



Everly East

ANTI-BULLYING POLICY

2026-2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026
Signed:	
Date for Review:	August 2026 (Completed) August 2027
Key Changes Made:	



Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

The Anti-bullying Alliance <https://anti-bullyingalliance.org.uk/> describe bullying as

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be verbal, physical or psychological. It can happen online or face to face.”

The ABA explains the dynamics of bullying and how this differs from ‘Relational Conflict’. This is best explained in the diagram below.

Relational conflict and bullying



Let's explore the differences between relational conflict and bullying. Select the green buttons to find out more.



As such it is important to note the distinction between these circumstances. Resolving relational conflict and bullying may involve similar strategies, but it is important all parties are aware of the differences. In weighing up a situation where conflict/bullying has occurred pupils and staff need to explore these dynamics to inform the appropriate and proportionate response.



It is important to remember (from Anti-Bullying Alliance training module):

"Just because an incident doesn't have all of the elements of bullying, doesn't mean it is something to ignore.

For example, a relational conflict that goes unresolved can easily turn into bullying so should be monitored. Another example would be that a one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support. Just because something doesn't constitute bullying, it does not mean that school involvement is not needed."

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical - pushing, kicking, hitting, punching or any use of violence

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact or sexually abusive comments

Prejudicial - targeted of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.

Verbal - name-calling, sarcasm, spreading rumours, teasing.

Cyber - all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

Disability/SEN - because of, or focusing on a disability or special educational need.

Home circumstance - targeting individuals who are looked after children or because of a particular home circumstance.

Why is it Important to Respond to Bullying?

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.



Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Everly East's Objectives

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way.

To safeguard the student who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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 do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)



- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Procedures

1. If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached.
2. Report bullying incidents to staff: the yellow recording system is used throughout the school. Pupils are warned and spoken to following an incident. Reporting to parents/carers will be considered on each occasion depending on the severity of the concern (this may link to the school's grading system of severity 1 -5 as recorded on Arbor), the pupil's response and their willingness/ability to successfully remediate.
3. If three yellow forms submitted parents/carers are contacted regardless of severity. Pupils will be spoken to by a member of the Senior Leadership Team.
4. A red form can be completed indicating racist abuse. Parents will be contacted in the first instance. Pupils will be spoken to by a member of the Senior Leadership Team.
5. A blue form can be completed to indicate sexual harassment – these aspects of bullying/harassment have been reviewed in line with curriculum developments/ safeguarding policy and guidance. Pupils will be spoken to by a member of the Senior Leadership Team.
6. Bullying Incident will be recorded on Arbor by a member of the SLT team.
7. In serious cases parents should be informed in the first instance and will be asked to come in to a meeting to discuss the problem.
8. If necessary and appropriate, the police will be consulted
9. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
10. An attempt will be made to help the bully (bullies) change their behaviour – either through targeted support, extraction for 1:1 work or wider curriculum and pastoral responses.
11. In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes. This may require revisiting the incident on more than one occasion.
12. The Anti-bullying co-ordinator tabulates incidents of bullying to ease monitoring of trends or specific incidents.



Outcomes

- 1) Official warning to cease offending
- 2) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place depending on the pupil's needs, level of understanding and ability to self-regulate. The severity of the incident may inform this.
- 3) Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- 4) In serious cases, internal exclusion or external fixed term exclusion will be considered
- 5) If possible, the pupils will be reconciled to aid learning and relational security
- 6) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and Preparing for adulthood classes where issues of
- Diversity is discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. AntiBullying Week each year.
- Whole school assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy Schemes.
- Assertiveness training.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Pastoral and curriculum responses (see notes on Curriculum Interventions below).

Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis. In light of recent concerns a review of the policy and procedures will take place twice a year, once informed by process, the other occasion informed by data and pupil/staff consultation.



Support staff to identify and tackle bullying appropriately – some newer staff will require up-to-date training.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

Curriculum Intervention:

Everly East offer a Reactive Curriculum Timetabled Lesson. This allows staff to offer immediate response to any issues raised through safeguarding streams or highlighted topics raised through staff or SLT meetings.

Our anti-bullying stance is inherent in all of our curriculum subjects. For example, play scripts used in English or discussions in Preparing for Adulthood – these are successful as our school ethos allows staff to form the robust and trusted relationships with students thus these are the best staff to promote changes in any ‘bullying’ type behaviours.

Relationships and Sex Education (RSE) focuses on relationships, what positive relationships look like, how relationships vary between romantic partners and friendships, relationships with school staff etc. Furthermore, RSE teaches students their options if they feel uncomfortable or violated in relationships. This can be verbal, coercion, physical, threats, intimidation – these discussions are not exhaustive. We consider the differences in culture and how this may affect relationships, but importantly, how everyone is entitled to be happy and safe. Discussions and work is done around same sex relationships, identity and belonging and the many agencies available to support thoughts, feelings and emotions.

Staff work to ensure that students understand the comprehension of ‘bullying’, ‘racism’ and ‘sexual harassment’ and their options to address these unpleasant issues. For example, we have a robust system in school. Students are taught how to independently signpost charities and agencies who can support them and their families if these issues should arise in the communities in which they live. For example, cyberbullying and sexual harassment can be reported to Child Exploitation and Online Protection (CEOP’s).

Students also have access to a range of accessible leaflets, written by school staff, that give both self-help strategies and also signpost to agencies of support.

The school has a display board, accessible to all, and this outlines the chain of events should people feel they have been bullied or harassed in school, whether this is racist, cyber, sexual, verbal or physical.

The school student council meet regularly to review our anti-bullying policy and contribute to suggested areas of further development to keep students safe.



Combating Bullying is a whole school approach.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
NSPCC	0808 800 5000
LGBT Foundation	0345 330 3030

Bullying UK Information and advice for children, young people, parents including a free helpline and online chat service.

ChildLine Support and advice for children and young people who are being bullied, know someone that is or are worried that they might be a bully themselves.

Childnet Focuses on online safety including cyberbullying advice for children, young people and parents.

Kidscape A UK charity which aims to prevent bullying and child sexual abuse. Offers a free anti-bullying helpline for parents and tailored advice for young people, parents and professionals.

Upside Factsheets and confidential online chat for young people.

Ditch the Label is an anti-bullying charity that helps thousands of young people overcome bullying each month.

NSPCC - advice for parents and carers about bullying

The Anti-Bullying Alliance (ABA) is a unique coalition of organisations and individuals, who work together to stop bullying and create safer environments in which children and young people can live, grow, play and learn.

Family Lives (previously Parentline Plus) 0808 800 2222 - gives support and advice for parents on any aspect of parenting and family life, including bullying.



The Child Exploitation and Online Protection Centre (CEOP) Provides help and advice on cyberbullying, the Centre maintains a website called **Think U Know** for children and young people, and parents and carers about staying safe online.

Internet Matters Provides regularly refreshed content to support parents and carers with all aspects of e-safety. Includes lots of advice on technology that can help you to protect your child online and helpful content relating to cyberbullying.

Welldoing is an independent, UK-wide directory of therapists and counsellors who are all members of reputable professional organisations. There is a separate search function for children and adolescents in need of therapists and counsellors. It also supplies information and advice in the areas of mental health, wellbeing and development.

Counselling Directory provides a huge support network of counsellors, enabling visitors to find a counsellor close to them and appropriate for their needs.

Date of review	Reviewed by	Updates noted/Actions
February 2026	J Beech	To be reviewed in September 2026
August 2026	J Beech	Links all work will review again potentially September following LA guidance