



Anti-Bullying Policy

Links to other Policies, please see:

[Safeguarding Policy](#)
[Behaviour Policy](#)
[RSE Policy](#)

Policy Information		
Policy Author: Emma Shutt September 2020 Governing Board approval date/date policy is in effect from: September 2020		
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Date: January 2026 Name of reviewer/s: Amy Clelow	Content and Format	January 2027

Anti-Bullying Policy

1. Rationale

Intuition School is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the values and principles by which we work and live. All members of the school community have the right to learn and work in a secure, safe, and caring environment, and a shared responsibility to contribute to the protection and maintenance of such an environment.

Bullying can have a significant and lasting impact on a student's emotional, mental, and physical wellbeing, academic performance, attendance, and social development. This policy sets out Intuition School's commitment to the prevention, early identification, effective intervention, and ongoing monitoring of bullying behaviour.

2. Legislative and Statutory Context

This policy is informed by and complies with the following legislation and statutory guidance:

- Education and Inspections Act 2006
- Equality Act 2010 (including duties to prevent discrimination, harassment, and victimisation related to protected characteristics)
- Keeping Children Safe in Education (DfE, latest edition)
- Preventing and Tackling Bullying (DfE guidance)
- SEND Code of Practice (2015)
- Online Safety legislation and statutory guidance

Bullying related to any protected characteristic is treated with particular seriousness and may constitute a safeguarding concern.

3. Mission Statement

Intuition School actively promotes positive interpersonal relationships between all members of the school community. This Anti-Bullying Policy has been developed through consultation involving:

- Students
- Parents and carers
- Teaching, support, pastoral, and leadership staff

Our aim is to establish a whole-school culture where bullying is not tolerated, victims are listened to and supported, incidents are addressed promptly and effectively, and students develop resilience, empathy, and positive social skills.

4. Principles

Intuition School believes that:

- Students have the right to learn free from intimidation, prejudice, discrimination, and fear
- The needs of the victim are paramount
- Bullying behaviour, including racist, homophobic, transphobic, sexual, or disability-related abuse, will not be tolerated
- Students who are bullied will be listened to and taken seriously
All reported incidents will be thoroughly investigated
- Restorative approaches will be used wherever appropriate to repair harm and rebuild relationships

5. Definition of Bullying

Bullying is an act or pattern of behaviour that causes embarrassment, distress, pain, or discomfort to another person. It is an abuse of power and may be deliberate or unintentional, repeated or escalating, and carried out by individuals or groups.

Bullying may take many forms, including physical, verbal, social, emotional, or online behaviours.

Bullying vs Conflict

Not all conflict is bullying.

- Bullying involves repeated behaviour and/or an imbalance of power
- Conflict may involve one off disagreements or disputes between individuals of equal power

All incidents are taken seriously and addressed appropriately.

6. Forms of Bullying

Bullying may include, but is not limited to:

- Physical violence (hitting, pushing, kicking, spitting)
- Interfering with another student's property (stealing, hiding, damaging belongings)
- Using offensive or derogatory names
- Teasing or spreading rumours about a student or their family
- Belittling abilities or achievements
- Writing offensive notes or graffiti
- Deliberate exclusion from group activities
- Ridiculing appearance, speech, or mannerisms
- Misuse of technology to hurt, threaten, or humiliate
- Bullying related to sexuality, gender identity, or gender expression

7. Protected Characteristics (Equality Act 2010)

Bullying related to any protected characteristic will be addressed with particular seriousness. This includes bullying related to:

- Disability
- Race or ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment

Such incidents may constitute discrimination or harassment and will be managed accordingly.

8. Child-on-Child Abuse

Intuition School recognises that students can abuse other students, which is a safeguarding concern. This may include:

- Bullying, including cyberbullying
- Physical abuse
- Sexual violence or sexual assault
- Sexual harassment (comments, jokes, online harassment)
- Upskirting
- Sexting / youth-produced sexual imagery
- Initiation or hazing rituals

All child-on-child abuse is managed in line with Keeping Children Safe in Education and the Safeguarding and Child Protection Policy.

9. Context and Impact

Bullying can:

- Damage emotional wellbeing and mental health
- Affect academic engagement, progress, and attendance
- Impact self-esteem and peer relationships
- Cause long-term psychological harm if not addressed

Students with SEND, EAL needs, communication difficulties, or other vulnerabilities may be more at risk and will be supported through proactive monitoring and reasonable adjustments.

10. Participation and Consultation

The school actively engages the community through:

- Curriculum based awareness (PSHE, assemblies, tutor time)
- Parent information evenings and workshops
- Surveys and questionnaires
- Student council and representative feedback
- Annual review informed by incident data and safeguarding updates

11. Roles and Responsibilities

Staff Responsibilities

Staff will:

- Foster self-esteem, self-respect, and respect for others
- Model high standards of behaviour
- Teach students about bullying and its impact
- Remain alert to signs of distress
- Listen to students and act to support and protect them
- Record concerns on IRIS and escalate to the DSL
- Follow up parental concerns promptly
- Deal with incidents consistently and effectively

Student Responsibilities

Students are expected to:

- Refrain from bullying behaviour
- Support peers and intervene safely where appropriate
- Report concerns to staff
- Engage in restorative processes

Students who experience bullying are encouraged not to suffer in silence and to seek support.

Parent/Carer Responsibilities

Parents and carers are asked to:

- Watch for signs of distress
- Encourage reporting and discourage retaliation
- Support school actions
- Keep written records of concerns
- Inform the school of suspected bullying
- Work cooperatively with the school

12. Preventative Measures

Preventative strategies include:

- Holistic support plans
- Learning Coach / Keyworker provision
- Positive classroom management
- Tracking adherence to the Student Agreement
- Recording and monitoring incidents
- Anti-Bullying Week activities
- Promotion of positive friendships
- Reducing prejudice through PSHE, visitors, trips, and curriculum links

13. Procedures for Dealing with Bullying

- All incidents are recorded on IRIS
- Actions follow the behaviour Policy
- Parents/carers of all students involved are informed
- Feedback is provided to those concerned
- Restorative practice sessions facilitated by trained staff
- External professionals involved where required

Sanctions are lawful, reasonable, and proportionate. Exclusion is used only as a last resort.

14. Accessibility and SEND Considerations

Reasonable adjustments are made to support students with SEND or communication needs, including:

- Visual supports
- Alternative reporting methods
- Trusted adults or advocates
- Adjusted investigation processes

15. Staff Training and Professional Development

Staff receive ongoing training in:

- Anti-bullying practice
- Child on child abuse
- Online safety
- Safeguarding and child protection

Additional guidance is accessed through recognised safeguarding organisations.

16. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour / Relationships Policy

- PSHE Curriculum
- Online Safety Policy
- Equality and Diversity Policy
- Staff Code of Conduct/handbook

17. Monitoring and Review

The DSL maintains a central record of bullying incidents, which is reported to Governors.

This policy is reviewed annually, informed by:

- Incident trends
- Student, parent, and staff feedback
- Updates to statutory guidance