

# Emmanuel Junior Academy



***'Be Respectful, Be Courageous, Be Safe'***

## Anti-Bullying Policy 2025-2026

Last reviewed: September 2025
Next review: September 2026



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SHEFFIELD  
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## 1. Vision

Here at Emmanuel Junior Academy we strive for excellence in all we do and excellent behavior and attitudes are central to this drive part. We aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential. Our values of 'Be Respectful, Be Courageous and Be Safe', support children in their daily lives to respect others and to report any incidents of bullying impacting directing on them or others.

*“Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can,  
As long as ever you can.”  
— John Wesley*

## 2. Introduction

Emmanuel Junior Academy recognises there is a need to safeguard the welfare of all those within the School community and to encourage a culture of co-operation, acceptance and harmony both within and outside of School.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a School community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Emmanuel Junior Academy. If bullying does occur, all incidents will be dealt with promptly and effectively. The School actively implements its Anti-Bullying Policy and has clear pathways for reporting, known to all members of the School community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying Co-ordinator, the Assistant Headteacher. We celebrate diversity and promote cohesion within our community.

### **This policy reflects the following guidance:**

**‘Preventing and Tackling Bullying’, Department for Education, July 2017**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

**Keeping Children Safe in Education 2025’s advice on child on child abuse:** [Keeping children safe in education 2025](#)

**OFSTED’s review of sexual abuse in schools:**

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

### 3. What is Bullying?

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be physical or emotional; it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority. Bullying can also occur because of prejudice against particular groups.

**The Equalities Act 2010** aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to children/young people are:

- Disability
- Gender
- Gender reassignment/transgender identity
- Race
- Faith
- Sexual orientation/sexuality
- Pregnancy/maternity

The two areas which do not specifically affect children are Age and Marriage/Civil Partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010, and are as follows:

- Race, religion or culture
- Special Education Needs or disability • Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation/Homophobic Bullying
- Transgender status/Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing/messaging, inappropriate use of social media/misinformation, disinformation and conspiracy theories/Generative AI Risks and Financial Scams.. Further information about online safety and digital risks can be found in our Online Safety (E-Safety) Policy and Safe Use of Artificial Intelligence (A.I) Policy can be found here: [Policies - Emmanuel Junior Academy - Be Respectful, Be Courageous, Be Safe](#)
- **Written** e.g. ridicule through drawings and writing e.g. on planners/PCs
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing of clothes, ripping of books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

#### 4. Impact of Bullying

Research confirms the destructive effects of bullying on young peoples' lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

#### Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real/imaginary)
- Unexplained bruises or injuries
- Lack of energy, lethargic behaviour

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

#### 5. Emmanuel Junior Academy Anti-Bullying Strategy:

##### 5.1 What we will do as a school

- Ensure the whole School community has an understanding of bullying and its consequences
- Appoint a designated member of staff as Anti-Bullying Officer. This is the Deputy Headteacher and SENDCO.
- Appoint an Anti-Bullying Local School Board Member who will meet regularly with named person in school and/or have an overview of bullying incidents in school.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with guidelines. These incidents are kept on CPOMs and tagged as "perceived bullying" or "bullying" depending on the outcome of the investigation.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities
- Review the Anti-Bullying Policy annually in consultation with the whole school community and evaluate the impact of the anti-bullying strategy – taking into account of pupil voice, surveys, incident trends and Local School Board scrutiny.
- Identify and make safe areas in school where bullying could/has been known to occur
- Be aware of factors which may cause some children to be more vulnerable than others

- Work in partnership with the police should there be bullying incidents where a crime has been committed
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff
  - Work in school which develops empathy and emotional intelligence
  - Any incidents are treated seriously and dealt with immediately
  - If a child is found to be the victim of bullying outside school, help and support will be offered and advice given on how to avoid further incidents in future. The victims' and perpetrators' parents will be informed.

