



Anti-Bullying Protocol

Purpose

At The Wells Academy, we aim to create an environment where students flourish academically and socially and can do so whilst feeling safe and secure amongst their peers. We firmly believe that bullying of any kind is unacceptable and will not be tolerated at the academy. If bullying does occur, all students should feel able to inform staff and be confident that incidents will be dealt with promptly and effectively.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, including both in person and remotely via the internet or phone/text, and usually involves an imbalance of power and students with specific protected characteristics may be more vulnerable. As part of regular CPD, staff are trained to understand this and be particularly vigilant when supervising the interactions between students with known protected characteristics.

We strive to create a culture where integrity, ambition and resilience will foster positive interactions for all students, and where any mistakes can be addressed quickly with education and where required consequences, to prevent bullying from occurring. The Anti-Bullying Protocol should be read in conjunction with the Behaviour Protocol and instances of bullying will result in the application of the graduated response.

The purpose of this protocol is:

- To create a safe, inclusive and calm environment where all staff, students, families and visitors are able to thrive free from any harassment or bullying and where respect is given to all
- To have the highest standards and expectations of student behaviour in order to support good learning and positive engagement with everyone at the academy
- To ensure all students develop excellent learning habits that they need to be successful in school and life
- To create an environment where students can grow and become mature, self-disciplined, hardworking and embody our academy values of integrity, resilience and ambition
- To ensure students can learn an ambitious, inclusive and knowledge-rich curriculum
- To develop strong partnership with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties

This protocol is underpinned by a legal framework and we are aware of our duty to prevent bullying in our academy, specifically including but not limited to:

- The Equality Act 2010
- Preventing Bullying (DfE Guidance, 2017)
- DfE (2018) 'Mental health and wellbeing provision in schools'
- Keeping Children Safe in Education 2026

Leadership and Management

The Principal and Senior Leaders are responsible for establishing a calm, purposeful, safe and orderly environment, where a high standard of student behaviour is the expected norm. Leaders will be on the gate at the start and end of the day. Leaders complete patrols of corridors during lesson time when on duty. Senior Leaders have responsibility for designated lunchtime areas on a daily basis. Safeguarding is the responsibility of all staff at the academy and supervision is in place during all parts of the day to ensure student safety and freedom from bullying.

School Systems and Social Norms

Students will be specifically taught through Personal Development lessons what constitutes as bullying, why it is never acceptable to bully and harass others, and what they can do to report bullying and be an upstander.



Further messages around bullying being unacceptable will be delivered regularly throughout the year through assemblies, pastoral line-up messages and also through the teaching of the curriculum. Any student who repeatedly shows patterns of behaviour that could constitute as bullying will be educated in the first instance as well as given a consequence based on the circumstances of the incident. In extreme cases bullying could lead to a permanent exclusion. Mental health support will be provided to students who may have been affected by bullying.

Teachers at the academy receive regular training and updates around safeguarding and the importance of remaining vigilant. All staff know the correct process for reporting any allegations of bullying, and all instances are logged on the CPOMS safeguarding reporting system. The Safeguarding Lead and Vice Principal DSL regularly review the logs and where contextual patterns of safeguarding emerge, further training and external support is sought to address the concerns and prevent further issues. All staff hold the belief that *it could happen here* and do not dismiss any form of bullying as banter. All allegations are taken seriously, reported and dealt with quickly in conjunction with the graduated response.

The academy will use a consistent method for responding to and report incidents of bullying, providing education for students who may be perpetrating bullying and also support for the students who are experiencing bullying. External agency support will be provided where necessary to ensure that all students understand that bullying is unacceptable and can have life-long effects on those who suffer from bullying. Where appropriate, restorative interventions and additional monitoring will be implemented to support students to re-build positive relationships and feel safe when at the academy.

Families are encouraged to speak to their children about bullying, the harm it causes and the need to report any concerns as soon as they arise. Families will be invited to meet at the academy if their child is being bullied to form a safety plan, or to discuss inappropriate behaviours and possible consequences if perpetrating bullying against others.

Child-on-child Abuse

No child should ever face abuse, whether in school or outside of school. Every member of staff is responsible for safeguarding and will act in a vigilant manner when in their classroom, on duties and when moving around the site to monitor peer interactions and deal with anything that could be considered as child-on-child abuse including bullying (cyberbullying, prejudice-based and discriminatory bullying). Student reporting systems students to share any concerns but they are regularly reminded that they can also speak to any member of staff who can report issues to the Safeguarding Team. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently to promote mutual respect. We will always act on concerns raised.

#Fearless – anonymous reporting system available via the academy website.

I want to talk... - Self-reporting system which will alert the safeguarding team to a student's wish to be supported with an issue or challenge they are facing.

Protocol Review

The protocol is reviewed on an annual basis, including staff, student and family voice.



Appendix 1
#Fearless and I want to talk... website

Integrity

We are honest and do the right thing even when no one is watching

Home → Culture → I want to talk...

I want to talk...

I want to talk...
Click [here](#) to share any worries or concerns you have and a member of the Safeguarding Team will arrange to speak with you.

