



Anti-Bullying Policy

September 2025 (to be reviewed annually)

1. Policy Statement

Reach for Inclusion is committed to providing a safe, nurturing, and inclusive environment for all children and young people from Primary through to Post-16. Bullying of any kind is unacceptable in our organisation.

Every learner—whether attending Reach – Foundation, Reach – Engage, or Reach – L.I.F.E—has the right to feel safe, valued, and respected.

This policy sets out our approach to preventing, identifying, responding to, and recording bullying across all provisions.

2. Scope

This policy applies to:

- All learners enrolled at Reach – Foundation, Reach – Engage, and Reach – L.I.F.E
- All staff, including temporary or supply staff
- Volunteers, visitors, parents, and carers
- All settings operated by Reach for Inclusion (on-site, off-site, online learning, outreach)

3. Definition of Bullying

Bullying is repeated behaviour, intentional or perceived as intentional, that causes physical, emotional, or psychological harm. It involves an imbalance of power and can be carried out by individuals or groups.

Bullying includes but is not limited to:

3.1 Physical

Hitting, kicking, pushing, unwanted physical contact, damaging property.

3.2 Verbal

Name-calling, threats, offensive remarks, discriminatory language.

3.3 Social/Relational

Spreading rumours, social exclusion, intimidation, manipulating friendships.

3.4 Cyberbullying

Online harassment, abusive messages, posting/sharing harmful content, impersonation.

3.5 Prejudice-Based Bullying

Bullying related to:

- SEND
- Race, ethnicity, culture or faith
- Gender or gender identity
- Sexual orientation



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- Socio-economic status
- Looked-after status
- Disability or health conditions

4. Principles and Values

Reach for Inclusion's anti-bullying work aligns with our core values:

- Safety – every learner has the right to feel safe and secure.
- Inclusion – diversity is celebrated; all learners are supported to participate fully.
- Respect – all relationships are built on empathy, kindness, and understanding.
- Restoration – we prioritise restorative conversations and conflict repair wherever appropriate.
- Empowerment – we teach learners how to recognise bullying, seek help, and support peers.

5. Aims of the Policy

- To prevent bullying through a culture of respect and inclusion.
- To respond promptly and effectively when bullying occurs.
- To ensure learners feel confident to report bullying.
- To involve parents, carers, and relevant professionals in addressing concerns.
- To support both the child who has experienced bullying and the young person responsible for harmful behaviour.
- To track incidents and analyse patterns to inform safeguarding and practice.

6. Roles and Responsibilities

6.1 Senior Leadership Team (SLT)

- Ensure policy implementation across all provisions.
- Monitor bullying trends and ensure safeguarding oversight.
- Provide training and resources for staff.

6.2 Staff

- Model respectful and inclusive behaviour.
- Supervise settings vigilantly, indoors and outdoors.
- Report and record concerns using organisational recording systems.
- Take immediate action to safeguard learners.

6.3 Learners

- Treat peers with kindness and respect.
- Report bullying for themselves or others.
- Participate in restorative processes when appropriate.



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6.4 Parents & Carers

- Support the policy by promoting respectful behaviour.
- Work collaboratively with staff to resolve issues.

7. Prevention Strategies

7.1 Curriculum & Education

- PSHE sessions across all provisions exploring relationships, empathy, consent, difference, and staying safe.
- Online safety delivered in all learning pathways.
- Reinforcing positive behaviour through therapeutic approaches.

7.2 Environment & Culture

- Safe spaces and calm rooms available.
- Adults consistently present and engaged in supervision.
- Visual reminders: posters, expectations, behaviour prompts.

7.3 Staff Development

- Regular CPD on safeguarding, trauma-informed practice, communication needs, and early signs of distress.
- Training to support learners with SEMH or SEND needs who may be more vulnerable.

7.4 Specific Actions per Provision

Reach – Foundation (Primary)

- Early intervention and nurture-based strategies.
- Social stories and visual supports.
- Structured playtime with adult facilitation.

Reach – Engage (Secondary)

- Restorative practice embedded in daily routines.
- Mentoring and coaching available.
- Targeted SEMH interventions.

Reach – L.I.F.E (Post-16)

- Emphasis on independence, relationships, and digital citizenship.
- Peer support systems.



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- Workshops on workplace behaviour and community safety.

8. Reporting Bullying

Learners, staff, or parents can report bullying through:

- Direct disclosure to any staff member
- Email or phone contact with the provision
- Anonymous reporting methods (if implemented)
- Concerns identified through behaviour changes or observations

All reports are taken seriously, regardless of the level of detail provided.

9. Responding to Bullying

9.1 Immediate Response

- Ensure safety of the targeted learner.
- Separate individuals if necessary.
- Offer reassurance and emotional support.

9.2 Investigation

- Staff will gather statements from all parties.
- Review digital evidence where relevant.
- Assess severity, frequency, and impact.
- Consult Designated Safeguarding Leads (DSLs) where required.

9.3 Outcomes & Actions

Actions will be proportionate and may include:

- Restorative meetings
- Mediation
- Behaviour support plans
- Consequences in line with behaviour policy
- Involvement of external agencies (e.g., police, social care) if needed

Parents/carers will be informed and kept updated.

10. Support for Pupils

10.1 Victim Support

- Safe adult/key worker assigned
- Wellbeing check-ins
- SEMH interventions

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- Adjustments to environment or groups if needed

10.2 Support for the Young Person Displaying Harmful Behaviour

Recognising that many learners in alternative provision have experienced trauma, support may include:

- Mentoring
- Emotional regulation strategies
- Restorative practice
- Targeted intervention to address underlying issues

11. Recording & Monitoring

- All bullying incidents are recorded securely.
- DSL reviews trends and patterns.
- Termly analysis is shared with SLT and used to improve practice.
- CPOMS (or equivalent system) is used consistently to track incidents.

12. Communication of the Policy

The policy will be:

- Shared with all staff
- Available to parents and carers
- Explained to learners in age-appropriate language
- Reviewed annually or following any significant incident

13. Links to Other Policies

- Safeguarding & Child Protection
- Behaviour/Relationships Policy
- SEND Policy
- Online Safety Policy
- Complaints Procedure
- Staff Code of Conduct

Policy	Anti-Bullying Policy
Date created	September 2022 (reviewed annually)



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September 2025 (to be reviewed annually)

Date of Review	September 2025
Date to be reviewed	September 2026
Signed:	
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