

EDSTART SCHOOLS

Anti-Bullying Policy

SAFEGUARDING & WELFARE

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools – All Sites
Category	Safeguarding & welfare
Approval and validity	September 2026 to September 2027
Review trigger	Annual review, or earlier following statutory, regulatory or operational change

Status: This 2026 version supersedes all previous versions.

1. 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.

2. WHAT IS BULLYING

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. 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
- Homophobic - because of, or focussing on the issue of sexuality
- 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

3. WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

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. Schools have a responsibility to respond promptly and effectively to issues of bullying.

4. OBJECTIVES OF THIS POLICY

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All 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
- Bullying will not be tolerated

5. SIGN 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:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- 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 schoolwork
- 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
- comes home starving (money / lunch has been stolen)
- 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.

6. PROCUDURES

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of

bullying must be investigated, and the bullying stopped quickly 6. An attempt will be made to help the bully (bullies) change their behaviour

7. OUTCOMES

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place 2. In serious cases, suspension or even exclusion will be considered 3. If possible, the pupils will be reconciled 4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

8. PREVENTION

We will use methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- discussions during tutorial and class time
- Anti-bullying work as part of a structured PHSE curriculum (see attached appendix)
- Data inform student inputs (for example after an incident some form of education takes place within the whole school)

Appendix 1

Scheme of work

Relationships Starter task - students read case study on PowerPoint Projector Diverse thinking Core Theme (Anti - Bullying) Is Ashraf's new nickname offensive? How and why? Pens Group work More Challenging: What should Ashraf do to rectify the situation? Paper Literacy skills Relationships Coloured Pencils Thinking and reasoning skills KS3 R1 Bullying or banter – what Task one Worksheets KS3 R2 is and what isn't Watch the clip and choose some red, amber or green challenge questions to Powerpoint KS3 R3 acceptable? answer (questions on PowerPoint slide) Key Terminology KS3 R7 Main task: case studies KS3 R9 Students read case studies and complete the table according to their challenge Banter – a type of teasing which KS3 R10 level. although usually friendly, easily turns KS3 R13 into something people can take KS3 R14 Task three offensively. 4 KS3 R18 Students read source article as a class. create a table of arguments for and against banning 'banter'. KS3 R19 More challenging: Define the difference between bullying and banter. KS3 R23 Mega challenge: Create a paragraph to add to the school's bullying policy about how certain types of banter will be recognised as bullying. Where will the line be

Ks3 R38

drawn? What will the consequences be? KS3 R39

Ks3 R40

Plenary: KS3 R41 Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you have learned about banter. You only have 140 letter characters!

Relationships Starter Task - Projector Thinking and reasoning skills Core Theme (Anti – Bullying) What does it mean when we use the term 'trolling'? Pens Working independently More challenging: Describe an example of how a person might 'troll'. Paper Literacy skills Relationships How can we prevent Mega challenge: Explain what measures social media companies have in place Coloured Pencils Group work KS3 R2 bullying online to try to prevent trolling. Worksheets KS3 R9 Powerpoint KS3 R10 Task one

Ks3 R13

Watch the clip and complete the table (table + challenge question on PowerPoint slide) KS3 R14

Ks3 R16

5 Main task: key terms matching activity KS3 R17 Students match definitions to correct descriptions.
Challenge question on PowerPoint slide.

Ks3 R18

Ks3 R23

Task three KS3 R37 Students watch the video on the 4-step method (link on PowerPoint slide). Class KS3 R38 discussion on why the 4-step method is effective.

Ks3 R39

Plenary KS3 R40 Create either a rap or a poem to help other students remember the four-step KS3 R41 method or explaining why it is so effective.

Relationships Starter: (scenario on PP) Projector Diverse thinking Relationships (Anti Bullying) Is it ok to make jokes like this? What do you think? Pens Group work More challenging: Why do you think Danny is so body conscious? Paper Literacy skills Bullying and body Mega challenge: Explain what we mean by the term 'body shaming' and analyse Coloured Pencils Thinking and reasoning skills KS4 H2 shaming whether what happened to Danny was bullying. Worksheets KS4 H3 Powerpoint KS4 H4 Task one (clip link on PP slide 3) Key Terminology

Ks4 H5

Students watch video clip and answer the questions provided. Body shaming - the action or practice KS4 H9 Task two (using information sheet provided) of humiliating someone by making KS4 H10 Read the information sheet together as a class. mocking or critical comments about their KS4 H11 6 body shape or size.

Ks4 H14

Task three (using table provided) Review the case studies by completing the table at the appropriate challenge Body image - a person's perception of KS4 H16 level. Discuss ideas as a class. their physical self and the thoughts and KS4 H18 feelings which result from that Plenary perception Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.