



Anti-bullying Policy

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Review interval (years), or legislation change	Every 3 years unless changes made to DFE guidance
Responsible Officer	Anti-bullying Officer
Approval/review body	Head of Centre- Mar 26 LBG Approved 10/3/2026
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1. Introduction

Bishopton PRU, Atomix (the Trust) place the safety and wellbeing of all pupils at the heart of everything we do. As part of our school values of which respect being one of them, we recognise, value and promote the fact that all children have the right to go about their daily lives without fear of being threatened, assaulted or harassed, to have an education, to be protected from violence, abuse and neglect and not be discriminated against on any grounds.

As a school we do not underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, academic and social development right through into adulthood. Bishopton recognises bullying as an anti-social behaviour that is not tolerated. We believe pupils should feel safe and families should have the confidence that they and their child is listened to, and any bullying reported is dealt with promptly and effectively. We are a 'telling' school, this means that anyone who is aware of any type of bullying taking place is expected to tell a member of staff immediately.

Our school values include resilience and being ready and we also recognise that children and young people have the right to their own views, beliefs and freedom of expression and will do all we can to empower pupils and encourage them to play a major role in helping peers and be confident in tackling bullying.

This policy gives guidance to staff on anti-bullying. This Policy links with a number of other policies including:

- Pupils Complaints Policy
- PSHE Policy
- Attendance Policy
- Online Safety Policy
- Behaviour and Relationships Policy
- Code of Conduct and Staff Behaviour Policy
- CP and Safeguarding Policy

Aims and Objectives of this policy

- All members of our school community including the Local Governing Body, Atomix Educational Trust, Bishopton staff, pupils and parents, have a clear understanding of what bullying is.
- All members of our school community know what our policy is on bullying and follow procedures if bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying and what they should do if bullying arises.

2. Legislation and guidance

This policy is written in accordance with:

- Keeping Children Safe in Education 2024 (including Part 5: Child-on-Child Abuse)
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Equality Act 2010
- Education and Inspections Act 2006

Bullying may constitute safeguarding where it involves:

- Sexual harassment or sexual violence
- Harmful sexual behaviour
- Online exploitation or image-based abuse
- Hate-related incidents
- Coercion or intimidation linked to vulnerability

Where bullying meets safeguarding thresholds, it will be managed in line with the school's Child Protection Policy.

3. Definitions

Bullying — Behaviour involving an imbalance of power that is repeated and intended to hurt another person physically or emotionally. It includes actions that insult, harass, intimidate or upset someone.

“An imbalance of power which is used to either insult someone’s character, harass, intimidate or upset another person.”

One-off Incident — An isolated conflict or disagreement that does not meet the threshold for bullying but is still recorded and monitored.

Child-on-Child Abuse — Harm caused by one child to another, including bullying, sexual harassment, coercion, exploitation or online abuse. Managed in line with KCSIE Part 5.

Safeguarding Concern — Any behaviour or incident that indicates a child may be at risk of harm, including bullying involving sexual content, hate, coercion, vulnerability or online exploitation.

Types of Bullying

- **Indirect Bullying** — Behaviour intended to harm someone’s social reputation or relationships, such as spreading rumours, excluding others, or tormenting (e.g., hiding belongings). *“Being unfriendly, spreading rumours, tormenting... excluding other pupils.”*
- **Physical Bullying** — Any form of physical aggression including pushing, kicking, hitting, punching or slapping. *“Pushing, kicking, hitting, punching, slapping or any form of violence.”*
- **Verbal Bullying** — Name-calling, teasing, threats, sarcasm or derogatory comments. *“Name calling, teasing, threats and sarcasm.”*
- **Non-Verbal Abuse** — Insulting gestures, mimicry, hostile body language or other non-spoken behaviours intended to intimidate or belittle. *“Non-verbal abuse such as insulting gestures or mimicry.”*
- **Social Exclusion** — Deliberately ignoring, isolating or excluding someone from groups or activities.
- **Offensive Material** — Displaying, distributing or sharing graffiti, images or written content intended to insult or degrade someone.
- **Cyberbullying** — Bullying carried out through digital means such as messages, emails, social media, gaming platforms, image-sharing apps or anonymous online tools. *“Nasty and/or threatening emails, texts and calls... misuse of blogs, gaming and social media sites.”*

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board has overall responsibility for approving the anti-bullying policy.

4.2 The Local Governing Bodies

The Local Governing Bodies have overall responsibility for monitoring the implementation of this policy in their setting.