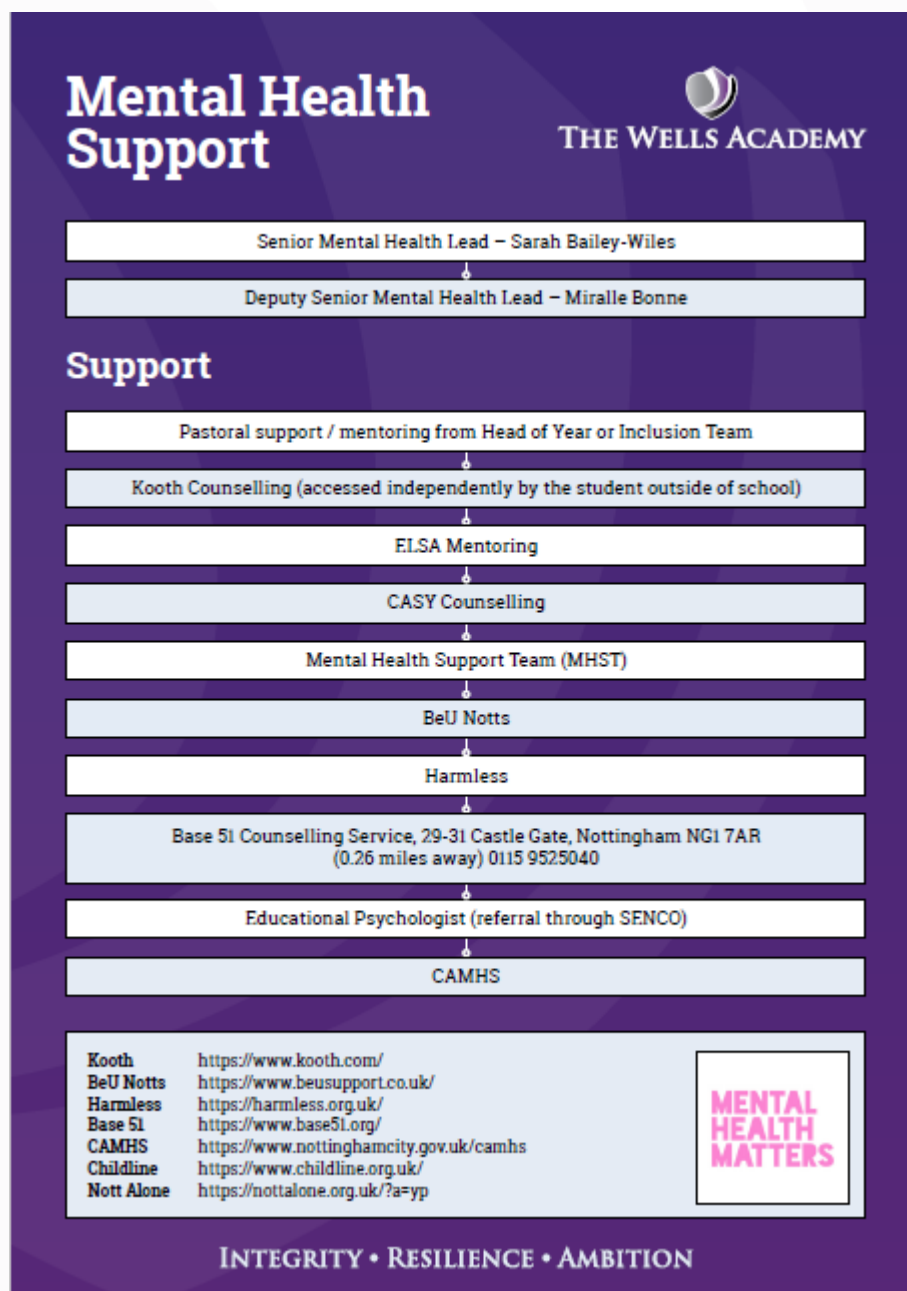
#Fearless
Click [here](#) to report any concerns or issue anonymously to the Safeguarding Team to keep yourself and your peers safe.

In This Section

- [I want to talk...](#)
- [Staying Safe and Healthy](#)
- [Uniform Expectations](#)
- [In School, On Time](#)
- [Learning Habits](#)



Appendix 2 Mental Health Support





Appendix 2
Graduated Response

The Wells Academy Interventions 2026/2027		
School led interventions:	Date	Notes
Form tutor discussions/support 1:1		
Head of Year discussions/support 1:1		
Culture Lead discussions/support 1:1		
SLT discussions/support 1:1		
Raised at Wellbeing meeting		
On the ones to watch list sent to staff		
PSP created and shared with all staff		
Formal mentoring from Culture Lead		
Daily check ins with an identified staff member		
Removal of unstructured times		
Weekly behaviour update to family phone/email		
Meeting with family - Head of Year		
Meeting with family - Culture Lead		
Meeting with family - SLT		
Monitoring report - Head of Year		
Monitoring report - subject		
Time spent in Consequence Room 1 day		
Time spent in Consequence Room 3 days		
Bullying log		
Behaviour contract		
Later start/early finish for a short period		
Hub Reset		
Careers guidance meeting		
Class change within a subject		
Timetable change (Inc. population change)		
Sensory support		
Lesson drop in observations		
Other interventions:		
Family/student voice (Routes to Inclusion)		
Host placement		
Meeting with the Principal		
ELSA mentoring		
External counselling/mentoring referral		
Referral to school nurse		
Referral to Family Help		
Ask US Notts information signposted to family		
Parenting support through agencies		
Referral to Ed Psychologist		
Referral to Learning Support Team and Autism Team		
MARF referral (safeguarding)		

MHST referral		
Multi-agency meeting (MAM)		
Team Around the Family (TAF) called		
Social care involvement		
Youth Justice Service (YJS) / Adolescence team		
Schools Early Intervention Officer (SEIO) referral		
Neurodevelopment Pathway and Support Team (NPST) referral for assessment of SEND		
GP/Paediatrician		
SENCO referral / involvement		
EHC Plan started		
Off Site Direction (OSD)		
Referral to CGL		
CAMHS referral		
Next Steps:		
Referral to INclude		
Pre PEX Meeting with local Head/Family/Principal		
Alternative Provision (AP)		