



ANTI-BULLYING POLICY INCLUDING CHARTER

2026-2027

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Everything Education School

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1.0 PURPOSE AND ETHOS

Everything Education School is committed to providing a calm, safe, respectful and inclusive environment in which every pupil can learn, participate and develop without fear of bullying, harassment or discrimination. Bullying in any form is unacceptable and will be challenged promptly, consistently and proportionately.

The school recognises that pupils may have additional vulnerabilities linked to SEND, communication needs, previous trauma, social or emotional needs, care experience, attendance difficulties or other individual circumstances. Our response is therefore child-centred, trauma-informed and based on understanding need while maintaining clear boundaries and high expectations.

This policy applies to bullying between pupils, including conduct online or away from school where it has an impact on pupils, the school community or the orderly running of the school. Concerns involving adults are addressed through the relevant safeguarding, complaints, staff conduct or employment procedures.

2.0 LEGAL AND STATUTORY FRAMEWORK

This policy should be read alongside current statutory and non-statutory guidance and the school's related policies, including:

- The Education (Independent School Standards) Regulations 2014, including requirements relating to safeguarding, welfare, behaviour and the prevention of bullying.
- Keeping Children Safe in Education 2026 (DfE).
- Preventing and Tackling Bullying (DfE), as available on GOV.UK and updated in July 2026.
- Preventing and Tackling the Bullying and Harassment of School Staff (DfE, July 2026), where concerns involve staff.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.
- Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003 and Public Order Act 1986, where relevant.
- The school's Safeguarding and Child Protection Policy, Behaviour Policy, E-Safety/Online Safety Policy and Complaints Policy.

3.0 DEFINITION AND FORMS OF BULLYING

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally and commonly involves an imbalance of power. A single serious incident may not meet the technical definition of bullying, but it will still be addressed and recorded appropriately and may constitute a safeguarding concern.

Bullying can include:

- Physical bullying - hitting, kicking, pushing, damaging or taking belongings, intimidation or threats of physical harm.
- Verbal bullying - name-calling, insults, threats, malicious rumours, discriminatory language or persistent put-downs.
- Emotional or relational bullying - deliberate exclusion, isolation, coercion, humiliation, manipulation or controlling friendships.
- Prejudice-based or discriminatory bullying - behaviour related to protected characteristics or perceived difference.
- Sexual or sexist bullying - sexualised comments, unwanted conduct, sexual harassment, misogynistic or misandrist abuse and harmful sexual behaviour.
- Online or cyberbullying - abusive or humiliating messages, posts, images, videos, impersonation, group-chat behaviour, threats, doxxing or other harmful online activity.
- Bullying linked to SEND, disability, appearance, health, family circumstances, care status, religion, race, sex, sexual orientation or other perceived difference.

4.0 SAFEGUARDING AND CHILD-ON-CHILD ABUSE

Bullying can be a form or indicator of child-on-child abuse. All staff must remain alert to the possibility that behaviour described as bullying may involve physical abuse, sexual violence, sexual harassment, coercion, exploitation, intimate-image abuse, harmful online behaviour, initiation or hazing, threats involving weapons, or other forms of abuse.

Where there is any concern that a pupil has suffered, is suffering, or is likely to suffer harm, staff must report the concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with the Safeguarding and Child Protection Policy. The safeguarding needs of both the pupil harmed and the pupil who has caused harm will be considered.

No report will be dismissed as "banter", "just having a laugh" or an inevitable part of growing up. Pupils who report concerns will be listened to, taken seriously and supported.

5.0 PROTECTED CHARACTERISTICS AND VULNERABILITY

The Equality Act 2010 protects people from discrimination related to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school will challenge prejudice-based and discriminatory language or behaviour and will consider whether reasonable adjustments or additional support are required for disabled pupils.

Certain pupils may be at increased risk of bullying, including pupils with SEND, communication differences, social isolation, care experience, mental health needs, attendance difficulties or visible differences. Staff will avoid stereotyping and will assess each pupil's circumstances individually.

6.0 RECOGNISING BULLYING AND EARLY SIGNS

Staff should be alert to changes that may indicate bullying, while recognising that the same signs may have other causes. Possible indicators include:

- reluctance or refusal to attend school, increased lateness or unexplained absence;
- changes in mood, confidence, friendships, engagement or behaviour;
- unexplained injuries, damaged or missing belongings, or requests for money;
- withdrawal, anxiety, distress, sleep or appetite changes, or physical complaints;
- avoiding particular pupils, places, journeys or online spaces;
- deterioration in learning, concentration or participation;
- unusual secrecy or distress linked to a mobile phone, social media, gaming or messaging.

Staff must recognise, challenge and record concerning single incidents so that emerging patterns can be identified early. Concerns should not be delayed until behaviour has become repeated or entrenched.

7.0 PREVENTION AND WHOLE-SCHOOL APPROACH

Everything Education uses a whole-school approach to prevent bullying. Prevention includes:

- clear expectations for respectful behaviour and relationships, taught and modelled consistently;
- a curriculum that develops respect, empathy, healthy relationships, online safety, consent, equality and responsible behaviour;
- age-appropriate discussion through PSHE/RSE, form time, reflection and targeted interventions;
- active supervision and staff vigilance, including known hotspots and transition times;
- pupil voice and regular opportunities for pupils to raise concerns safely;
- staff induction and ongoing safeguarding/behaviour training;
- working with parents/carers and referring or commissioning professionals where appropriate;
- regular review of incident data to identify patterns, locations, groups or disproportionate impacts.

The Anti-Bullying Charter is shared with pupils during induction and revisited during the academic year. The school may also participate in national anti-bullying and online-safety activities where these support the curriculum.

8.0 REPORTING CONCERNS

Pupils can report bullying to any member of staff at any time. Reports may also be made by parents/carers, staff, peers or external professionals. Pupils will be given accessible ways to communicate concerns, taking account of communication, SEND or emotional needs.

Staff must not promise confidentiality. They should explain that information will only be shared with people who need to know in order to keep pupils safe and respond appropriately.

Where a concern has a safeguarding element, it must be passed to the DSL or Deputy DSL without delay. Where immediate danger or serious injury is present, staff must take immediate action to secure safety and seek emergency assistance where required.

9.0 RESPONDING TO REPORTS AND INCIDENTS

When bullying is reported or suspected, the school will respond promptly and proportionately. The response will normally include:

1. Ensuring immediate physical and emotional safety and separating pupils where necessary.
2. Listening to the pupil reporting the concern and recording their account using their own words where possible.
3. Informing the DSL where there is any safeguarding concern and completing safeguarding records as required.
4. Gathering relevant information fairly and proportionately, including witness accounts and available online evidence where appropriate.
5. Considering SEND, communication needs, trauma, power imbalance, protected characteristics and any risk of retaliation.
6. Contacting parents/carers where appropriate and safe to do so.
7. Agreeing support, supervision, restorative or behaviour actions and reviewing whether they are effective.
8. Considering referral to external agencies, children's social care or the police where the seriousness or nature of the incident requires this.

Restorative work will only be used where it is safe, appropriate and genuinely voluntary. A pupil who has experienced bullying will never be required to meet with the pupil who caused harm as a condition of receiving support.

10.0 SUPPORT FOR PUPILS EXPERIENCING BULLYING

Support will be tailored to the pupil and may include a named trusted adult, increased supervision, safety planning, adjustments to timetable or seating, check-ins, pastoral or therapeutic support, curriculum support, online-safety advice, work with parents/carers and referrals to external services. The school will monitor for retaliation, ongoing contact or emerging impact on attendance, mental health or learning.

11.0 SUPPORT AND ACCOUNTABILITY FOR PUPILS DISPLAYING BULLYING

Pupils who display bullying behaviour will be held accountable in accordance with the Behaviour Policy while also being supported to understand the impact of their actions, develop safer relationship skills and address underlying needs. Responses will be proportionate, individualised and consistent with SEND duties and safeguarding responsibilities.