4.2 Headteacher and Head of Centre

The Headteacher or Head of Centre is responsible for ensuring staff are familiar with this policy, and that it is being applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the policy consistently
- Notifying the Headteacher or Head of Centre of any specific circumstances which they are unsure about or where they are not certain if the policy applies

The academies will provide staff with appropriate training in relation to this policy and its implementation.

What do we mean by Bullying?

There is no legal definition of bullying, however, it's usually defined as behavior that is:

An imbalance of power which is used to either insult someone's character, harass, intimidate or upset another person. It is repeated and intended to hurt someone either physically or emotionally.

Bullying takes many forms:

- **Indirect** - Being unfriendly, spreading rumours, tormenting (e.g. hiding bags or books) excluding other pupils.
- **Physical** - Pushing, kicking, hitting, punching, slapping or any form of violence.
- **Verbal** - Name calling, teasing, threats and sarcasm.
- **Non-verbal** abuse such as insulting gestures or mimicry.
- **Ignoring** or excluding
- **Distribution** and or display of offensive material or graffiti.
- **Cyber** - All areas of internet misuse such as nasty and/or threatening emails, texts and calls, misuse of blogs, gaming and social media sights including photographic apps and associated misuse of technology.

Although not an exhaustive list, common examples of bullying include:

- **Racial bullying**
 - Racist violence, harassment and abuse are closely related to, and sometimes difficult to distinguish from, bullying. Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury.
 - Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. The success of our multi-cultural society depends upon the children of today growing up to be adults who respect difference and are prepared to speak out against racism.
- **Homophobic bullying**
 - Homophobic bullying is a specific form of bullying motivated by prejudice against lesbian, gay or bisexual people (LGB). Homophobic Language: Homophobic language is a common form of homophobic bullying. The word "Gay" can be used to illustrate a negative response to an activity and object as well as a person. This is unacceptable and stands in our way of promoting positive diversity. We use a consistent approach in tackling any kind of inappropriate language and homophobic language is included.

- **Cyber Bullying**

- **Modern Online Harm Update**

The school recognises emerging forms of online harm, including:

- AI-generated sexual imagery and deepfake abuse
- Cyber-flashing
- Image-based abuse and sextortion
- Anonymous messaging applications
- Group chat coercion
- Online gambling and financial exploitation
- Influencer-driven scams
-

Incidents involving online harm will be assessed for safeguarding risk and managed in line with the Online Safety and Child Protection Policies.

Filtering and monitoring systems are reviewed regularly in line with DfE Filtering and Monitoring Standards.

- **Bullying based on disability, ability, gender, appearance and circumstance.**

- It is bullying related to someone who has special educational needs and/or disabilities
- Bullying of a pupil who has a physical or mental impairment (which has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.)
- Children with SEN and disabilities may;
 - be adversely affected by negative attitudes to disability and perceptions of difference
 - find it more difficult to resist bullies;
 - be more isolated, not have many friends; not understand that what is happening is bullying.

Implementation

In order to prevent and tackle bullying effectively, Bishopton PRU adopts a safeguarding-led, data-informed approach aligned with Keeping Children Safe in Education 2024.

Bullying prevention is embedded within:

- The PSHE and RSE curriculum
- Contextual safeguarding education
- Whole-school behaviour systems
- Therapeutic and relational practice
- Staff training and supervision

The school recognises that bullying may indicate unmet social, emotional or safeguarding needs. Where appropriate, early help assessment or multi-agency support will be considered.

To prevent and tackle incidents of bullying the school will:

- Work with staff and other key stakeholders to identify all forms of bullying.

- Actively promote systematic opportunities to develop pupils' social and emotional skills, including their emotional resilience.
- Ensure that pupils know where, who and how to report bullying concerns.
- Publicise the details of Anti-Bullying organisations on our website and signpost pupil's and parent/carers to support and guidance locally and nationally.
- Offer support to pupils who have been bullied.
- Work with pupils that have been bullying in order to address issues they may have.
- Ensure that pupils are aware of the range of sanctions which may be applied against those engaging/facilitating bullying.
- Consider all opportunities to address bullying through the curriculum, displays, peer support, Anti-Bullying Awareness Events, Pupil Voice and School Council.
- All staff share responsibility for acting immediately if they suspect bullying or are approached by a pupil with a bullying concern.
- All staff will liaise with the Anti-bullying Co-ordinator all incidents of bullying from initial incident to final outcome and keep all parties informed throughout the process.
- The Anti-bullying Co-ordinator ensures that all records are held securely and kept up to date including any liaison necessary with outside agencies e.g. Police.
- Maintain anti-bullying displays ensure high visibility and in good condition and all information is up to date and in line with the school's display policy

