



Anti-Bullying Policy

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An academy within:



“Learning together, to be the best we can be”



1. Statement Of Intent

- 1.1. At Bents Green we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and students who are bullying others need to be supported to learn different ways of behaving. At Bents Green, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

2. Aims And Objectives Of This Policy

- 2.1. The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2014, Equality Act 2010, and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All students and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Students and parents/guardians will be assured that they will be supported when bullying is reported.



- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

3. What Is Bullying?

- 3.1. The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:
- 3.2. Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.
- 3.3. Bullying is recognised by the school as being a form of child on child abuse. It is recognised to be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Bullying can be:

- Emotionally being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/ or focussing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Using artificial intelligence (AI), for example creating deepfakes (images, audio or video hoaxes that look real)
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.



Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop the social skills to repair relationships through restorative follow up work.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Bents Green, we are concerned with our student's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses and in school taxis
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Map out safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

4. Child-on-Child Abuse

4.1. Child-on-child abuse refers to any form of physical, sexual, emotional, or discriminatory abuse perpetrated by children or young people towards others is of a similar age. In a special school context, this may include behaviours that are influenced by additional needs, communication difficulties, or social understanding.

4.2. Types of Child-on-Child Abuse may include, but is not limited to:

- Bullying (including cyberbullying)



- Physical abuse (e.g., hitting, kicking, biting)
 - Sexual violence and harassment
 - Upskirting or inappropriate sexualised behaviour
 - Initiation/hazing-type violence and rituals
 - Emotional abuse (e.g., threats, intimidation, exclusion)
 - Discriminatory abuse (e.g., racist, sexist, homophobic, or ableist behaviour)
- 4.2. All staff are trained to recognise signs of child-on-child abuse and respond appropriately. All reports will be recorded using CPOMS and investigated by the Designated Safeguarding Lead (DSL). Parents/carers will be informed where appropriate, and external agencies may be involved.
- 4.3. Victims of child-on-child abuse will be supported through pastoral care, counselling, and safeguarding plans as appropriate and alleged perpetrators will be supported to understand and change their behaviour, with consideration of their individual needs. A restorative approach may be used where appropriate, alongside disciplinary measures.

5. Generative artificial intelligence (AI)

- 5.1. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
- 5.2. Bents Green School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- 5.3. Bents Green School will treat any use of AI to bully pupils in line with our Anti-Bullying, Behaviour and Safeguarding policies.

6. Signs and Symptoms

- 6.1. A child may indicate, by different signs or behaviour, that they are being bullied.
- 6.2. Adults should be aware of these possible signs and investigate further if a child:



- is frightened of walking to or from school
 - doesn't want to go on the school/in the taxi
 - begs to be driven to school
 - changes their usual routine/route to school
 - begins truanting
 - becomes withdrawn, anxious or lacking in confidence
 - starts stammering
 - attempts or threatens suicide or runs away
 - cries themselves to sleep at night or has nightmares
 - feels ill in the morning
 - begins to under perform in school work
 - comes home with clothes torn or books damaged
 - has possessions go "missing"
 - asks for money or starts stealing money (to pay the bully)
 - has dinner or other monies continually "lost"
 - has unexplained cuts or bruises
 - comes home starving (money/snack/sandwiches have been stolen)
 - becomes aggressive, disruptive or unreasonable
 - starts swearing or using aggressive language for no apparent reason
 - is bullying other children or siblings
 - stops eating
 - is frightened to say what's wrong
 - gives improbable excuses for any of the above
- 6.3. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

