

Anti-Bullying Policy

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1. Introduction

Keys Group recognises the serious impact bullying can have on pupils, particularly those with complex needs, emotional and behavioural difficulties, or those who have experienced exclusion from mainstream education. Every pupil has the right to learn and thrive in a safe, supportive environment free from bullying. Our schools are committed to challenging all forms of bullying and creating a culture of respect, empathy, and inclusion.

2. Aim and Scope

This policy aims to:-

- Prevent, de-escalate, and stop bullying behaviours.
- Support and safeguard victims of bullying.
- Address bullying behaviours with appropriate, restorative, and educational responses.
- Enable consistent recording, monitoring, and evaluation of bullying incidents across Keys Group.
- Ensure all staff, pupils, and stakeholders understand their roles in preventing and responding to bullying.

3. Definition of Bullying

Bullying is the intentional and repetitive misuse of power by an individual or group to hurt, threaten, or intimidate others. It can be:-

- Physical: hitting, kicking, pushing.
- Verbal: name-calling, insults, threats.
- Emotional: exclusion, humiliation, spreading rumours.
- Cyberbullying: online abuse via social media, messaging, or other digital platforms.
- Prejudice-based: related to race, gender, sexual orientation, disability, or other protected characteristics.
- Child-on-child abuse: including sexual violence, harassment, sexting, and other harmful behaviours.

4. Context in Special Schools

Many pupils in Keys Group schools have experienced trauma, exclusion, or challenging behaviours. Bullying can exacerbate their vulnerabilities. Staff are trained to identify subtle signs of bullying and to intervene promptly and sensitively, using trauma-informed and restorative approaches.

5. Signs of Bullying

Staff should be alert to signs such as:-

- Withdrawal or anxiety.
- Changes in behaviour or mood.
- Physical signs like unexplained injuries.
- Decline in attendance or academic performance.
- Self-harm or talk of suicide.
- Aggression or bullying others.

6. Prevention Strategies

- Foster a school culture of respect, inclusion, and positive relationships.
- Encourage pupils and staff to speak out about bullying.
- Use PSHE, therapeutic interventions, and group work to build empathy and social skills.
- Identify and supervise high-risk times and areas.
- Provide training for staff on trauma-informed and restorative practises.
- Engage carers, and external agencies as partners.

7. Responding to Bullying

- Take all reports seriously and act swiftly.
- Support the victim with reassurance and practical help.
- Address the bully's behaviour through restorative conversations and sanctions where necessary.
- Record all incidents on CPOMS or equivalent systems.
- Monitor for recurrence and follow up with all parties.
- Involve senior leaders and external agencies if bullying persists or escalates.
- The school will provide safe and accessible channels for pupils to report bullying anonymously, such as digital reporting tools or pupil forums, ensuring their perspectives contribute to policy development and school culture.

8. Sanctions and Support

Sanctions will be proportionate and aim to change behaviour, including:

- Restorative meetings.
- Loss of privileges.
- Increased supervision.
- Care home, parents and social worker involvement.
- Fixed-term exclusions as a last resort.
- Multi-agency support and safeguarding referrals when needed.

9. Bullying Outside School Premises

Bullying occurring off-site, including online, will be treated with the same seriousness. Schools will investigate and take appropriate action, liaising with care homes and authorities as necessary.

10. Bullying as a Safeguarding Concern

All bullying incidents with safeguarding implications will be immediately reported to the Designated Safeguarding Lead (DSL), recorded in safeguarding logs, and risk assessments will be reviewed and updated as necessary.

11. Responsibilities

- All Staff: Vigilance, intervention, and reporting.
- DSL: Oversight and safeguarding action.
- Senior Leaders: Policy implementation, monitoring, and training.
- Pupils: Encouraged to speak out and support peers.

12. Training

All staff will receive annual training on bullying prevention, trauma-informed approaches, and safeguarding, supplemented by refresher sessions and updates in response to emerging issues such as cyberbullying and child-on-child abuse.

13. Equality and Inclusion

This policy promotes equality and respects diversity in race, gender, disability, sexual orientation, and faith. Discrimination or bullying based on protected characteristics will be robustly challenged.

14. Monitoring and Evaluation

Senior leaders will regularly analyse bullying incident data recorded on CPOMS, focusing on trends across pupil groups. This analysis will inform targeted preventative strategies and ongoing policy refinement.

Appendix A: Local Contact Details Template

Each school should complete this appendix with their specific contact information for safeguarding and key personnel to ensure clarity and accessibility.

Designated Safeguarding Lead (DSL):

- Name: Thamilini Ganachandran
- Contact Number: 01494 446107
- Email Address: Thamilini.Ganachandran@keyseducation.ac.uk

Senior Leadership Team Members:

- Name: Louise Reeks, Role: Head Teacher, Contact: Louise.reeks@keyseducation.ac.uk
- Name: Lauren Ede, Role: Deputy Head, Contact: lauren.ede@keyseducation.ac.uk

Local Authority Safeguarding Team:

- Contact Number: 01296 383 962
- Email Address: LADO@buckinghamshire.gov.uk

Appendix B: Bullying Stages of Support

Bullying

Due to the varied, presenting needs of students at Unity College, we have implemented a behaviour approach which has been collaborated with the CRP psychologist and psychotherapist that will help to meet the needs of individuals.

We will respond with a 6-stage phase approach which links closely to the behaviour support stages.

Bullying Behaviour

1. Education staff to complete a STAR report, reflecting on the incident (2 occasions).
2. Student to have a PSHE intervention session during Community on a Friday.
3. Meeting with school and care home to discuss concerns and actions
4. Meeting at school with student, carer and a school leader, to set actions and approaches.
5. Meeting with student, care manager and headteacher to review next steps and school responses to bullying.
6. Seek help and support from therapists to devise a suitable approach to meet the needs

Victims of bullying

If a student is on the receiving end of bullying

1. Offer 1:1 time with key staff and plan an approach and strategies for them to ask for help from staff and impacts of their own behaviours on others

If concerns continue about the wellbeing of the student:

2. Meeting with care team to ensure appropriate support is being offered

If further concerns are considered:

3. Seek support from therapy team

If you feel your child needs a different approach, please do keep in contact and share your views.

