



Title:	Anti-Bullying and Relational Harm Policy
Version:	2.0
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Review Date	16 April 2026
Ratified By	Formal Governors
Ratification Date	8 July 2026
Next Review Required	16 April 2028

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Anti-Bullying and Relational Harm Policy

Aim

The aim of this policy is to ensure pupils learn in a supportive, caring and emotionally/physically safe environment without fear of bullying or relational harm. We adopt a trauma-informed, relational approach (Thrive) so that all responses to bullying prioritise safety, connection, repair and learning.

Statutory Duties of Schools

We recognise our statutory obligations to:

- Safeguard and promote the welfare of pupils (Education Act 2002; Keeping Children Safe in Education).
- Prevent all forms of bullying (Education and Inspections Act 2006) and draw up procedures to enable staff, parents/carers and pupils to know how bullying is addressed.
- Comply with the Equality Act 2010 and the Public Sector Equality Duty, including tackling discrimination, harassment and victimisation.

Links to other policies

This policy links to and should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Health & Safety Policy
- SEND Policy

Definition

Bullying is behaviour by an individual or group that causes harm, is repeated or likely to be repeated, and involves an imbalance of power. It may be physical, verbal, relational, discriminatory (e.g. racist, sexist, homophobic, biphobic, transphobic, disablist), or online/ cyber-bullying. For the purposes of this policy, we also use the term “relational harm” to recognise behaviours that damage a person’s sense of safety, belonging and dignity.

- Examples include:
 - Physical – hitting, kicking, taking/damaging belongings.
 - Verbal – name calling, taunting, threats, offensive remarks.
 - Relational – spreading rumours, exclusion, intimidation.
 - Online/Cyber – abusive messages, image/video sharing, doxxing, impersonation.

- Prejudice-based – racist, sexist, homophobic, biphobic, transphobic, disablist or faith-related abuse.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and explored with curiosity, attunement and empathy (PACE and Vital Relational Functions). Pupils who experience harm may not report it directly; staff will remain alert to possible indicators and respond promptly.

- Possible indicators include:
 - Becoming withdrawn; loss of interest or decline in work; secrecy.
 - Changes in behaviour, mood or affect; nightmares; physical symptoms (e.g. headaches).
 - Reluctance to attend or use school transport; changes in friendships or social withdrawal.
 - Unexplained injuries or missing belongings.

Reporting routes: Pupils, parents/carers and staff are encouraged to report concerns to any trusted adult. Staff must record concerns and actions on CPOMS and alert the Pupil Support Lead and DSL/Deputies as appropriate.

Strategies

We use proactive, relational strategies to prevent and respond to bullying. The goal is to meet unmet needs, teach skills and ensure accountability and repair.

- When supporting a pupil who may be involved in bullying others, staff will:
 - Listen with curiosity and without judgement; explore the function of the behaviour.
 - Use regulation-before-reasoning: support co-regulation and emotional safety first.
 - Help develop perspective-taking and empathy for the impact on others.
 - Agree restorative actions and solutions; set clear, fair boundaries.
- When supporting a pupil who may be experiencing bullying, staff will:
 - Provide immediate safety and containment; name and validate feelings.
 - Offer time/space with a trusted adult and agree next steps together.
 - Record on CPOMS; inform parents/carers and relevant leaders as appropriate.

Strategies for pupils

Pupils are taught and encouraged to:

- Report concerns promptly to a trusted adult; reporting is courageous and protects everyone.
- Seek safe company – stay near adults/friends and avoid unsafe areas.
- Practise regulation strategies developed through Thrive (e.g. breathing, safe spaces, sensory tools).
- Use technology safely and report online harm (via school, platform tools or CEOP).

Strategies for an Anti-Bullying Atmosphere

We promote a positive ethos and safe environment by:

- Embedding Thrive and relational practice across the curriculum and daily routines.
- Explicitly teaching social, emotional and digital citizenship skills (including regulation and empathy).
- Ensuring effective adult presence and supervision in identified hot-spots.
- Using consistent boundaries, expectations and restorative language.
- Listening to pupil voice (e.g. School Council) and acting on feedback.
- Providing staff CPD on Thrive, PACE, VRFs, online safety and prejudice-based bullying.

Responding to reports about bullying

All reports will be responded to immediately by the member of staff made aware. A clear, factual account will be recorded on CPOMS. The Pupil Support Lead and DSL/Deputies will determine level of response, including contact with parents/carers and external agencies where appropriate.

The Governing Body and School Staff

The Governing Body does not condone bullying and requires the Headteacher to implement this policy. Staff will follow agreed procedures, keep accurate CPOMS records and use restorative, relational responses.

Pupils

- Pupils who have been harmed will be supported by:
 - Immediate opportunity to talk with a trusted adult; reassurance that the concern will be addressed.
 - Protective measures and safety planning where needed; access to a safe space.

- Restorative conversations/conferencing when safe and appropriate.
- Pupil Support Plan and/or Thrive interventions to rebuild confidence and skills.
- Referral to external agencies (e.g. EP, CAMHS) where appropriate.
- Pupils who have shown bullying behaviour will be supported and held accountable by:
 - A relational exploration of what happened and why; recognising unmet needs and triggers.
 - Teaching and coaching replacement skills; Thrive plans and regulation strategies.
 - Agreed restorative actions (e.g. apology, reparation, community contribution).
 - Proportionate consequences where necessary (see below).

Consequences (aligned with the Thrive Behaviour and Relational Policy):

- Consequences are used as a positive, proportionate intervention to promote learning and safety. Inappropriate consequences include humiliation, sarcasm, or blanket sanctions.
- Where necessary, consequences may include: time away to regulate; withdrawal of specific privileges; increased adult supervision; internal exclusion; fixed-term suspension; permanent exclusion (as a last resort).

Parents/Carers

Most concerns will be resolved through constructive dialogue between home and school. Parents/carers are encouraged to report concerns to school and avoid approaching other pupils or families directly. Where concerns remain, the school's Complaints Procedure may be used. We will signpost support where appropriate.

Preventative Measures

We will:

- Raise awareness through PSHE/RSE, assemblies and themed events (e.g. Anti-Bullying Week/Friendship Week).
- Use pupil voice and surveys to inform practice; analyse CPOMS data to identify patterns.
- Provide ongoing staff training on relational practice, Thrive and online safety.
- Promote safe use of technology and digital citizenship across the curriculum.

Monitoring and review

The Headteacher/Deputy and Pupil Support Lead monitor incidents and outcomes via CPOMS and report to the Governing Body as required. Data is analysed to evaluate effectiveness and inform prevention. This policy will be reviewed every two years or earlier if required.

Safeguarding Statement

Astley Park School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe, attuned and reflective adults.