

## Anti-Bullying Policy

<b>Reviewed by:</b>	Richard Fihosy and Claire Ames
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Review Date 08.03.24 Richard Fihosy	Page and Sections Page 1 - Former Director's name was deleted.
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## **Policy Aim**

The aim of this policy is to:

- Promote a safe, supportive, and inclusive learning environment where all students feel respected and free from bullying or harassment.
- Prevent bullying behaviours through education, awareness, and positive relationship building.
- Respond promptly and effectively to all reported incidents of bullying, ensuring a trauma-informed, restorative approach that addresses both the harm caused and the underlying needs of those involved.
- Ensure that our approach is fully aligned with Department for Education statutory guidance, *Preventing and Tackling Bullying* (DfE, 2017, updated 2024 [https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf)) and *Keeping Children Safe in Education* (DfE, 2025 [https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping\\_children\\_safe\\_in\\_education\\_2025.pdf](https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf)).
- Build resilience and empowerment among students, fostering empathy, understanding, and strong British values of tolerance and respect.

## **Definition of Bullying**

The Department for Education give the following definition:

<https://www.gov.uk/bullying-at-school/bullying-a-definition#:~:text=intended%20to%20hurt%20someone%20either,religion%2C%20gender%20or%20sexual%20orientation>

“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 (for instance: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) 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; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship

which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.”

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

### **Our Commitment**

At AS2Educate, it is our aim to create a supportive learning environment that is free from intimidation and bullying. Bullying is antisocial behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

### **Why do we need an Anti-Bullying Policy?**

Persistent bullying can severely inhibit a child’s ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. AS2Educate wishes to promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour. Therefore, this policy promotes practices within AS2Educate to reinforce our vision, and to remove or discourage practices that negate them.

### **Bullying can take many forms including:**

- Physical bullying, which can include kicking, hitting, pushing, and taking away belongings.
- Verbal bullying, name calling, mocking, or making offensive comments.
- Emotional bullying which includes isolating an individual or spreading a rumour about them.
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media.
- Racist bullying occurs when bullying is motivated by racial, ethnic, or cultural prejudices.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.

- Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

### **Some warning signs that a student is being bullied**

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell. Wanting to visit the nurse regularly. Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful. Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

### **Some reasons why people bully**

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (They too have been bullied)

### **Creating a Safe and Respectful Environment: Our Approach to Bullying**

At AS2Educate, we are committed to nurturing an environment where every young person feels emotionally and physically safe, seen, and respected. We understand that bullying is often a reflection of unmet needs or dysregulated behaviour, and we respond with empathy, clarity, and relational repair.

**Bullying in any form is not accepted in our community.** It is treated seriously, responded to promptly, and addressed in a way that supports all parties involved—especially the person who has been harmed.

### **Staff Commitments**

Our team is committed to:

- Creating emotionally safe spaces that prevent bullying by fostering connection, inclusion, and kindness
- Listening with empathy and without judgment to everyone involved in or affected by an incident
- Investigating concerns promptly, thoroughly, and with sensitivity
- Responding with proportionate, restorative action that supports healing and accountability
- Logging incidents with care and accuracy, including in relevant safeguarding records (e.g., racist, homophobic, or transphobic logs)
- Communicating with parents/carers where incidents are serious or repeated—ensuring transparency, reassurance, and support
- Responding compassionately and consistently if a member of staff is involved in any allegation
- Embedding a range of inclusive learning strategies that empower pupils to challenge harmful behaviours and language
- Modelling our core values—curiosity, kindness, equity, respect—at all times
- Choosing interventions that are least intrusive and most effective in restoring safety and relationships
- Promoting values of dignity, tolerance, and belonging in a diverse society

### **Relational and Preventative Strategies**

To proactively foster a culture of safety, voice, and belonging, we implement the following strategies:

- Termly student surveys to check how safe pupils feel and to identify early signs of distress or exclusion
- PSHE sessions designed to strengthen empathy, self-awareness, and safe peer relationships
- Prioritising strong, trusting teacher-pupil relationships to encourage disclosure and co-regulation
- Talks and workshops on online safety and respectful relationships
- CEOP (Child Exploitation and Online Protection) training for all staff to recognise and respond to online risks
- Accessible, age-appropriate E-Safety resources and leaflets for students and families

### **Anti-bullying advice to Parents / Carers**

- Many children experience cyber-bullying, which can feel invasive and overwhelming. Please gently and regularly check in on your child's use of texting, social media platforms like Facebook, SNapChat, Instagram, X, and other online spaces. We recognize that online interactions outside school are beyond our control, but your awareness is a key source of support.
- Create a safe space for open conversations with your child. Regularly invite them to share how they're feeling, so they feel comfortable expressing concerns or worries.
- Listen with empathy and without judgment. Let your child know their feelings are valid and important.
- Support your child's self-worth by celebrating their unique qualities. Remind them that everyone is different, and all differences are valuable and worthy of respect.

- If you notice signs that your child may be struggling—whether they feel hurt by others or are acting out—reach out to trusted adults at home or at AS2 to explore supportive options together. Your voice matters; please don't carry this burden alone.
- If your child is experiencing bullying, reassure them firmly that it is not their fault. Let them know you believe them and that you are there to help protect and support them.
- Understand that healing and resolving bullying situations can take time. Be patient and compassionate with the process, acknowledging that progress may be gradual.
- Approach conversations and interactions with the school or provision with cooperation and calmness. A positive partnership between you and the school creates a safer environment for your child and can help foster understanding and healing.
- Remember, children cannot navigate bullying alone. They rely on the support and care of their families and our provision to feel safe and empowered.