



ANTI-BULLYING POLICY

DECEMBER 2025

Details

Title: Anti-bullying Policy

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Approved by: Proprietor Body

Date	Section Amended	Signature
March 2025	New policy	C Cragg

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1. Aims

The aim of our Anti-Bullying policy is in line with our school ethos, Safeguarding Policy and Promoting Positive Behaviour Policy, ensuring that:

“Pupils feel safe, secure, happy, cared for and no one faces troubles alone. Each one feels they belong.”

2. Statement of Intent

At The Avenue we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We take a proactive approach to prevent bullying occurring within our setting. Bullying of any kind is unacceptable in our school. Bullying can have long term effects on individuals, it can be a barrier to learning and can have serious consequences for mental health. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, fairly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. We encourage a culture that enables children to tell without feeling they are telling tales. This is reinforced by our commitment to the Independent School Standards, particularly those relating to:

- The quality of education, training and recreation
- The welfare of pupils, including their health and safety
- The suitability of staff
- Premises and accommodation
- The school's complaints procedure

3. What is Bullying?

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards another person or group that is intended to cause harm, distress or fear. It can make the victim(s) feel isolated, distressed, threatened and affect their self-esteem and self-worth. Bullying often makes those being bullied feel powerless to defend themselves.

The Avenue does not label children or young people as 'bullies' because of the negative impact this generates and because it can become a barrier to change. It is imperative that all pupils develop a positive self-image so labelling behaviour rather than the child is understood as a more positive and proactive stance. Reference is made to the behaviour that constitutes bullying e.g. 'pupils who engage in bullying behaviour...'

Bullying can be:

- **Emotional** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening)
- **Physical** Pushing, kicking, hitting, punching or any use of violence

- **Racist** Racial taunts, graffiti, gestures
- **Sexual** Unwanted physical contact or sexually abusive comments, including 'Upskirting' (see Safeguarding Policy)
- **Homophobic** Because of, or focusing on, the subject 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 , Through the means of any social media
- **Incitement** This may include the development of 'gangs' or encouraging others into behaviour that is high risk

Child on child abuse:

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2. Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening. Please refer to our Safeguarding Policy for further details

Related to SEND:

Bullying can also be targeted towards pupils with Special Educational Needs and Disabilities (SEND), and may take specific forms, including:

- Imitating a pupil's specific needs (e.g., speech impediment, tics)
- Taunting a pupil for requiring assistance or using specific equipment
- Excluding a pupil from social groups because of their needs

4. What are the Signs and Symptoms of Bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes a usual route
- Doesn't 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
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide

- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

5. Proactive Approach to Bullying

The Avenue follows a positive approach to bullying, which is demonstrated within our PSHE curriculum through a commitment to raising and maintaining self-esteem in all our pupils. Reward schemes operate in each class to emphasise positive behaviour. We recognise the diverse needs of our pupils, as outlined in their Education, Health and Care Plans (EHCPs), and tailor our approach to meet those individual needs.

Low-level incidents or the use of offensive language must always be challenged and never dismissed as horseplay or banter. Early intervention is used across school to set clear expectations of what is and is not acceptable and to ensure negative behaviours do not escalate.

6. Strategies used to address issues of bullying

1. We encourage pupils to discuss issues of concern and to tell if they or others are being bullied.
2. Staff are vigilant, noting early signs of discord in relationships and recognising issues between pupils which might provoke conflict. Strategies are used to prevent bullying occurring in the first place, for example, leading discussions, identifying difference and having targeted lessons, assemblies or projects. These strategies are adapted to suit the specific communication and learning needs of our pupils.
3. Opportunities for regular discussion are created at appropriate levels dependent on the ability and needs of each pupil. For pupils with autism, this may include the use of Social Stories and visual support.

4. 'Circle Time' is used to encourage children to believe in themselves and to raise their self-esteem and self-confidence. It is a time for active listening when children are heard and problems can be discussed in a safe and secure environment
5. SLT/Expert Teacher work closely with small groups of children or on a 1:1 basis to promote emotional understanding, self-control and positive choices.
6. Where appropriate, the use of Theatre in Education, drama, role play, art and music are used to illustrate and explore ideas using different media and learning styles to enable our pupils to understand about anti-bullying. Interventions are differentiated to meet the specific needs outlined in pupils' EHCPs.
7. The Avenue always takes part in National Anti-Bullying week. The whole school focus for that week is anti-bullying and activities are used to highlight a whole school approach to anti-bullying. Vouchers, book tokens and trips out are used to encourage participation in activities. However, the topic of anti-bullying is embedded throughout the year, across all classes and within the curriculum.
8. PSHE programmes incorporate strategies for dealing with bullying. Circle Time is used within the curriculum to nurture self-esteem; to develop and maintain self-worth; to extend the pupil voice and to allow bullying incidents and issues to be addressed through themes.
9. Staff facilitate lunch time activities to support positive interactive play on the playground. Other staff provide quiet activities indoors for pupils who do not enjoy busy and active environments. This has had a very positive impact on behaviour at lunchtime.
10. Pupils at The Avenue have explicit ways in which they themselves can report bullying. These are:
 - Speaking to class team
 - Speaking to a member of the Safeguarding Team
 - Referral from parents to pastoral support or Safeguarding
11. Anti-Bullying is taught throughout the curriculum in PSHE and within other subjects. The curriculum is adapted to meet the needs of pupils with SEND, ensuring they can access and understand the concepts of bullying, its impact, and how to seek help.
12. The Avenue's rules are displayed clearly throughout the whole school and include:
 - Scaffolding foundations for positive behaviour and social interaction
 - Modelling and facilitating communication and language
 - Encouraging self-help and independence
 - Working collaboratively with families and professionals
13. Bullying incidents are recorded by staff on the Arbor system along with actions taken. Data is analysed half termly whereby an action plan is devised to address any patterns or wider

issues. This analysis includes specific consideration of any patterns related to protected characteristics and SEND.

14. When a parent calls to report a bullying incident this is reported on the Arbor system in communication / notes are shared with class team. Annual reminders will be sent out to parents of how to report bullying and what the process is.
15. The Avenue staff and pupils are involved in Safer Internet Day (SID) in February of each year to promote safer and more responsible use of online technology and mobile phones, especially amongst children and young people across the world. Online safety education is tailored to the specific needs and vulnerabilities of our pupils.

7. Dealing with bullying

The Avenue is committed to providing a safe and supportive environment for all pupils. In accordance with The Education (Independent School Standards) Regulations 2014, we proactively prevent bullying, by developing and implementing a comprehensive anti-bullying strategy. This strategy aims to foster a culture of respect, responsibility, and empathy, where bullying is never tolerated.

Implementation of procedures to prevent bullying

The following steps may be taken when dealing with incidents.

The steps will be dependent on the seriousness of the incident and the seriousness will identify whether it is dealt with by staff within a classroom or at Senior Management level. Each incident is taken seriously and incidents will be logged on the Arbor system in each case:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. REMEMBER that it is the BEHAVIOUR that is unacceptable and NOT the child

8. Procedures

1. Pupils are taught to report bullying incidents to staff.
2. In all cases of bullying (including cyber-bullying), the incidents will be recorded by staff on the Arbor system which includes a report of how the pupil perceives what took place
3. Senior members of staff may need to be informed by the staff who discover bullying incidents.
4. In serious cases, parents of both the pupil engaging in bullying behaviour and the victim of that behaviour will be informed. It may be necessary for parents to come into school for a meeting to discuss the problem and to be involved in its resolution.
5. If necessary and appropriate, and in extreme cases only, the police will be consulted.
6. Pupils engaging in bullying behaviour will be supported by staff in school to look at their behaviour and to take responsibility for making changes. Positive strategies

and programmes are already in place and include opportunities to work with the class team. These strategies are tailored to the individual needs of the pupil, as outlined in their EHCP.

7. The Anti-Bullying Policy exists alongside The Promoting Positive Behaviour Policy, and the Restrictive Intervention Policy which is based on the principles of CPI Safety Intervention®.
8. Each class within school follows the underlying principles of the policies that are identified above and will manage all behaviour incidents, including bullying, in a way that is appropriate to the age and developmental needs of each pupil. This includes making reasonable adjustments for pupils with SEND.

9. Outcomes

Bullying is taken very seriously at The Avenue

All incidents will be recorded and fully investigated.

1. Action will be taken to support both the victim and perpetrator.
2. The pupil(s) engaging in bullying behaviours will be expected to apologise.
3. Other consequences may take place and may include lunch-time sanction
4. In serious cases, internal exclusion or suspension will be considered. Any exclusion will be in line with statutory guidance and the school's behaviour policy, and the impact on the pupil's learning and well-being will be carefully considered.
5. Where possible, reconciliation between pupils will be encouraged.
6. After the incident has been investigated and dealt with, each instance will be monitored to ensure repeated bullying does not develop or continue.
7. The victim will be offered support by a familiar adult that the child feels comfortable with. This may involve a member of the class team, or a member of SLT. Support will be tailored to the pupil's individual needs.

10. Staff training

- Regular anti-bullying training is delivered to staff. This training addresses the specific needs of pupils with SEND and how bullying may manifest in this group.
- Regular online safety training is delivered within school.
- Specific training is planned annually as needed – i.e. tackling homophobic language
- All staff are involved in ongoing training in line with the 'Promoting Positive Behaviour' Policy.
- Safeguarding and Child Protection training is delivered by a Stoke-on-Trent and Staffordshire Safeguarding Board Trainer. It is recommended that this training is delivered regularly and that updates are given within a 3 year period.
- All new staff will be CPI Safety Intervention® trained and existing staff will complete a refresher course.

- Staff are trained to recognize and address bullying related to protected characteristics and SEND.

11. Bullying which occurs outside School Premises

School staff members have the power to discipline pupils for misbehaving outside the school premises, where this is deemed reasonable. Where bullying outside school is reported to school staff, it should be investigated and acted on. The school will consider the impact of off-site bullying on the pupil's well-being and safety within the school environment.

12. Safeguarding

Bullying is regarded and dealt with as a safeguarding issue. We have a Safeguarding Team who will be consulted and involved with issues where appropriate. This policy works alongside our Safeguarding Policy. Please read in conjunction with Safeguarding Policy and for any further guidance please see Clare Cragg (Designated Safeguarding Lead). When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a safeguarding concern. In this case, incidents may be reported to Local Authority social care, with staff working with social care to take appropriate action. The school recognises that pupils with SEND may be particularly vulnerable to bullying and will take this into account in all safeguarding actions.

13. Summary

The Avenue feels that it is vital to have a robust and consistent approach towards the management of behaviours of all kinds and that it is this position that enables pupils to feel safe and respected. The vigilance towards the management of any bullying behaviour and reducing or eradicating its impact is an essential feature of/for helping our pupils to manage friendships and to understand that each person has a right to be safe and to be regarded in a positive way.

Staff seek to demonstrate fairness and compassion towards each child whether they are victims of bullying behaviour or the perpetrators of such behaviour. Staff act as role models by remaining calm and working within the agreed framework that is in place in school. From this position, pupils will hopefully develop a sense of trust towards staff and will work willingly towards modifying the inappropriate behaviour we label as bullying and that has a negative purpose and outcome. It must always be that it is the behaviour that is unacceptable and not the child or young person. Staff will use a range of means to enter into dialogue with pupils so that they may find alternative ways of behaving through increased awareness and improved understanding.

We must always remember that we may well have pupils in school whose home lives work against the values of kindness, caring and sharing and that these pupils will often have very low self-esteem. The role models we provide, the curriculum that we deliver and the unconditional positive regard we can extend to all pupils will help to change abusive behaviours and to encourage the development and growth of self-worth and respect for others. The focus is always to reduce any behaviour that can be construed as bullying. The school's approach is tailored to the specific needs of its pupils, as outlined in their EHCPs.

14. Monitoring Arrangements

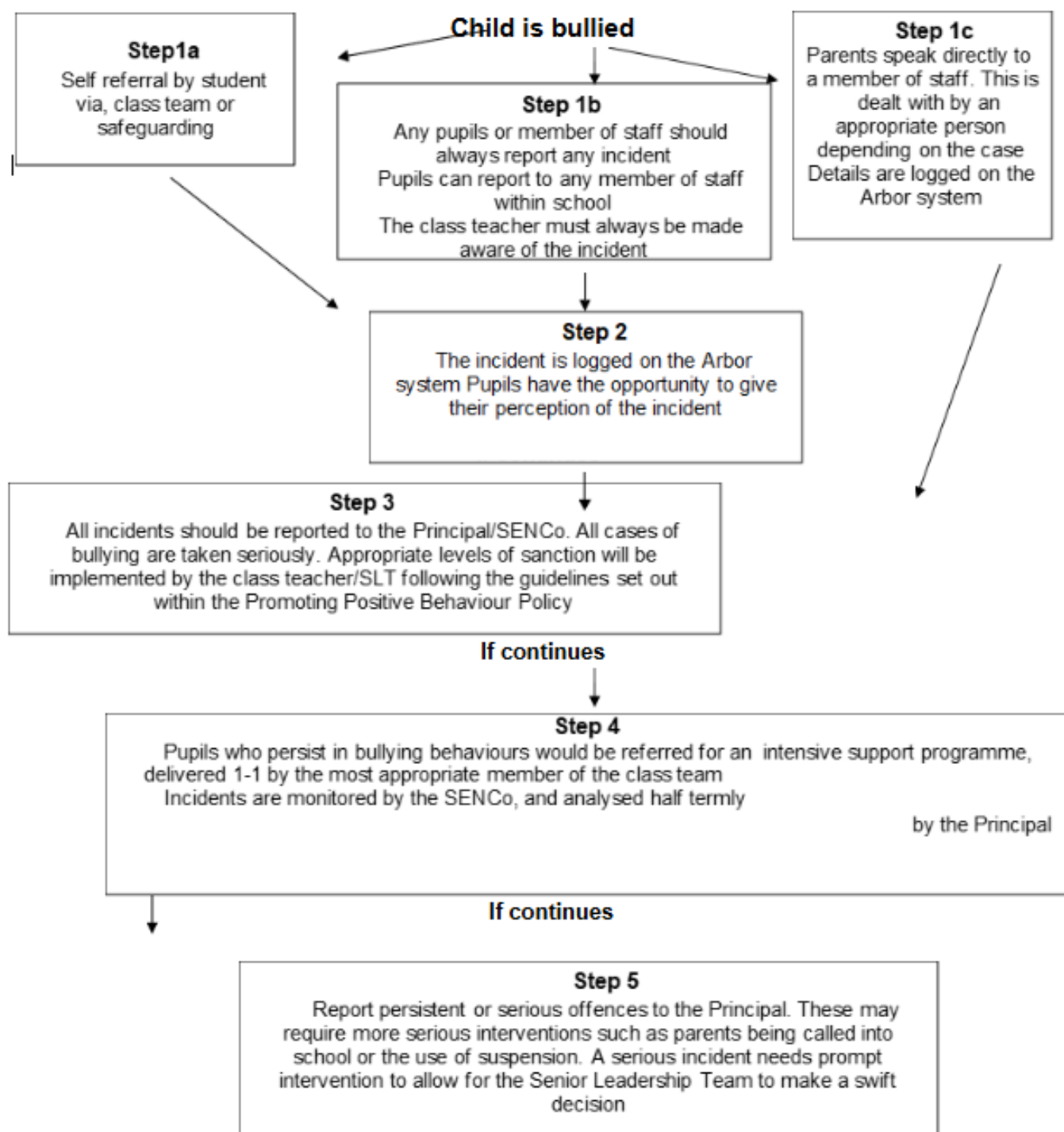
This Anti-Bullying policy will be reviewed annually. At each review, the policy will be approved by the Governing Body. The review will ensure that the policy remains compliant with the Independent School Standards and that it effectively addresses the needs of all pupils, including those with SEND.

15. Links with other policies

- Promoting Positive Behaviour Policy
- Safeguarding Policy
- Pupil Mobile Phone and Technology Policy
- Online Safety policy
- Restrictive Intervention Policy
- Keeping Children Safe in Education September 2025
- SEND Policy
- Complaints Procedure

The aims and values of this policy are embedded in the initial and annual CPI SAFETY INTERVENTION™ training.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING PATHWAYS OF HELP



Support Agencies

Anti-Bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk 020 7730 3300

Childline - advice and stories from children who have survived bullying www.childline.org.uk

0800 1111

Bullying UK (Part of Family Lives)

www.bullying.co.uk 0808 800 2222

Family Lives - advice and support for parents and adult family members www.familylives.org.uk

0808 800 2222

Useful sources of information

Stonewall - the LGBT equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, providing advice around preventing and taking action against cyberbullying. www.cyberbullying.org

KidSMART - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.kidsmart.org.uk

Thinkuknow - Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline

www.thinkuknow.co.uk

Childnet International - information, advice and resources for young people, parents/carers and school staff

www.childnet.com



Bart's Training & Support Alliance

St. Bart's Multi-Academy Trust

c/o Belgrave St Bartholomew's Academy,
Sussex Place, Longton, Stoke-On-Trent, Staffordshire, ST3 4TP
www.sbmat.org T: 01782 486350
