



The Construction School

Anti-Bullying Policy

Date: 05/01/2026

Due for Review: 01/01/2027

| Reviewed by | Date |
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| PC | 05/01/2026 |
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Anti-bullying Framework

1. Purpose and Aims

- **Objective of the Policy:** To establish a zero-tolerance policy for bullying, ensuring a safe and inclusive educational environment for all students and staff.
- **Commitment Statement:** This policy articulates The Construction School's unwavering commitment to combating bullying in all its forms by promoting respect, diversity, and empathy within our school community.
- **Scope:** This policy applies to all school personnel, students, parents, guardians, volunteers, and visitors.

2. Legal Framework

- **Relevant Legislation:** This policy is in compliance with the Equality Act 2010, the Education and Inspections Act 2006, and the safeguarding and child protection laws which advocate for the protection and well-being of all pupils.
- **DfE Guidelines:** Adheres to the Department for Education's guidance outlined in "Preventing and Tackling Bullying", incorporating best practices in both preventive and responsive approaches to bullying.

3. Definitions of Bullying

- **Forms of Bullying:** Includes physical, verbal, social, psychological, and cyberbullying.
- **Specific Examples:** Verbal bullying includes teasing, name-calling, inappropriate sexual comments, and taunting. Social bullying involves exclusion from groups, spreading rumours, and public embarrassment. Cyberbullying includes sending derogatory emails, texts, and social media posts.

4. Prevention Strategies

- Whole-School Approach: Integrate bullying prevention as a fundamental aspect of school culture, involving students, staff, and the wider community in our ongoing efforts.
- Education and Training: Regular training sessions for staff.
- Environment: Regular monitoring of school premises and digital platforms to ensure they remain safe spaces free from harassment or bullying.

5. Roles and Responsibilities

- Staff Responsibility: All staff are required to respond promptly and effectively to all instances of bullying. Designated Safeguarding Leads (DSLs) are specifically trained to handle more severe cases.
- Pupil Involvement: Students are encouraged to speak out against bullying, support peers who are bullied, and report any incidents to the The Construction School staff without fear of retaliation.
- Parental Engagement: Parents are informed about policy provisions, prevention and response strategies, and are encouraged to cooperate with the school in upholding the anti-bullying policy.

6. Reporting Procedures

- Mechanisms for Reporting: A clear reporting system is in place, including anonymous reporting options. Details of whom to contact (e.g., staff & DSL) are widely publicised and accessible.
- Measures are taken to ensure that reports of bullying are handled sensitively. The confidentiality of all parties is safeguarded, balancing transparency with privacy.

7. Response Strategies

- **Investigation Protocols:** A clear and thorough investigation process is triggered as soon as an incident is reported. This includes interviews, gathering evidence, and assessing the impact on the victim.
- **Immediate Response:** Support is immediately provided to the victim for emotional and psychological relief. Temporary separation of parties involved may be considered until a resolution is achieved.
- **Long-Term Interventions:** Depending on the severity, consequences for the perpetrators might range from mediation and counselling to disciplinary actions. Continued support for victims and regular follow-ups are ensured.

8. Monitoring and Review

- **Record-Keeping:** Detailed records of all reported incidents of bullying are maintained securely. Data is analysed to identify patterns and develop preventative measures.
- **Evaluation:** The policy is reviewed annually or more frequently if necessary, to ensure its effectiveness and relevance based on the school environment and emerging trends in bullying behaviour.
- **Feedback Mechanism:** Feedback from the school community about the policy's effectiveness is regularly sought, analysed, and used to make necessary adjustments.

9. Communication of Policy

- **Dissemination:** The policy is communicated to all members of the community through the school website. New students and staff are briefed as part of their induction.

- Accessibility: Efforts are made to ensure that the policy is accessible in appropriate formats for all community members, including those with special educational needs.

10. Appendices

- Support Resources: A list of internal and external resources is available on request, including counselling services and contact information for helplines.
- Policy Distribution Record: All individuals receive an induction and this issue is specifically mentioned ensuring everyone is aware and understands. This includes everyones role in its implementation.