



ANTI – BULLYING POLICY

**Approval Date
Next review date**

**November 2025
November 2026**

School Anti-Bullying and Safeguarding Policy

Policy Statement

At SAIL Academy, we are committed to safeguarding every pupil and ensuring our environment is safe, inclusive, and respectful. Bullying and child-on-child abuse are serious safeguarding concerns. This policy aligns with the *Anti-Bullying Alliance* guidance, the *Thrive Approach*, and statutory frameworks including *Keeping Children Safe in Education (KCSIE) 2025*¹ and the *Ofsted Education Inspection Framework 2025*².

We aim to provide a positive, safe and caring learning environment for all pupils, staff and visitors. We support and encourage everybody to be respectful of each other and to report incidents of bullying that they either witness or experience themselves. We view all forms of bullying as completely unacceptable and acts of bullying will be responded to in line with our behaviour policy. We aim to prevent occurrences of bullying and to deal with incidents quickly and effectively.

Safeguarding and Child-on-Child Abuse

Under *KCSIE 2025*, child-on-child abuse—including bullying, sexual harassment, physical violence, and online abuse—is recognised as a safeguarding issue that must be addressed through robust procedures¹³. The *Ofsted framework* now includes a dedicated safeguarding evaluation area, emphasising the importance of tackling child-on-child abuse effectively².

Key safeguarding principles:

- **All staff must be trained** to identify and respond to child-on-child abuse.
- **All incidents must be recorded** on CPOMS and reviewed by the Designated Safeguarding Lead (DSL).
- **Support must be provided** to both the child affected and the child displaying harmful behaviour.
- **Parents/carers must be informed** and involved in safeguarding responses.

Definition of Bullying

Following *Anti-Bullying Alliance* guidance:

“Bullying is the repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power.”

What is bullying?

Bullying can take many forms. We take the view that any deliberately hurtful behaviour or action constitutes bullying. Bullying can be short term or take place over long periods of time.

The following list is not exhaustive:

- Physical: Aggressive and/or threatening behaviour (fighting, hitting, shoving, tripping up, kicking, slapping, spitting etc.) invading personal space, sexual assault or harassment.
- Verbal: Name-calling (including racist, sexist, homophobic, biphobia or transphobic name-calling and insults about disabilities or religion), insulting family members or making offensive remarks; shouting, causing embarrassment by insulting and humiliating in public.
- Indirect (including 'cyber' bullying): Spreading malicious rumours about a person, excluding someone from a group, cyber-bullying (e.g. sending malicious or threatening e-mails or messages via social network sites), text messages or voice messages by mobile phone or writing and passing notes that are meant to ridicule and/or intimidate the

What do we do to prevent bullying?

As a school, we use whole-school initiatives and proactive teaching strategies to develop positive learning environment with the aim of reducing the opportunities for bullying to occur.

These include:

- Our school expectations which are highly visible in school. These are referred to in lessons and assemblies as part of our approach to promoting positive behaviour.
- The following of the school's behaviour policy, which includes focusing on praise and rewards to reinforce good behaviour (including being respectful of each other, and focussing on supporting pupils to develop their self-esteem and positive relational experiences) to ultimately stop recurring bullying.

- Our PSHE/PSHCE curriculum which includes teaching on relationships, dealing with conflict, keeping safe etc.
- Taking part in the national 'anti-bullying week' each year.
- Ongoing, response staff training to recognise and deal with bullying.
- Working closely with families: Families have an important part to play in preventing and responding to bullying. We ask parents and carers to look out for unusual behaviour in their child and that they always take an active role in their child's education. If a parent or carer feels their child may be a victim of bullying, they must inform the school immediately.

Anti-Bullying Ambassadors

Each class has at least one trained ambassador who:

- Offers peer support
- Meets regularly with the pastoral team
- Helps plan awareness events and promote anti-bullying culture

Thrive Approach Integration

We use the *Thrive Approach* to support emotional development and address the root causes of bullying. Thrive-informed strategies help us:

- Identify unmet emotional needs
- Provide targeted support and interventions
- Promote empathy, resilience, and positive relationships

Reporting Bullying and Abuse

We encourage pupils to *Speak Out* through:

- Telling a friend, anti-bullying ambassador, staff member, or parent
- Speaking to the pastoral team (Charlotte Pullinger, Melanie Phipps, Alicja Tarka)
- Emailing: **anti-bullying@sail-academy.org**
- Scanning the QR code (on website/newsletters)
- Through Code Green

"Code Green" is a discreet, student-friendly system that helps children and young people seek support safely and confidently within the school environment. Inspired by the national "Ask Angela" campaign, this initiative provides a simple, non-verbal way for students to signal when they need help, feel unsafe, or require a private conversation.

How It Works:



- Students can approach a trusted adult and say, "**Code Green.**"
- Alternatively, they can **draw a green dot on their hand or on a piece of paper** and discreetly show or hand it to a member of staff.
- These signals indicate the student needs support without having to explain in front of others.
- The staff members will calmly and discreetly take the student to a safe space (e.g., pastoral office, Thrive room) for a private conversation or support.

Investigation and Tiered Response

Allegations and incidents of bullying will be taken seriously and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all pupils involved whilst the allegations and incidents are investigated and resolved.

All reports are investigated by the pastoral team. If bullying is confirmed, the following tiered approach is used:

Tier Response

Tier 1 Inform children and parents/carers. Support child to change behaviour.

Tier 2 Child attends a two-session anti-bullying programme.

Tier 3 Parents/carers attend a meeting with SLT and their child.

Note: Physical injury results in a fixed-term exclusion of 2 days, regardless of tier.

The Protected Characteristics (from the Equality Act 2010)

This policy, alongside complementary publications such as our equality policy, ensures that the school's curriculum and systems for managing behaviour pay regard to the protected characteristics set out in the Equality Act 2010 which include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation and marriage/civil partnership/pregnancy/maternity.

8. Policy Frameworks and Legislation

This policy is informed by:

- *Keeping Children Safe in Education (KCSIE) 2025*¹³
 - *Ofsted Education Inspection Framework 2025*²
 - *Children Act 1989 and 2004*
 - *Working Together to Safeguard Children (2023)*
 - *Anti-Bullying Alliance best practice guidance*
 - *The Protected Characteristics (from the Equality Act 2010)*
-

References (3)

1 *Keeping children safe in education - GOV.UK.*

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

2 *Ofsted and safeguarding: how the new framework might impact schools.*

<https://www.tes.com/en-gb/for-schools/blog/article/ofsted-and-safeguarding-how-new-framework-might-impact-schools>

3 *Keeping children safe in education (KCSIE) 2025: summary of changes.*

<https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>