To prevent and tackle bullying by involving pupils we will:

- Regularly canvass children and young people's views on the extent and nature of bullying in school and how we can prevent and tackle it better through surveys, anti-bullying week, School Council and the curriculum.
- Involve students in anti-bullying campaigns locally, regionally and nationally.
- Maximise opportunities for pupil participation to support their spiritual, moral, social and cultural development and empower them to be strong anti-bullying advocates.
- Use tutor time, PSHE and Weekly Assemblies to specifically include, tolerance, awareness, conflict and communication to develop pupils' awareness of society and how they can be positive contributors.
- All staff to promote our ethos of 'Ready, Respect, resilience' so pupils can develop their own sense of values and identity in every aspect of their lives.
- Follow the guidance from DFE 'Preventing and tackling bullying 2018' to ensure pupils are aware that school can and will intervene on incidents of bullying outside of school and deal with issues or pass on to the relevant authorities when deemed necessary. The school will also adopt preventative measures towards bullying and to encourage a greater ethos on inclusivity in the school family.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or a member of staff of their choice who they identify as part of their relationship matrix.
- Reassuring the pupil that they will be listened to.

- Offering continuous support and strategies to overcome the effects that being bullied has made to them
- Restoring self-esteem and confidence
- Mediation and/or restorative justice facilitated by staff
- Offer one to one contact with staff to ensure the pupil is supported and to continue this support and build on resilience skills
- Offer drop-in sessions with the anti-bullying co-ordinator to discuss any issues or ask questions in regard to bullying.

Pupils who have bullied will be helped by:

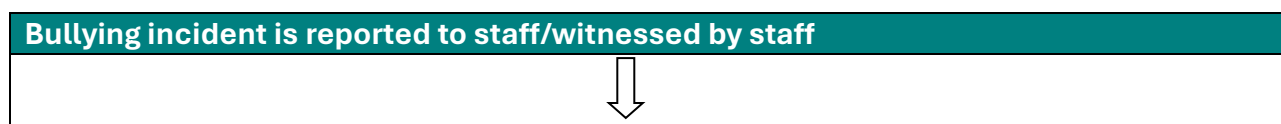
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the negative effects their bullying behaviour has and identify the need to address bullying.
- Include parents/carers in helping to change the attitude and behaviour of their child
- Mediation and/or restorative justice facilitated by staff
- Offer one to one contact with staff to ensure the pupil is supported and to continue this support and build on resilience skills
- Offer drop-in sessions with the anti-bullying co-ordinator to discuss any issues or ask questions in regards to bullying.

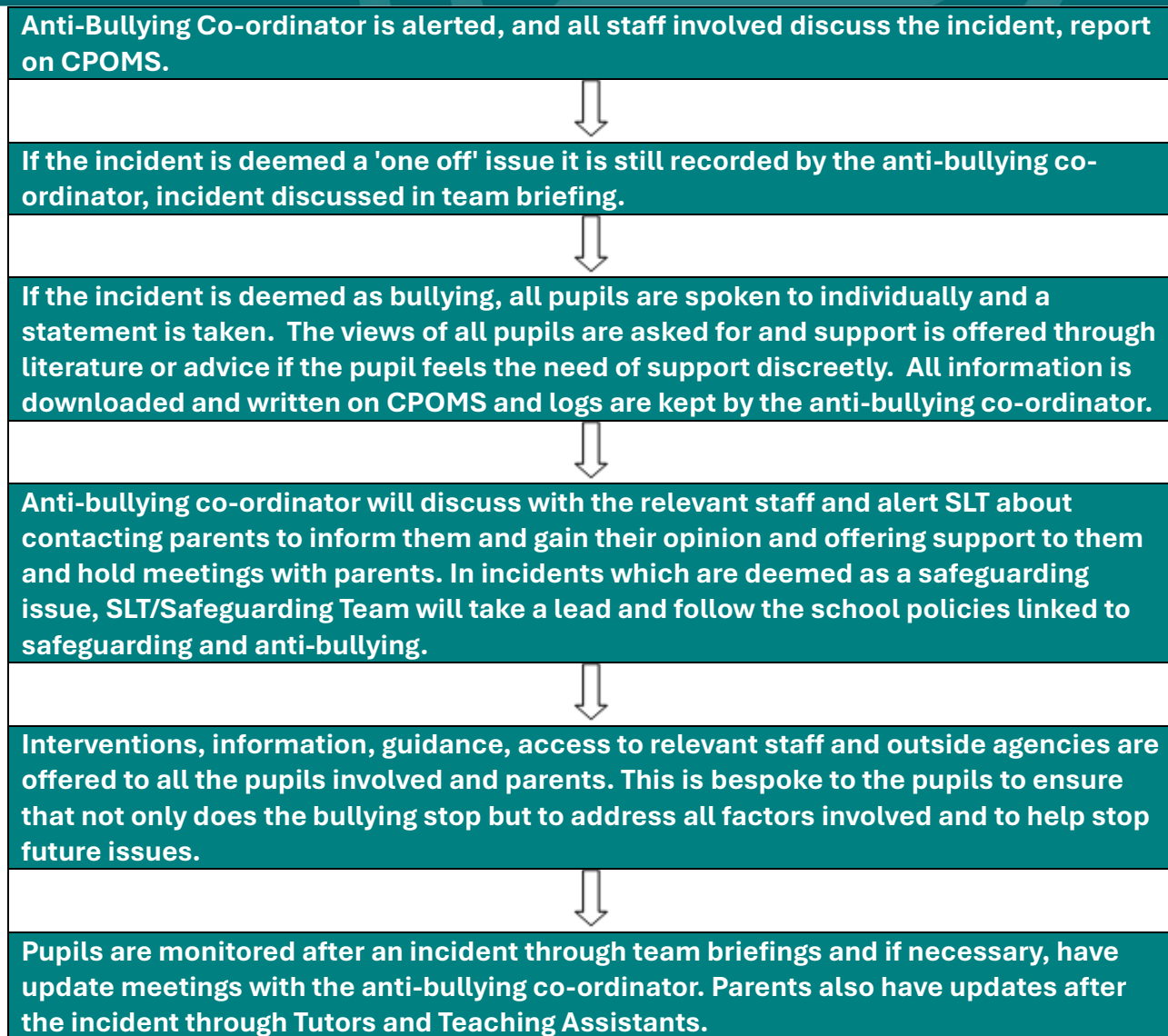
In order to prevent and tackle bullying by involving parents and carers we will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents/carers know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Ensure parents have the opportunity to voice their opinions through speaking to staff and surveys.

Procedure flow chart





Safeguarding Escalation Clarification:

Where an incident involves:

- Sexual harassment or harmful sexual behaviour
- Coercion or exploitation
- Hate-related abuse
- Online sexualised content
- Evidence of vulnerability

The DSL will lead the response in accordance with KCSIE Part 5.

All concerns will be logged on CPOMS on the same day and reviewed for safeguarding threshold. Staff cannot promise confidentiality where a safeguarding concern is identified.

Roles and Responsibilities:

Responsibility for promoting the highest quality-learning environment and creating a positive behaviour school culture lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from all staff in the school and in

return expects our young people to understand the part they play in the process of building a positive school community and tolerance of others.

Key roles and responsibilities include:

The Role of the Designated Safeguarding Lead (DSL)

The DSL has strategic oversight of bullying where it intersects with safeguarding.

Responsibilities include:

- Reviewing all bullying incidents with safeguarding indicators
- Monitoring patterns and trends
- Ensuring staff confidence in managing child-on-child abuse
- Determining when early help or statutory referral is required
- Reporting safeguarding-linked bullying trends to SLT and Governors

This ensures bullying is addressed both behaviourally and protectively.

The Anti-Bullying Co-ordinator will -

- Ensure all incidents of bullying are logged
- Ensure all incidents are dealt with and followed up
- Ensure parent/carers are informed and procedures followed
- Ensure the website and social media pages are up to date
- Ensure Termly Analysis is completed and sent to SLT and all data is collected, so the school can progress and ensure pupils are in a safe environment.
- Ensure monitoring of incidents and all data is carried out and shared with SLT
- Ensure all actions from the analysis is carried out by the relevant staff to meet targets.
- Ensure all staff are aware of procedures and given information/training annually
- Ensure Parents/Carers and pupils have their opinions listened to through surveys, termly analysis, SMSC events, Anti-Bullying week and PSHE lessons.

The school expects the Governors to;

- Review and ratify the Anti-Bullying policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the Department's publication LA Guide to the Law for School Governors)
- The Local Governing Body receives termly reports on:
 - Bullying trends
 - Safeguarding-linked incidents
 - Equality and protected characteristic data
 - Impact of interventions
- Governors challenge leaders on:
 - Effectiveness of preventative strategies
 - Emerging risks (including online harm)
 - Compliance with KCSIE
 - Equality Act compliance

This ensures robust oversight and accountability.

The school expects the Headteacher and SLT to:

- Review the policy every 3 years and ensure it meets the needs of the students and staff
- Share the policy on the school website in accordance with DFE guidelines
- Support all staff in the upholding of this policy
- Provide relevant CPD in accordance with this policy and engage all staff in the importance of preventative, rapid response to bullying issues
- To meet with Parents as and when necessary
- Ensure a team meeting takes place every week, where bullying issues can be identified and discussed

The school expects teachers to:

- Read, understand and utilise this policy.
- Support pupils to meet Bishopton expectations (outlined within the policy)
- Maintain high expectations of learners.
- Model appropriate behaviour.
- Treat pupils with fairness and respect at all times.
- Monitor pupil behaviour.
- Engage with pupils.
- Report bullying / issues on CPOMS.
- Promote within lessons tolerance and our school values as outlined in our values to promote empowerment of our pupils.
- Speak and listen to parents and pupils with issues relating to bullying which occur outside of school to offer support and report when necessary
- Report any issues or information at the weekly tutor meeting

The school expects teaching assistants to:

- Monitor pupil behaviour
- Support pupils to meet Bishopton expectations (outlined within the policy)
- Engage with pupils
- Facilitate behaviour for T&L
- Call parents to report and record on CPOMS bullying/issues that need addressing
- Reporting on bullying / issues in staff briefings and on CPOMS.
- Monitor student attitudes and report to the anti-bullying co-ordinator
- Promote tolerance and our school values and to promote empowerment of our pupils
- Encourage and praise students to improve attitudes and behaviours of themselves and peers
- Promote an open line of communication with pupils and parents to discuss issues both in and out of school time to support and report bullying incidents.
- Report any issues or information at the weekly tutor meeting

The school expects parents and carers to:

- Support Bishopton policy on Anti-bullying by notifying the school of any issues/incidents
- Notify Bishopton of any factors which may affect the behaviour of their child out of school hours
- Support their child by receiving phone calls, attending regular reviews, open days and other meetings
- Be aware of and support Bishopton Anti-Bullying Policy

The school expects pupils to:

- Follow school policies
- Promote Tolerance and the school's values.
- Report bullying incidents to staff whether directly involved or witnessing it.

Monitoring, Data and Impact

Bullying data is analysed termly and includes:

- Number and type of incidents
- Protected characteristic patterns
- Online vs in-person incidents
- Repeat incidents
- Safeguarding thresholds triggered
- Behaviour and attendance correlation

Data is triangulated with:

- Pupil voice
- Safeguarding trends
- Behaviour records
- Exclusion data
- Early help referrals

Findings inform:

- Curriculum refinement
- Staff CPD priorities
- Targeted intervention
- Safeguarding response

An annual impact report is shared with the Local Governing Body.

Early Help and Multi-Agency Support

Where bullying indicates wider vulnerability, the school may initiate:

- Early Help assessment
- Referral to therapeutic services
- Multi-agency planning
- Parental support meetings

This ensures that underlying needs are addressed and long-term risk reduced.

Staff Training

All staff receive:

- Annual safeguarding training
- Training on child-on-child abuse
- Updates on online harm risks
- Guidance on distinguishing conflict from bullying
- Trauma-informed practice development

New staff receive induction training prior to working directly with pupils.

UN Convention of the Rights of the Child (UNCRC)

This school is a Rights Respecting School. Based on the principles of equality, dignity, respect, non-discrimination and participation. It places the rights of the child at the heart of everything it does including school policy and strategic planning. Our school community ensures that rights are learned, taught, practised, respected, protected and promoted. There are 54 articles in the UNCRC, (for a copy of these please ask the Rights Respecting Steering Group Chair) the following articles specifically underpin this policy:

Article:	Summary:
2	Non - Discrimination
3	Best interests of the child
6	Life, survival and development
12	Respect for the views of a child
13	Freedom of expression
14	Freedom of thought, belief and religion
15	Freedom of association
16	Right to privacy
19	Protection from violence, abuse and neglect
23	Children with a disability
28	Right to education
31	Leisure, play and culture
34	Sexual exploitation
36	Other forms of exploitation
37	Inhumane treatment and detention
41	Respect for higher national standards
42	Knowledge of rights