## 5.2 How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying. See Appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Head of School, Deputy Headteacher or Executive Headteacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed
- Ensure that the parents/carers of the victim are listened to by the Head of School, Deputy Headteacher or Executive Headteacher and/or senior staff member.
- Ensure good communication with the victim and their parents/carers.
- Act quickly to ensure the victim is safe using strategies (such as Peer on Peer risk assessments).

## 5.3 How we will work with those accused of bullying

- Ensure that perpetrators are listened to by the Head of School, Deputy Headteacher or Executive Headteacher and/or senior staff member.
- Ensure a full and fair investigation into allegations of bullying.
- Ensure that strategies are put in place to support individual needs, balancing the use of consequences/sanctions and support.
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes, for example:
  - Support the alleged perpetrator through a risk assessment where necessary in order to bring the bullying behavior to an end and avoid suspension or exclusion.
  - Counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - Adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - Suspensions: previously called Fixed periods of exclusion
  - Permanent exclusion (in extreme cases which may involve violence)
  - Support from MAST team for pupil and family

## 5.4 How we will work with bystanders

- Ensure that they are listened to by the Head of School, Deputy Headteacher or Executive Headteacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of and on bystanders.

## 5.5 Strategies we may use include

- Actions stated in our tiered approach for supporting with behaviour set out in our Behaviour Policy: whole school, small group, individual support.
- Collective Worships/Assemblies
- Implementation of the JIGSAW curriculum
- Participation in Anti-Bullying Week
- Lunchtime clubs
- Learning Mentor support
- Interventions – such as Lego Therapy, Socially speaking, Mighty Minds, ones of regulation group work
- Peer mentoring
- Peer mediation
- Circle of friends
- Support from external agencies, e.g. Sheffield Multi-Agency Support (MAST) or Family Intervention Support (FIS) Worker
- Sharing good practice with other schools

## 6. How we will educate the School community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated
- Ensure that the Anti-Bullying Leader and governor attend appropriate training and development
- Provide training opportunities for the whole School staff body
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community
- Develop a strong curriculum for PSHE through the implementation of the Jigsaw curriculum.

## 7. How will we work with parents and carers:

By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents/carers should first report the bullying to the child's class teacher or a member of the senior leadership team.
- Every opportunity is given to parents/carers to share their concerns
- Where a parent/carer is dissatisfied with the school's handling of a situation, the Head of School or Executive Headteacher will seek to resolve the situation informally. In the event of a formal complaint, the school's agreed complaints procedure will be followed (see Appendix 2: Recommended procedures in School for reporting bullying).
- The complaints procedure for handling school complaints can be accessed through the school website here: [Policies - Emmanuel Junior Academy](#)

## 8. How we will support staff

- We will ensure that staff receive appropriate support regarding bullying and the delivery of the Jigsaw PSHE programme.
- Provide staff with clear mechanisms to report concerns – especially those of online abuse along with mechanisms for staff to report cyberbullying anonymously if needed.
- We will ensure that all staff receive support in managing all reports or incidents of bullying.
- We will publish details of all appropriate agencies able to support staff; these will be available in the staff handbook and/or section of the school website and on notice boards in the staff rooms, e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

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## Appendix 1. Support Agencies we may consult

Sheffield Safeguarding on 0114 2053535  
MAST (EAST) on 0114 2053635

### **Anti-bullying Alliance**

The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. Website: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Kidscape**

Website: [www.kidscape.org.uk](http://www.kidscape.org.uk) Tel: 0207 7303300

### **Childline**

Advice and stories from children who have survived bullying  
Website: [www.childline.org.uk](http://www.childline.org.uk)  
Tel: 08000 1111

### **Bullying on line**

Website: [www.bullying.co.uk](http://www.bullying.co.uk)  
Tel: 0808 800 2222

### **Family Lives (formerly Parentline Plus)**

Website: [www.familylives.org.uk](http://www.familylives.org.uk)  
Tel: 0808 800 2222

### **Parents Against Bullying**

Tel: 01928 576152

## **USEFUL SOURCES OF INFORMATION**

**Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues: [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen: [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian-based site: [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting: [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement: [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

## Appendix 2. Procedures in School for reporting bullying, Pathways of help:

