



WELL-BEING ANTI BULLYING POLICY

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DFE Guidance (statutory or recommended)	Statutory - Headteacher to determine review frequency
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Assigned Reviewing Period	Annually
Date of Next Review	End of Summer Term 2025-26 <i>(Note: This policy will remain in force until an updated policy has been approved)</i>

Version Number	Review Date	Amendment Details
1.0	July 2013	Created by Rose Stroud (AHT)
1.1	May 2017	Amendments by RS
1.2	05.01.2020	Amendments by RS
2.0	28.02.2022	Version 2 created by Anna Richardson (Senior Leader) to align with well-being policy
2.1	20/03/2023	Minor amendments by AR
2.2	19/08/2024	Amendments to increase clarity and update by AR

SHERWOOD FOUNDATION SCHOOL
WELL-BEING - ANTI BULLYING POLICY

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Overview

The Anti-Bullying Policy must be published and circulated to parents and staff at least once a year. This policy should be seen in the context of a wider approach regarding safeguarding and well-being and should be read in conjunction with the School's:

- Safeguarding Policy,
- Well-being (Behaviour) Policy
- Well-being Restrictive Practice Policy
- Online Safety Policy
- Communication and Literacy Policy
- Staff Code of Conduct Policy.
- Equality Policy
- Whistle Blowing Policy
- Ethos, Framework and Pathways for Learning Document

This policy intends to shape our school culture and encourage respect by acknowledging everyone's right to feel safe, secure and happy. It is everyone's responsibility to ensure the safety and welfare of others.

At Sherwood Foundation School we recognise that high well-being and a use of mindful regulation can only be fostered in an environment which actively demonstrates a value of mutual respect and fosters a feeling of self-worth. Every response or lack of a response to a child, a colleague or a situation, teaches them something of what we value. We all, therefore, have a responsibility to model the highest of moral codes and behaviour in our relationships with other members of the school community, at all times. We aim to achieve this through our school ethos and staff code of conduct (see documents: Ethos, Framework and Pathways for Learning & Staff Code of Conduct)

The definition of bullying

The dictionary definition of bullying is: 'To treat in an overbearing or intimidating manner'. Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups. It may occur directly or through cyber-technology'.

Bullying can take place between:

- Children & young people (CYP)
- CYP and staff
- Between staff
- Individuals or groups

The following are examples of bullying:

- Name calling, taunting, mocking
- Making offensive or humiliating comments
- Gossiping, spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person's belongings
- Threats and extortion
- Physical violence
- Cyber (online) bullying, ie, inappropriate text messaging, emailing and use of social network sites

- Sending or displaying offensive or degrading images by phone or via the internet or email
- Producing offensive graffiti or writing unkind notes about someone
- Excluding people from groups
- Racist, religious, cultural, sexual, sexist, homophobic, special educational needs/ disability related language and comments.

Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give CYP the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to our equalities policy.

CYP with SEN and disabilities can be adversely affected by negative attitudes to disability and perceptions of difference. They are all vulnerable. They may not understand that what is happening is bullying, find it more difficult to resist bullies and have difficulties telling people about bullying. It is important therefore, that where possible, we raise our young peoples' awareness of bullying, including cyber bullying, and teach them ways to respond and seek help.

Our Philosophy

We believe that:

- The safeguarding and well-being of our CYP is our top priority
- Every member of the Sherwood Foundation school community has the right to learn and work without fear of being bullied.
- Bullying can happen in all environments and therefore open communication is required with all parties to ensure any issues are addressed and resolved as quickly and effectively as possible
- The act of bullying requires a broad understanding of social context and social situations.
- We clearly have to ensure that we are working to help our CYP behave in a way that is respectful of others, however this is always seen within the context of their complex Autism and/or severe or profound learning difficulties which impairs their social understanding and social communication.
- It is not easy to know if bullying is taking place unless we see it happening as many of our learners may not recognise it and may not be able to tell us therefore staff need to be highly vigilant at all times.
- Where a CYPs behaviour is directed towards a peer or adult, their lack of social understanding often means that this response is a result of the CYPs stress levels increasing (possibly as a result of something that another learner or adult is doing) and a lack of capability to respond differently in the moment. Their response may be to communicate their levels of distress to those around them or due to a belief that their own actions will help to make this stress inducing situation stop.
- Where a CYP perceives that they are being bullied or targeted by another student, this will have an adverse effect upon their well-being and increase their levels of stress.

- Where a CYP, family member or staff member perceives that they are being bullied, regardless of the intent /understanding of the perpetrator, or bullying is observed by a member of staff or another CYP, staff and the senior leadership team will acknowledge this and actively seek to address it.

Recognising the indicators that bullying is occurring

CYP who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become hyper-vigilant.

Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying **must** always be considered. CYP must be encouraged to communicate/report bullying wherever possible. Advocates for the CYP **must** report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow learners to express their feelings.

CYP's communications must be listened to. Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. We carefully review the reasons why bullying is occurring on a case by case basis.

Our Principles

The aims of the school's anti-bullying strategies and intervention systems are

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To ensure the pupil causing the bullying is effectively supported to ensure they learn from the experience, possibly through multi-agency support.

Our Procedures

Prevention

We intend to use the following preventative strategies:

- Acknowledge our duty to safeguard our CYP effectively and address this through this and other policies, ensuring that all members of our community feel safe from bullying. Any incidents of bullying will be dealt with, whether they were intentional or not.
- Maintain a focus on each individual (using our LEARN approach and individualised trans-disciplinary assessments) to develop their regulation, communication and social skills in order that they can develop an understanding of using adaptive strategies and communication within the social context, in line with our Well-being (behaviour) policy.
- Support our CYP, parents and staff to manage their own stress through the development of their own self-regulation in the five areas of Self-Reg (biological, emotional, cognitive, social & pro-social) and the 5 steps of Self Reg.
- Support our CYP to develop an understanding of their own behaviour within the social context more generally
- Encourage the special interests of our CYP's, however, if that special interest is a fixation on another student or member of staff, we will discourage it.
- Always listening and responding to the learner's voice and building trusting relationships with CYP so they feel safe and seek support from the adults supporting them
- Providing CYP with the means to communicate in adaptive and acceptable ways, targeting key vocabulary such as 'no', 'go away', 'don't like', 'help', 'anxious', 'problem', as well as adaptive regulation strategies
- Use of Social Stories, Comic Strip Conversations and Talking Mats to support CYP to communicate information that is not easy for them to say
- Specific learning eg, online safety, differences between public and private
- Using our extensive knowledge of our CYP, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours, consider any changes to individual behaviour plans and complete functional assessments to understand the motivation underpinning the behaviour change;
- Talking to CYP about issues of difference through dedicated events or curriculum topics
- Ensuring that all CYP are appropriately supervised;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all CYP have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils/learners about bullying and its impact is embedded throughout the curriculum.
- Ensuring that monitoring and filtering software is effective in protecting CYP from cyber based bullying
- Ensure that all staff can recognise bullying; understand and support the school's position on bullying; recognise bullying behaviour and know how to report incidents of bullying.
- Work with both the victim and the perpetrator to help them be able to feel safe and to function effectively within the same setting.
- Take actions where necessary to enable learners to work in different places within the building when required.
- Involve parents/carers in all incidents of bullying related to their child.
- Take actions where necessary if staff are behaving in a way that contravenes our policies and procedures, risking the safety and well-being of our learners.

Dealing with Incidents

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on My Concern (if related to a pupil) and shared with the DSL who will act with delegated responsibilities on behalf of the headteacher
- The DSL will complete fact finding meetings with all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of ‘bullying’ and the ‘victim’ will be listened to carefully. It is likely that the team around the CYP, particularly the speech therapist, will be required to support the DSL to gain the most accurate account possible.
- Relevant staff and parents/carers will be kept informed;
- A plan will be put in place to prevent the issue reoccurring, to safeguard the ‘victim’ and to support the ‘perpetrator’ to understand and learn from events
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.
- In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school online safety policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained. The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Support for Pupils/Learners

Pupils/learners who have been bullied will be supported by:

- Providing immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Pupils/learners who have bullied will be helped by:

- The ‘bully’ to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours; • Informing parents/carers to help change the behaviour of the pupil;
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and LEARN ethos. Positive behaviours, social skills and regulation and well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and subject areas, as appropriate).

Responsibilities

Governing Body:

- To ensure that the school follows statutory, legal guidelines in the prevention and management of bullying behaviour and that staff receive training (also see Well-being Behaviour Policy)

Senior Leadership:

- Ensure safeguarding and that the well-being of our staff and CYP is optimised (see Safeguarding and Wellbeing - behaviour policy for more details).
- Provide information on behaviour management and bullying during the Induction process.
- Ensure that preventative bullying strategies are being implemented.
- Ensure that all reports of bullying are taken seriously and that the relevant processes are followed consistently, sensitively and in a timely manner.
- Monitor wellbeing and safeguarding, maintain records, analyse data and report to the Governing Body; to involve other professionals as appropriate; to consult with the trans-disciplinary team and parents.
- Provide staff development in well-being, safeguarding, including bullying and workshops for parents
- Ensuring a robust and accessible RSE curriculum and that individualised support to increase learner understanding is provided where appropriate.

All Staff:

- Be aware of the content of the Anti-Bullying & Safeguarding Policies and follow the guidance they contain. It is the responsibility of every member of staff to intervene in incidents which are deemed to be unsafe for our children and young people and bring these to the attention of senior management. This includes acts which could be interpreted as bullying and/or aggression.
- All staff will follow the school ethos and code of conduct in order to ensure that their behaviour lives up to the school's values, vision and ethos.
- Attend and actively participate in training, coaching and reflective practices in order to support our learners effectively. To raise issues of competence and confidence with their line manager and to actively work to increase their own knowledge and skills, especially developing an understanding of their own views and biases (conscious & unconscious) which may differ from those outlined in school policies.
- Develop the self worth of the learners and other staff through positive recognition, thanks and praise. For learners this will be recorded through positive reporting during reflections, on SLEUTH, star of the week, assemblies, discussions around progress and the Jack Petchy award. Parents will be informed through SLEUTH certificates, newsletter, feedback on class dojo, trans-disciplinary reports, progress reports and parents meetings.
- Be vigilant in recognising when our learners are targeting or bullying peers and/or staff members, inform the learner's class teacher and record all incidents using SLEUTH. Where this is felt to be bullying they will also document on My Concern and report to the

Designated Safeguarding Lead (DSL). These will be monitored closely by the class teacher, the Lead Well-being Practitioner and the DSL. The class teacher will inform the CYP's parents and work with the trans-disciplinary team to develop and adjust well-being plans and risk assessments, ensuring appropriate strategies and support are put in place. All staff will ensure that these plans are implemented throughout the day, keeping them current and up to date.

- Support will be provided within the context of the learner's capacity to understand but may involve providing increased support to reduce stress, helping the learner to reflect and understand the impact of their behaviour and responding with more personalised strategies to enable the relationships/activity to progress more successfully.
- Any adult who witnesses bullying behaviour towards a CYP by another adult must report it immediately to the DSL and record the incident on My Concern. All reported incidents will be monitored and followed up by the DSL following the safeguarding procedure.
- Any adult who witnesses bullying behaviour towards another adult must highlight it in an appropriate way in the moment and report it to a member of the Senior Leadership Team. All reported incidents will be followed up. It is essential that any reports of bullying are kept confidential.

Performance Monitoring

The Senior Leadership and Wider Leadership Team, with the support of the Well-being Lead Practitioner will monitor performance by:

- Recording evidence of and celebrating improvements in the use of conventional communication and the increase in the use of adaptive responses within social interactions through My Concern, SLEUTH, assemblies, displays of certificates and awards.
- Analysing, reviewing and reporting on incidents of peer on peer and peer on staff behaviour using My Concern, SLEUTH, and Provision Map, including well-being & safeguarding audits in order to inform best practice
- Monitor and report on progress against long term outcomes, PLPs and baseline data, particularly in areas of social and emotional development
- Monitoring and improving staff competence through CPD strategy, training, supervision and appraisal.
- Listening to the learner voice and collating views through the school council, lessons and questionnaire responses where possible
- Parent co-production meetings and responses to questionnaires

Sherwood Foundation School
Anna Richardson (Head of Strategy & Pastoral Support)

Legal Duties and Relevant Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- DoE guidance - see details in the references below
- Children's Act (2002, 2011)
- Deprivation of Liberty Education and Inspections Act (section 93) (2006)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Equality Act (2010) [The Equality Act 2010](#)
- Human Rights Act (1998)
- Mental Health and Behaviour in Schools (November 2018)

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