




# Anti-Bullying Policy

Policy number	3	Person responsible	DD
Date created	Jan 26	Review date	Sept 26
Signed		Date	1/2/26

## **Aims**

This policy seeks to:

- Ensure the whole setting community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

## **Definitions**

### **Bullying**

In our setting we use the definition of bullying below:

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

We define cyber bullying as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate,

repeated and hostile behaviour by an individual or group that is intended to harm others.

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space.

There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying.

### **Our Commitments**

- Support staff through ongoing training to help them identify and respond effectively to bullying.
- Ensure all students feel heard, respected, and supported.
- Cultivate an anti-bullying culture throughout the setting.
- Listen to and take seriously concerns raised by parents and carers.
- Monitor and review bullying incidents, using this data to improve prevention strategies.

Under the Children Act 1989, any bullying incident that meets the threshold for abuse should be addressed as a child protection concern. All concerns should be reported to the Designated Safeguarding Lead (DSL), who will involve other agencies if necessary.

### **Guidelines**

Provision Responsibilities:

- Zero tolerance for bullying—staff, students, and parents must understand this.
- Clear guidelines for reporting and dealing with bullying must be in place and regularly reviewed.
- Stride will create a supportive and inclusive environment for all students.
- Develop students' social and emotional skills.
- Challenge practices that do not uphold the values of tolerance and non-discrimination.

Staff Responsibilities:

- Educate themselves and students about bullying and its impacts.

- Create an environment where students feel safe to report bullying.
- Respond appropriately to bullying concerns and escalate them when necessary.
- Report incidents to the DSL and record them.
- Model positive, respectful behaviour.
- Safeguard students and provide support to both the victim and the bully after an incident.

#### Student Responsibilities:

- Be kind and caring towards others.
- Respect others' differences.
- Actively listen to staff and report any concerns.
- Seek help from staff in difficult situations without retaliating.
- Be open to changing behaviour if needed and engaging with the setting's behaviour policy.

#### **Our Approach**

##### Regarding Students:

- We will show care and compassion for all students involved in bullying incidents.
- We will handle all incidents with consistency and fairness, keeping all parties informed.
- Promote helplines and websites to students for additional support.
- Regularly seek students' views on the effectiveness of the anti-bullying policy.

##### Regarding Parents/Carers:

- We will communicate openly and honestly about the process of dealing with bullying incidents.
- Keep parents updated with relevant contact information.
- Ensure the policy is available to parents and carers.
- Make sure all parents know about the complaints procedure and how to use it effectively.
- Work with parents and the local community to address issues beyond the setting gates that contribute to bullying.
- Parents and carers who suspect that their child is being bullied should email the DSL or call the Stride office.

#### **Procedures for Reporting and Addressing Bullying**

1. Students should verbally report any incidents of bullying to the DSL or their Mentor.
2. The DSL will document the report and investigate the claim, speaking to relevant individuals.
3. All parties, including parents/carers, will be informed of the outcome and involved in the resolution process.
4. Appropriate outcomes will be issued based on the severity of the incident and include restorative conversations unless inappropriate.