

Archers Brook SEMH School
Anti-Bullying Policy

Approved by:	Pupil Inc Sub Committee	**Date:**	October 2026
Last reviewed by:	Jim Hilditch	**Date:**	September 2026
New review due:	September 2028		

Statement of Intent

In meeting the seven standards of anti-bullying practice outlined in the CWAC strategy; the aim of this anti-bullying policy is to ensure that pupils at Archers Brook School learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

The school sees the issue of bullying as an extremely serious matter.

The school operates a continuous 'anti-bullying' campaign through its form staff as part of their pastoral care, PSD lessons, information in classrooms and assemblies. All pupils are therefore aware that such anti-bullying behaviour must not be instigated or tolerated. If incidents do occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is bullying and how does it differ to relational conflict?

At Archers Brook School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure

that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What is Bullying?

At Archers Brook we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotiona**l – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. This should include learning how to avoid listening to whispers of their peers who are instigating conflict between them and another pupil.

Staff at Archers Brook School have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All Governors, Teaching and Non-Teaching Staff, Pupils and Parents should have an understanding of what bullying is.
- School Council Members to champion anti-bullying throughout School Community.
- All Governors and Teaching and Non-Teaching Staff should know what the School policy is on bullying, and follow it when bullying is reported.
- All Pupils and Parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- To uphold the standards set out in the CWAC strategy for anti-bullying practice.
- To ensure that the local authority can uphold its responsibility to the members of our school community.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of getting in the taxi to or from school
- doesn't want to go on the school 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
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff

2. In cases of serious bullying, the incidents will be recorded by staff

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted

5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behavior

The Governing Body reserves the right to review individual cases and respond to these circumstances appropriately and at the appropriate level of intervention even if this supersedes the hierarchy of intervention in the policy above.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.

2. If possible, the pupils will be reconciled

3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4. The Archers Brook pupil council have offered to be involved in supporting the reconciliation process between bully and victim. They are also prepared to assist perpetrators in developing their understanding of tolerance towards others and what it means to be part of a school community.

Strategies and the prevention of bullying

We will use a range of methods for helping children to prevent bullying. Using our extensive knowledge of pupils, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours. As and when appropriate, these may include:

Staff Training;
Our school will ensure that all staff receive sufficient high-quality training to ensure that they are able to both identify cases of bullying and then provide appropriate support for all parties. Staff will be trained to understand the needs of our pupils utilizing their EHCP and Support Square.

Supervision;
Pupils supervised by staff at lunch and breaktime by appropriate staff establishing a calm and managed environment. Staff to watch for early signs of distress and where pupils are able to communicate and listen to what they are saying.

Behaviour Policy;
Staff are expected to follow the school's behaviour policy and use it as a working document utilizing the raft of measures available.

Immediate Action;
Members of staff to whom bullying incidents are observed or reported should ensure that any incidents are either dealt with immediately and logged on Arbor.

Online supervision;
Ensuring that monitoring and filtering software is effective in protecting pupils from cyber bullying.

Form time, PSD and RSE;
Allows opportunities to talk to pupils about issues of difference, talking to pupils about how to mange their feelings and emotions using the REBT process.

Useful links and supporting organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: https://carers.org/about-us/about-young-carers

SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Think U Know: www.thinkuknow.co.uk
• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

• DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: https://www.kickitout.org/take-action/resources
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com
• Show Racism the Red Card: http://www.theredcard.org/

LGBT
• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
• Metro Charity: www.metrocentreonline.org
• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• School/colleges Out: http://www.schools-out.org.uk/

Sexual harassment and sexual bullying

• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
• Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters

This Anti-Bullying Policy was adopted by the Governing Body in February 2011.