenged. All areas of the school are supervised. There are CCTV cameras to capture any incidents.

In addition, a split lunch allows for an efficient use of shared spaces and full supervision. The opportunities for older children to bully younger children are reduced so that all feel safe.

7. Expectations of All Staff

In order for bullying to be addressed effectively, it is essential that all members of staff are determined to stamp it out by confidently addressing it.

To this end:

- All staff receive training at the beginning of the year and throughout the year on the forms of bullying, what to watch out for, the most vulnerable groups, and the systems for dealing with bullying.
- All staff must follow up on bullying by making the referral to the Head of Year.
- All staff are expected to address all forms of bullying both in lessons and out of lessons. Staff should consistently challenge the use of offensive language; whether racist, sexist, homophobic or generally insulting, making it clear that it is always unacceptable, even when the victims do not appear to object to it.
- Staff should watch for early signs of distress in students – deterioration in work, poor attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be dealt with using the referral policy below. It maybe appropriate to refer the student to the Designated Safeguarding Leads after discussion with the Heads of Year.

- Staff are expected to be positive role models for the behaviour of students, by ensuring that all their interactions with students, colleagues and parents and carers are formal, courteous, thoughtful, respectful, and professional.

- Bullying, harassment and other abusive behaviour must never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

8. The Role of the LAB

The Headteacher will report on bullying incidents to the LAB members of the school on a termly basis.

Sanctions – Bullying Referral System

The school has a comprehensive system for dealing with bullying and the logging and referral of incidents.

The stages below provide a framework for responding to bullying but do not have to be followed sequentially. The school may move directly to any stage where the seriousness, persistence, safeguarding implications or impact of the behaviour warrants a stronger response. Any incident that raises a safeguarding concern must be referred immediately to the DSL or a Deputy DSL.

Head of Year /LG Interventions		
Stage 1	Bullying behaviour that does not stop after initial verbal warning from class teacher.	Head of Year will: ● Take statements. ● Give the victim a book to record incidents (if appropriate). ● Set up meeting between aggressor and victim (if appropriate). ● Sanction the aggressor. ● Aggressor to sign behaviour contract. ● Update the bullying log including information about the victim and perpetrator.
Stage 2	Bullying that is persistent, and continues after initial intervention by Head of Year	Head of Year will: Take statements. ● Sanction the aggressor. ● Meet with the victim, offer support and contact the parent. ● Contact parents of the aggressor (and, where appropriate, the victim). ● Parents to witness aggressor signing behaviour contract. ● Update the bullying log including information about the victim and perpetrator.

Stage 3	Bullying that is very serious, or that continues after Stage 2 interventions.	Head of Year with the SLT Line Manager will: ● Refer to DSLs, who will work with the student. ● Set up meetings in school with parents of the aggressor (and, where appropriate, the victim). ● Sanction the aggressor. This may include a period of internal exclusion or suspension. ● Meet with the victim, offer support and update the parent/carer. ● SLTLine Manager will review and update date the bullying log.
Stage 4	Bullying which occurs after the Stage 3 intervention	Member of the SLT will: ● Meet with the victim, offer support and update the parent/carer. ● Sanction the aggressor. This may include a period of internal exclusion or suspension ● Arrange a Formal-PSP meeting ● Pastoral Support Plan put in place for the aggressor. ● Fortnightly mentoring sessions put in place for the aggressor. ● Risk of permanent exclusion warning to the student. ● SLT Line Manager will review and update date the bullying log.