Possible responses include increased supervision, restorative or reflective work, targeted teaching, behaviour support planning, restrictions on access to particular activities or technology, contact with parents/carers, multi-agency support, and suspension where behaviour is sufficiently serious and the relevant policy permits it.

12.0 ONLINE, CYBER AND OFF-SITE BULLYING

The same standards of respect apply online and offline. Online bullying may include abusive messages, repeated exclusion from online groups, harassment, impersonation, sharing private information, manipulated or AI-generated images, intimate-image abuse, threats, hate content or coordinated targeting.

Where online or off-site behaviour has an impact on pupils, creates a safeguarding risk, disrupts the school or damages the safety of the school community, Everything Education will respond in line with its Behaviour, Safeguarding and Online Safety policies. Relevant evidence should be preserved where safe to do so, and staff should avoid forwarding harmful material unnecessarily.

Where content may be criminal or present an immediate risk, the DSL/Headteacher will consider police involvement and specialist reporting or removal routes.

13.0 BULLYING OR HARASSMENT INVOLVING STAFF OR PARENTS/CARERS

Bullying or harassment involving staff is not managed solely through the pupil anti-bullying process. Concerns about a member of staff must be handled under the Staff Code of Conduct, Managing Allegations/Low-Level Concerns procedures, whistleblowing arrangements or employment procedures as appropriate. Safeguarding concerns about staff must be reported in accordance with the Safeguarding and Child Protection Policy.

Where a pupil or parent/carer bullies or harasses a member of staff, including online, the school will respond through the Behaviour Policy, Complaints Policy, acceptable-use expectations and the DfE's 2026 guidance on preventing and tackling bullying and harassment of school staff, as relevant.

14.0 RECORDING, MONITORING AND REVIEW

Bullying concerns and incidents must be recorded in sufficient detail to show what happened, the type of bullying or alleged bullying, pupils involved, actions taken, safeguarding decisions, support provided and outcome. Where a matter is a safeguarding concern, it must also be recorded on the school's safeguarding system in line with the Safeguarding and Child Protection Policy.

Senior leaders will review bullying information at least termly to identify repeated incidents, patterns, locations, online trends, disproportionate impact on pupils with SEND or protected characteristics, and the effectiveness of interventions. Actions arising from this review will be recorded and followed up.

This policy will be reviewed annually, or sooner if legislation, statutory guidance, school circumstances or safeguarding learning require an earlier review.

15.0 ROLES AND RESPONSIBILITIES

The Headteacher is responsible for ensuring this policy is implemented consistently and that staff understand their responsibilities. The DSL leads on safeguarding aspects of bullying and child-on-child abuse. All staff must model respectful behaviour, challenge inappropriate conduct, respond to reports, record concerns and seek safeguarding advice when required. Pupils are encouraged to report concerns, support peers safely and contribute to a respectful culture. Parents/carers are encouraged to raise concerns promptly and work constructively with the school.

16.0 LINKS TO OTHER POLICIES

- Safeguarding and Child Protection Policy 2026-2027
- Behaviour Policy 2026-2027
- E-Safety / Online Safety Policy
- Staff Code of Conduct
- Complaints Policy
- Admissions, Attendance and Exclusions Policy 2026-2027
- Restrictive Interventions Policy
- Equality / Accessibility Plan

APPENDIX 1 - EVERYTHING EDUCATION ANTI-BULLYING CHARTER

At Everything Education we work together to create an environment where no form of bullying is tolerated.

- We treat one another with dignity, kindness and respect.
- We do not use bullying, threats, intimidation, discriminatory language or online abuse.
- We include others and challenge deliberate exclusion or humiliation.
- We tell a trusted adult when we are worried about bullying, whether it happens in school, on the journey to or from school, or online.
- We do not retaliate against someone who reports a concern.
- We understand that "banter" is not an excuse for behaviour that harms, humiliates or discriminates against someone.
- We support people who have been affected by bullying and help those who have caused harm to change their behaviour.
- We use technology responsibly and do not share harmful, private, manipulated or intimate images or content.
- We respect difference and understand that everyone has the right to feel safe and belong.