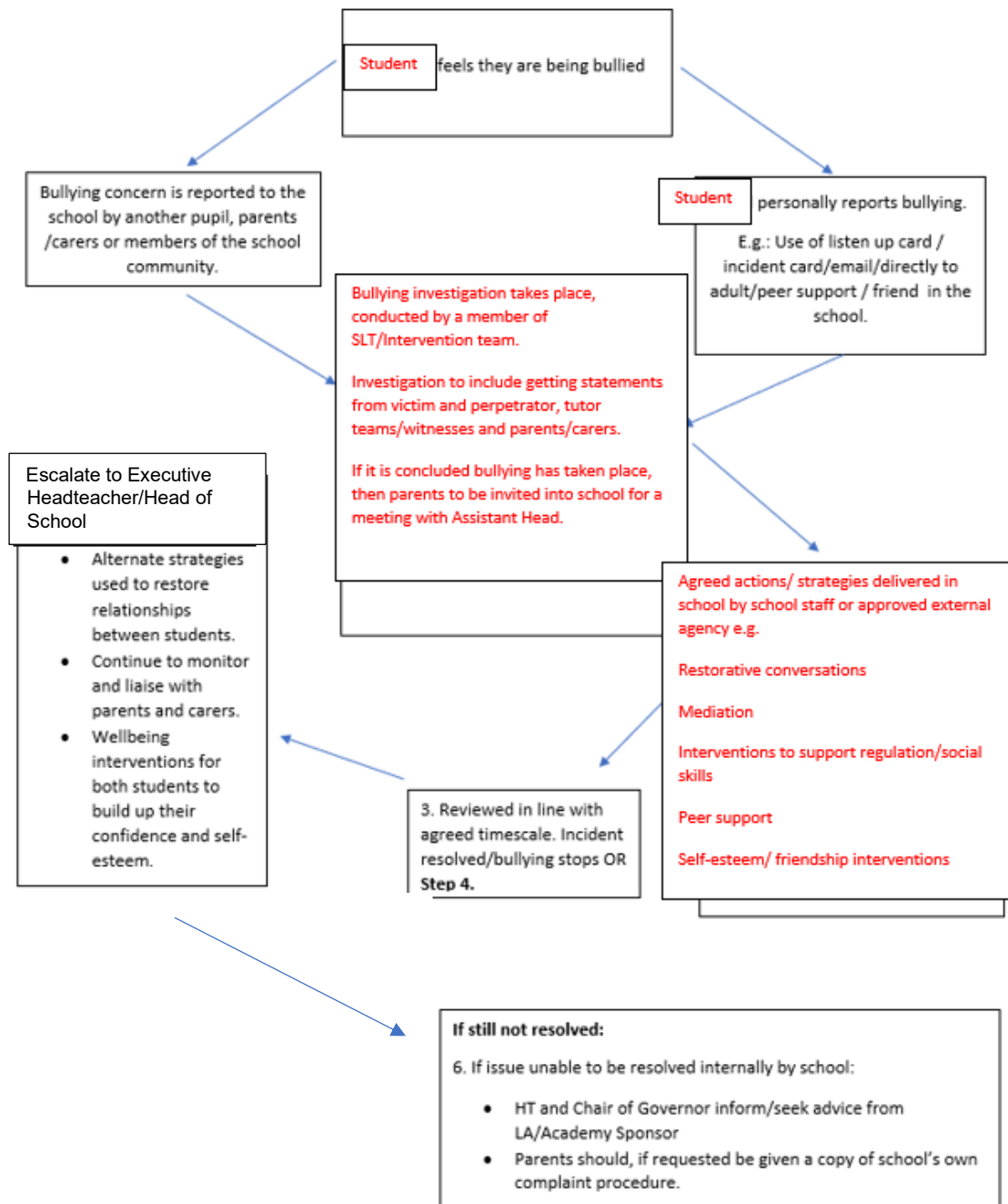
7. What Can You Do If You Are Being Bullied?

- 7.1. Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.
- 7.2. Students accross the MAT were all asked this question and we have included some of their strategies in the list below:
- Try not to let the bully know that he/she is making you feel upset.
 - Try to ignore them.
 - Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.



- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be an adult in school, e.g. a teacher, a teaching assistant, the wellbeing team, a parent or carer, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and hand it to a trusted adult
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

Procedures in school for reporting bullying: **Pathways of help**
Updated procedures in school for reporting bullying (see below)





8. What Can You Do If You See Someone Else Being Bullied? (The Role Of The Bystander)

8.1. Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Students have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and hand it to a trusted adult
- Call a helpline for some advice.

9. Bullying Of Children With Special Educational Needs

- 9.1. Bents Green is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.
- 9.2. We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.
- 9.3. Higher attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying seriously and in the same way as any other type of bullying.



10. Procedures For Reporting And Responding To Bullying Incidents

10.1. All staff will respond calmly and consistently to all allegations and incidents of bullying at Bents Green. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

10.2. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- At Bents Green we use a restorative approach where we bring both parties together and discuss how ones actions has made the other feel and how we can work to resolve the situation.
- Report all bullying allegations and incidents to staff.
- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all students involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem-solving approach which will move students on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences, as identified in the school's Behaviour Policy, may take place..
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- All incidents of bullying will be recorded by staff on CPOMS. Not all staff have access to use the bullying code on CPOMS, however other codes are available and the Intervention Team, Safeguarding Team or SLT will monitor all logs closely. If it is thought that bullying has taken place, the code on CPOMS will be changed and an investigation will begin in line with this policy.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at SLT meetings, Safeguarding meetings and Intervention team meetings.



- The anti-bullying Governor will present termly reports on serious bullying incidents to the Governors.
- If necessary and appropriate, the Safeguarding Lead in school, Social Care or police will be consulted.

Cyberbullying

10.3. When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

11. Supporting Students



- 11.1. The following steps may be used when supporting students who have been bullied:
- Reassuring the student and providing continuous pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- 11.2. The following steps may be used when supporting perpetrators of bullying:
- Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the student.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Consequences, in line with school behaviour policy
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS). Restorative conversation between both parties.
 - Apologise to the victim(s) verbally or in writing.
 - Higher level of supervision at playtimes and dinnertimes to ensure further incidents can't take place
 - Parents will be invited into school
 - Interventions supported and delivered by the Intervention Team to understand the impact of their actions
 - Report to the Senior Leadership Team
 - Fixed term or permanent exclusion

12. Supporting Adults

- 12.1. Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including



staff and parents, whether by students, parents or other staff members, is unacceptable.

12.2. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the head teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

12.3. Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the head teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

13. Strategies For The Prevention And Reduction Of Bullying

13.1. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

Environment

13.2. The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.



- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, looked after children or those with caring responsibilities, religion/belief, ethnicity, disability, gender reassignment, sex (gender), sexual orientation or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

13.3. The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the school regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary consequences; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

13.4. The school community will:



- Train all staff, including: teaching staff and support staff (e.g. administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of Students

13.5. We will:

- Involve students to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liason with Parents and Carers

13.6. We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website



- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

14. Monitoring And Evaluation Of The Policy

- 14.1. To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, students' and parents'/guardians' comments posted in the 'Listen up' box and bullying incident forms will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy and everyone informed.

15. Sources Of Further Information, Support And Help

- 15.1. There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	https://actagainstbullying.org/
Advisory Centre for Education (ACE)	0300 0115 142	www.ace-ed.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beat bullying	0845 338 5060	www.beatbullying.org.uk
Bullying Online	020 7378 1446	www.familylives.org.uk



BBC	not available	www.bbc.co.uk
Childline children)	0800 1111 (helpline for	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number)	www.kidscape.org.uk
	08451 205 204 (helpline for adults only)	www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk
UK Government Website	not available	www.direct.gov.uk
Internet Watch Foundation:	01223 20 30 30	www.iwf.org.uk
Think U Know:	03704967622	www.thinkuknow.co.uk
Show Racism the Red Card	0191 257 8519	www.srtrc.org/educational
Changing Faces	0300 012 0275	www.changingfaces.org.uk