



Anti-Bullying Policy

Policy Reviewed **January 2026**

Next Review Due **January 2027**

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Policy Aims:

1. To ensure that all students feel 'safe and happy' in our environment.
2. To enable students to understand clearly what constitutes bullying.
3. To enable students to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the whole Gloverspiece community.
4. To enable parents to feel confident that bullying will be dealt with promptly and firmly by Gloverspiece and to establish guidelines for action where bullying is evident.
5. To promote a preventative, whole-organisation approach including raising staff awareness of the presence of bullying, and the need to be alert to children who may be vulnerable and at greater risk.
6. To ensure Gloverspiece implements the legal requirements (Safeguarding children and young people) placed on it and make referrals on all serious cases where bullying is identified and that accurate records are maintained as part of the school's internal safeguarding record keeping. Bullying records are monitored by the Designated Safeguarding Lead to assess for any trends so that these can be responded to.

This policy has been drawn up with regard to 'Preventing and Tackling Bullying' published by DfE, 2017, 'Cyber-Bullying' by DfE 2014, KCSIE 2025 and the Independent Schools Standards 2014.

In line with our ethos of Nurture, every child should be able to learn in our environment free from bullying of any kind and they should feel safe, supported and valued as an individual. We actively promote tolerance and respect of one-another. There is no place for bullying at Gloverspiece. No child deserves to suffer the pain and indignity that bullying can cause. At Gloverspiece, we recognise the negative impact bullying can have on the educational experiences, engagement and attendance, and wider development of our children and which can lead to psychological damage.

Bullying has no place anywhere at Gloverspiece, and this applies both to the bullying of students and teachers. Providing a safe and happy place to learn is essential to achieving improvement, raising achievement and attendance, promoting equality and diversity, ensuring the safety and well-being of all members of our community, and supporting us in our vision of Nurture.

We need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including all prejudice driven bullying, cyber-bullying and peer on peer bullying. Gloverspiece staff with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place.

A preventative, whole-organisation approach helps to safeguard the well-being of the students and staff as well as playing its' part in creating a society in which we all treat each other with dignity and respect.



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When bullying does occur, Gloverspiece will respond promptly and firmly. We need to apply disciplinary sanctions as necessary. We need to work with perpetrators so that they are held to account for their actions and accept responsibility for the harm they have caused.

We need to, as well, support those being bullied. We will provide clear information for parents, staff and students.

At Gloverspiece, through our policies and more importantly through our actions, our Nurture provision and our schemes of work, specifically PSHE, assemblies and other calendared opportunities, we are sending a strong message to all that bullying is not acceptable.

Students at Gloverspiece must know that they do not need to 'suffer in silence'. Gloverspiece staff and students have the tools and confidence they need to prevent and tackle bullying whenever and wherever it occurs and confidence in the readiness of the organisation's leadership, the whole Gloverspiece community and of course our parents/carers to support them in doing this.

What is bullying?

The full DFE Guidance 'Preventing and tackling bullying' 2017 defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying on the basis of protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation are taken particularly seriously and referred to as 'prejudice-based incidents'

In essence, bullying is the wilful conscious desire to hurt, threaten or frighten or exclude somebody. To be bullying, action must be persistent rather than on a single occasion. Our safeguarding policy addresses child-on-child abuse and this can be read in conjunction with the anti-bullying policy. In essence, bullying is the wilful conscious desire to hurt, threaten or frighten or exclude somebody. To be bullying, action must be persistent rather than on a single occasion.

Bullying can take place in-person or online (please see our online safety policy for an outline of measure in place in relation to this) and can take place within school or beyond. Gloverspiece will address instances of bullying which take place outside of school if it is deemed that it is impact a student's wellbeing and/or school life.

Although our definition of bully states, 'repeated over time' Gloverspiece takes action and record such where single instances have occurred and can be monitored.



