

# Anti Bullying Policy

**Policy Title:** Anti Bullying Policy

**Date:** February 2026

**Review Date:** February 2027

**Owner:** Executive Headteacher

**Approval:** Governing Board

## 1. Aim of Policy

Apollo Education is committed to providing a safe, respectful, and inclusive environment where all pupils can learn and thrive. We recognise that pupils with SEND and SEMH needs may be particularly vulnerable to bullying and require additional support and protection.

Pupils with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, with additional barriers existing when recognising abuse, neglect and exploitation in this group of pupils. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration, these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than others, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, communication barriers and difficulties in managing or reporting these challenges, and cognitive understanding - being unable to understand the difference between fact and fiction in online content.

To ensure all groups of pupils feel safe and always supported at school;

- To ensure staff, pupils and parents/carers are acutely aware of different forms of bullying and work together proactively to try to prevent it from occurring;
- To ensure instances of bullying (see definition below) are extremely rare or non-existent;
- To ensure highly effective approaches to identifying and responding to any bullying that does occur are in place, monitored regularly, evaluated and further developed according to need.

We are committed to preventing, identifying, and responding effectively to bullying behaviour.

## 2. Definition of Bullying

Bullying is behaviour that is:

1. **Repeated** over time
2. **Intentional** – designed to hurt, harm or humiliate
3. Involves an **imbalance of power** – leaving the person being bullied feeling defenceless
4. Bullying can take many forms, including:
5. **Physical**: hitting, kicking, taking belongings
6. **Verbal**: name-calling, insults, threats, offensive remarks
7. **Relational**: excluding, spreading rumours, damaging friendships
8. **Cyberbullying**: bullying via electronic devices (social media, messaging, gaming platforms)
9. **Prejudice-based bullying**: targeting someone because of their race, religion, gender, sexual orientation, disability, or SEND

The behaviour policy should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

The Anti Bullying Alliance define bullying as: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

## 3. Recognition of Vulnerability in Our Pupil Cohort

We recognise that pupils in our alternative provision setting may:

- Have experienced trauma or adverse childhood experiences
- Have communication difficulties that make reporting bullying challenging
- Display behaviours that may be misinterpreted as bullying when they are manifestations of their SEND/SEMH needs
- Be more vulnerable to peer group isolation
- Have difficulty understanding social cues and relationships
- Be disproportionately impacted by bullying without showing outward signs

## 4. Prevention Strategies

**4.1** At Apollo Education we attempt to prevent Bullying through:

- Promoting respect for self and others in: Tutor sessions, Personal Development Days, PSHE lessons, Interventions and our Relational Practice
- Implementing the school's Behaviour Policy which sets out clear expectations for conduct within lessons and around school;
- The induction and transition process for pupils
- Rewarding appropriate behaviour and acts of good citizenship;
- A cross-curricular approach within all subject areas to developing pupils' self-confidence, self-esteem, empathy and their ability to understand and manage risk and keep themselves safe;
- Providing a broad extra-curricular programme to engage pupils in enjoyable and constructive activities at breaks and lunchtimes
- Providing targeted support and intervention to develop social skills of pupils with social interaction and self-esteem difficulties.

### 4.2 Staff Training

All staff receive appropriate safeguarding and child protection training at induction, which are regularly updated. In addition, all staff receive regular safeguarding and child protection updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Staff training will include:

- Understanding the specific vulnerabilities of pupils with SEND/SEMH
- Recognising signs of bullying in pupils who may not communicate verbally
- Differentiating between bullying and behaviour related to a pupil's SEND/SEMH needs
- De-escalation techniques
- Trauma-informed approaches

### 4.3 Curriculum and Education

Pupils are taught about how to keep themselves and others safe, including online. Effective education will be tailored to the specific needs and vulnerabilities of individual learners, including those who are victims of abuse, and have special educational needs and/or disabilities (SEND). Teaching supports pupils to develop the skills that form the building blocks of all positive relationships, healthy and respectful relationships, boundaries, consent and kindness in relationships, stereotyping, prejudice and equality, body confidence and self-esteem, and how to recognise and report concerns about an abusive relationship.

Our curriculum will include:

- Age and developmentally appropriate lessons on relationships, respect, and anti-bullying
- Social skills development

- Emotional regulation strategies
- Online safety education
- Understanding difference and diversity

## **5. Reporting Procedures**

### **5.1 How Pupils Can Report Bullying**

Pupils can report bullying by:

- Telling any member of staff
- Using a worry box
- Through their key worker/mentor
- Via parents/carers
- Using visual communication aids
- Through peer mentors (if appropriate)

**Parents should contact the school if they have a concern.**

### **5.2 Responsibilities**

It is the responsibility of the Senior Leadership Team and Apollo Education Executive team to make sure the Antibullying policy is implemented effectively, reviewed (annually) and further developed. The school's Safeguarding Governors have specific responsibility for this, working with the Executive Headteacher.

All staff have a responsibility to provide a safe environment in which pupils can learn. Any staff member who has any concerns about a pupil's welfare should follow the processes set out in the school's safeguarding procedures.

All staff must: Take all reports of bullying seriously and record incidents accurately and promptly  
All concerns should report to the Designated Safeguarding Lead

## **6. Recording and Monitoring**

### **6.1 Recording Requirements**

KCSIE recognises bullying as a form of child-on-child abuse. This is a safeguarding issue, and all safeguarding concerns about a pupil should be recorded in writing. If you think an incident is a child protection concern, you'll need to follow your safeguarding recording procedures to record it, as well as report it to the relevant agency.

All bullying incidents must be recorded including all details of those involved and the nature of the concern and actions taken.

## **6.2 Monitoring and Analysis**

Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents are maintained by the school.

# **7. Response and Intervention**

## **7.1 Immediate Response**

When bullying is reported, staff will:

- Ensure the immediate safety of the victim
- Provide reassurance and support
- Gather information from all parties
- Inform the Designated Safeguarding Lead and SENCO
- Contact parents/carers of all involved

## **7.2 Support for Victims**

We will consider extra pastoral support and attention for pupils with SEND, along with ensuring any appropriate support for communication is in place.

Support may include:

- Individual counselling or therapeutic support
- Adjustments to routine or environment
- Enhanced supervision
- Peer support (where appropriate)
- Safety planning
- Regular check-ins with a trusted adult
- Referral to external support services if needed

## **7.3 Responding to Perpetrators**

We recognise that pupils who bully may also have SEND/SEMH needs and require support. Responses will be proportionate and appropriate to the individual's needs. We focus on understanding and changing behaviour using the following:

- a. Restorative conversations
- b. Targeted social skills interventions
- c. Therapeutic support

d. Behaviour support plans

In serious cases, sanctions in line with the behaviour policy

### **When to Report to External Agencies**

We will report bullying incidents to the relevant agency if we believe the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm" or the incident could be a criminal offence or pose a serious threat to a member of the public. This applies to bullying incidents on or off the school premises.

## **8. Cyberbullying**

Given the vulnerabilities of our pupils, we will:

- Educate pupils about online safety tailored to their understanding
- Monitor online activity on school devices
- Work with parents/carers to promote safe internet use at home
- Preserve evidence of cyberbullying
- Consider involving police for serious incidents

## **9. Links to Other Policies**

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- Equality and Diversity Policy

## **10. Additional Resources to support parents / carers**

Anti-Bullying Alliance – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childline – [www.childline.org.uk](http://www.childline.org.uk)

Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk)