



## Anti-bullying Policy 2025/2026

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| Date approved:  | 23.02.2026         |
| Approved by:    | Board of Directors |
| Version:        | 6.1                |
| Date for Review | February 2027      |

### Version History

| Version | Date Issued | Brief Summary of Change                           | Owners Name                     |
|---------|-------------|---------------------------------------------------|---------------------------------|
| 0.1     | 14.05.2019  | New Policy                                        | Wendy Ainscough                 |
| 1.1     | 01.09.2020  | Annual Review                                     | Wendy Ainscough                 |
| 2.1     | 07.09.2021  | Policy Review                                     | Wendy Ainscough                 |
| 3.1     | 06.09.2022  | Policy Updated                                    | Rachael Sharpe                  |
| 4.1     | 04.09.2023  | Policy updated - new link to BPRI online platform | Rachael Sharpe                  |
| 5.1     | 20.01.2025  | Policy update                                     | James Creek<br>Caroline Merritt |
| 6.1     | 12.01.2026  | Policy update                                     | James Creek                     |

# Anti-Bullying Policy

**Key Contact Personnel contact details can be found on schools websites:**

The headteacher is the nominated Member of Leadership Staff Responsible for the policy in each school.

There is also a named Local School Committee with lead responsibility for this policy.

## Links to Legislation and Guidance

This policy is informed by, and should be read alongside, the following legislation and statutory guidance (including updates):

- The Education and Inspection Act 2006
- The Equality Act 2010
- The Children Act 1989 and **Children Act 2004**
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Public Order Act 1986
- **Keeping Children Safe in Education (KCSIE) – most recent statutory guidance**
- **Online Safety Act 2023**
- **DfE: Preventing and Tackling Bullying (most recent guidance)**
- **DfE: Behaviour in Schools – Advice for Headteachers and School Staff**

## Introduction

Alumnis Schools endeavour to create a safe, inclusive and stimulating environment where everyone knows they are valued. All members of the school community have the right to be treated with respect and the responsibility to treat others in the same way.

Children are encouraged and supported to speak up about bullying or concerns, confident that they will be listened to and that **timely, proportionate and restorative action** will be taken.

## Trust Aims and Objectives

- To promote a secure, inclusive and happy environment, **both in school and online**, that is free from threat, harassment or bullying;
- To create a school ethos in which bullying is regarded as unacceptable and **inclusion, respect and belonging are actively promoted**;
- To ensure a **consistent, transparent and trauma-informed response** to bullying incidents;
- To work in partnership with pupils, parents/carers and external agencies to maintain a bullying-free environment;
- To use the school's child protection and safeguarding recording system (**CPOMS**) to monitor concerns, identify patterns and inform preventative strategies.

## Responsibilities

**The Headteacher** is responsible for:

- Communicating this policy to the school community;
- Ensuring disciplinary measures are applied fairly, consistently and proportionately;
- Ensuring that a member of the Senior Leadership Team is identified to take overall responsibility for bullying and peer-on-peer abuse.

**The Local School Committee (LSC)** is responsible for:

- Monitoring the effectiveness of this policy at local level;
- Reviewing bullying data and safeguarding trends;
- Supporting accountability and continuous improvement.

**All staff**, including governors, senior leaders, teaching and non-teaching staff, are responsible for:

- Upholding and implementing this policy;
- Being vigilant to signs of bullying and peer-on-peer abuse;
- Recording and reporting concerns promptly in line with safeguarding procedures.

**Parents and carers** are expected to:

- Support their children;
- Work in partnership with the school to address concerns constructively.

**Pupils** are taught:

- What bullying is and how it differs from conflict;
- How to report concerns;
- How to seek help for themselves or others.

## What is Bullying?

Bullying is **deliberate, repeated behaviour** that causes harm, distress or fear. It often involves an **imbalance of power**, whether physical, social, emotional or psychological.

Bullying can cause significant harm to the individual being bullied, the person displaying bullying behaviours, and the wider school community.

## The Nature of Bullying

Bullying is:

- Deliberately hurtful, physically or emotionally;
- Repeated over time (or **a single serious incident with ongoing impact**);
- Difficult for the individual being bullied to defend themselves against.

Forms of bullying include:

- **Physical**: hitting, kicking, taking or damaging belongings;
- **Verbal**: name-calling, insults, threats;
- **Indirect / relational**: exclusion, spreading rumours, social manipulation;
- **Online / cyberbullying**: misuse of technology, social media or messaging platforms.

Bullying may be motivated by perceived differences including, but not limited to:

- Race, religion or belief;
- Sex, gender identity or sexual orientation;
- Disability or special educational needs;
- Appearance, health, family circumstances or association with others.

## Our Approach to Bullying

We believe that bullying is less likely to occur in an environment where:

- Children feel safe, valued and listened to;
- High expectations of behaviour are consistently modelled;
- **Character education, inclusion and Christian values** underpin school life.

Bullying is **always unacceptable and always taken seriously**. All concerns are responded to with sensitivity, fairness and a focus on restoring relationships where appropriate.

Staff are trained to recognise that children may not always disclose bullying directly. Indicators may include withdrawal, reluctance to attend school, changes in behaviour, emotional distress or disengagement from learning. Staff are expected to act proactively and record concerns promptly.

## Prevention and Education

Through a range of planned curriculum opportunities including:

- PSHE and RSHE;
- Collective Worship;
- Circle time and restorative discussions;
- Pupil voice and leadership opportunities;

children are supported to develop empathy, resilience, confidence and strategies to speak up. This approach helps to reduce secrecy and encourages a culture of openness and trust.

## Online Safety

(See Online Safety Policy)

The school actively promotes safe and responsible use of technology. Online bullying concerns are treated with the same seriousness as face-to-face incidents.

Incidents are:

- Reported to the Online Safety Lead and Headteacher;
- Recorded on CPOMS;
- Managed in line with safeguarding and behaviour procedures.

## Responding to Bullying Incidents

Our aims when responding are to:

- Ensure the child who has been bullied feels safe, supported and listened to;
- Help the child who has displayed bullying behaviours understand the impact of their actions;
- Encourage positive behaviour change;
- Apply appropriate consequences in line with the school's Behaviour Policy.

**All incidents are handled proportionately**, taking into account severity, frequency, age, SEND needs and context.

Steps may include:

- Immediate response by the member of staff alerted;
- Support and reassurance for the child affected;
- Investigation by the Headteacher, DSL/DDSL or senior leader;
- Parental communication, in line with confidentiality and safeguarding guidance;
- Recording all actions and decisions on CPOMS;
- Referral to external agencies where there are safeguarding concerns.

All incidents of bullying, prejudice-based or hate-related behaviour are reported to the Local Authority.

## Supporting Pupils

**Pupils who have been bullied** may be supported through:

- Pastoral support and reassurance;
- Opportunities to talk with a trusted adult;
- Confidence-building and resilience work;
- Counselling or external support where appropriate;
- Partnership work with parents/carers and external services.

**Pupils who have displayed bullying behaviours** will be supported through:

- Clear explanations of expectations and consequences;
- Education around empathy and impact;
- Parental involvement;
- Behavioural support or external agency involvement where required.

## Role of the Local School Committee

The LSC:

- Monitors bullying incidents and safeguarding trends;
- Reviews the effectiveness of the policy;
- Requires accurate recording on CPOMS;
- Responds to parental requests for investigation within **ten school days**.

## Monitoring and Review

This policy is monitored daily by the Headteacher and reviewed **annually** by the Local School Committee. Analysis includes consideration of age, gender, ethnicity, disability, sexual orientation and other protected characteristics to ensure equity and effectiveness.

**This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, and SEND Policy.**

### Quick Reference Guide