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Bullying can take different forms, but the three main types are:

- **Physical** - To use superior strength, size or numbers to force one's will onto another against their wishes. Examples include Hitting, kicking, taking or hiding belongings including money.
- **Verbal** – Can be in the form of persistent teasing, name-calling, taunting, intimidating, insulting, writing unkind notes.
- **Indirect**- Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones including sexting which may involve a breach of criminal law.

In addition to the above, any hazing type behaviours will not be tolerated, and staff are trained to be vigilant of such forms of harassment. More information on child-on-child abuse is contained in our Child-on-Child Abuse policy.

Who is responsible for implementing the policy and when is the policy implemented?

The Headteacher, Leadership Team and all staff, teaching and non-teaching, are responsible for implementing this policy whenever Gloverspiece is responsible for the conduct and welfare of its students.

How is the policy implemented?

Gloverspiece will raise awareness of bullying in the following ways:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Implementation of the values and ethos at Gloverspiece and a whole-organisation approach to developing social and emotional skills in areas such as empathy and the management of feelings and maintenance of healthy relationships.
- Through the curriculum, PSHE/SRE lessons, assemblies and nurture.
- Staff training and code of conduct. Gloverspiece is mindful of the need to review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and Gloverspiece practices.



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Aims of Gloverspiece's Anti-Bullying Strategies and Intervention Systems:

- To identify, prevent, de-escalate and/or stop any continuation of harmful behaviour of a violent or emotional nature. To intervene early to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the students who has experienced bullying and to trigger sources of support for them.
- To implement sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- To identify any additional support for either the victim or perpetrator which can be provided internally through the organisation's Nurture provision.

Reporting bullying concerns

- Gloverspiece staff members can report bullying concerns internally through our report pro forma which can be submitted to any member of the school's safeguarding team but ideally, the Designated Safeguarding Lead. Any bullying incident that raises safeguarding concerns will be reported immediately to the Designated Safeguarding Lead
- Parent/Carers can report any concerns they have in relation to bullying in school and are advised to do so to a member of the school's leadership team.
- Students can raise their concerns or experiences related to bullying to members of staff in school. Each student is allocated a member of the Nurture Team to whom they can report these worries. However, we recognise that due to their identified SEN needs or additional needs in relation to communication and language, some of our students may feel less able to report these through verbal means. To support these students, a 'worry box' is made available to students who may wish to report their worries in writing. Further, a 'worry card' is made available on the top of this box so that these can be used by students to indicate to a trusted staff member that they are worried about something (relating to bullying or otherwise).

What procedure will be taken?

If a member of staff believes that bullying is taking place, they will:

- Allow the victim to talk whilst reassuring the student that Gloverspiece will deal with it sensitively but firmly.
- Complete a bullying report/form and refer any incidents of bullying to leadership.
- Leadership will decide on action to be taken and may choose to talk with victim and alleged bully, ask the victim and alleged bully to write down their version of events, inform the parents of both parties and try to resolve the problem through support at Gloverspiece.



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What Sanctions May Be Taken?

- Parents informed (through telephone, email or formal letter – or combination of these).
- Student withdrawn from social contact at lunch/break times.
- Temporary exclusion.
- Where bullying persists, permanent exclusion.

These sanctions have three main purposes, namely to:

- Impress on the perpetrator that what he/she has done is unacceptable.
- Deter him/her/them from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the students to put right the harm they have caused.

All sanctions will take account of pupils' individual needs, SEND, and developmental stage.

If an allegation is proven and of a more serious nature, see below, the Head may involve police. Gloverspiece staff are aware that some forms of bullying are illegal and should be reported to the police.

These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

This policy has been written using the following:

- KCSIE September 2025
- DFE Guidance 2017
- DfES 'Don't Suffer in Silence' 'Safe to Learn' 2007
- NSPCC Full Stop Campaign.
- ISI Commentary on regulatory Requirements

Monitoring and Review

At Gloverspiece, the Designated Safeguarding Lead conducts termly monitoring of bullying records/logs to identify any patterns or trends in such incidents. Any identified trends should then be raised and discussed within leadership meetings to ensure that these can be responded to appropriately.