



Progression 2Work Anti-Bullying Policy

Policy written – August 2025 by Jason Keddy (Head teacher)

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1. Statement of Intent

Progression 2 Work is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Progression 2. If bullying does occur, all students should know who to tell and know that incidents will be dealt with promptly and effectively. This new version of the policy (August 2025) has been developed to further embed our values, strategies and targeted work within the Anti-Bullying framework of the school.

The aims of the policy are:

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- to make it clear that all forms of bullying are unacceptable at Progression 2 Work
- to enable everyone to feel safe whilst at school and encourage students to report incidences of bullying.
- to deal effectively with bullying.
- to support and protect targets of bullying and to ensure they are listened to.
- to help and support bullies to change their attitudes as well as their behaviour and to understand why it needs to change.
- to liaise with parents and other appropriate members of the school community.
- to ensure all members of the school community feel responsible for combating bullying.
- to educate all stakeholders

Our policy and programmes of support, intervention and education around Anti-Bullying begins with everyone understanding their rights and responsibilities.

For pupils who experience bullying:

If you are being bullied:

- You will be heard and supported in reporting bullying and given help. Action will be taken. We want to hear from you
- You will be supported and helped to rebuild confidence and feel safe again at Progression 2 Work

For pupils who engage in bullying behaviour:

- Sanctions and placement on the anti-bullying programme hold them to account for their behaviour and help them to face up to the consequences they have caused
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused
- SEMH needs are taken into consideration and appropriate interventions are put in place to change behaviour which may be long term dependent on need

Across the School:

- The whole community is clear about the anti-bullying stance the school takes; pupils, as well as staff and other members of Progression 2Work, are fully engaged in developing and reviewing anti-bullying work in the school. Every chance is taken to celebrate the success of anti-bullying work
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Students understand the role that social media takes in forms of bullying

For Progression 2Work staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the school anti-bullying policy yearly or as and when any changes to are made at a national, local or school level. As a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying pupil support systems are in place to prevent and respond to bullying. This policy will also be updated after the consultation on the RHSE curriculum with students, parents and students has taken place in the Autumn term 2025
- They have addressed School-site issues and promote safe play areas, all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships

- All staff model the shared language of the trauma informed approach to dealing with conflict
- Data systems (CPOMS) gathers information about anti-bullying incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.
- To undertake relevant training on bullying and bullying awareness.

For parents:

- Progression 2 Work does not tolerate bullying of any kind
- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally) – the definition we use is the Anti- bullying Alliance's.
- If you are concerned about any issues regarding bullying, please contact the school
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses
- Parents should report any forms of cyber bullying to the social media platform, and if threatening in nature, to the Police

2. What is Bullying?

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

At Progression 2 Work, we adhere to these points and adopt the UK anti-bullying alliance definition which states

“Bullying is defined 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.” The behaviour is repeated, or has the potential to be repeated, over time. Students who are bullied and who bully others may have serious, lasting problems.”

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact students' well-being beyond the school day. Staff, parents, carers, guardians and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

In order to be considered bullying, the behaviour must be aggressive and include:

- **An Imbalance of Power:** children who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Bullying including cyberbullying and sexual harassment is recognised as a form of child-on-child abuse under KCSIE. Where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, Bullying will be treated as a safeguarding concern and responded to under our safeguarding policy.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on the issue of sexuality
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Online/cyber** - all areas of internet usage are vulnerable, such as email and internet chat room misuse; mobile threats by text messaging and unpleasant calls; misuse of associated technology, i.e. Camera and video facilities.

- Faith/Religious - making comments and being unfriendly to someone because of their beliefs

3. What is not Bullying?

When talking about bullying, it is very important for students, teachers, and parents to understand what bullying is not. Many times, a single act or behaviour is hurtful and unkind behaviour, but it is not considered bullying. It is very important for the victim, staff and parents to know what bullying is not to make sure that when things seem hurtful, they will not fall immediately into the category of bullying, because the way to overcome bullying is different from the way to overcome other hurtful acts. Examples of acts that are not bullying include:

- Not liking someone – It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are not acts of bullying.
- Being Excluded – It is very natural for people to gather around a group of friends, and we cannot be friends with everyone, so it is acceptable that when students gather, they will include their friends and exclude others. Although exclusion is unpleasant, it is not an act of bullying.
- Attempting to have students behave in a certain way – This can be natural behaviour. Wanting things to be done our way is normal and is not an act of bullying. To make sure students do not fall into considering it as an aggressive or “bossy” behaviour, we need to teach them assertiveness.
- A Single Act of Telling a Joke About Someone – Making fun of other people is not fun for them, but the difference between having a sense of humour and making fun of someone is very fine. It is important to understand that things they say as jokes should also be amusing for others. If not, they should stop. Unless it happens over and over again and done deliberately to hurt someone, telling jokes about people is NOT bullying.
- Arguments – Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it, most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is NOT a form of bullying, although some people turn arguments into bullying, because they want to win

the arguments so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained and use it against the other person. It is very important to distinguish between natural disagreements and bullying during an argument.

● Expression of Unpleasant Thoughts or Feelings Regarding Others –Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is not a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgement about each other's attitude and behaviour. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this," this is NOT bullying but an expression of thoughts and feelings.

● Isolated Acts of Harassment, Aggressive behaviour, Intimidation or Meanness – The definition of bullying states that there is a repetition in the behaviour. Bullying is defined 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. Therefore, anything that happens once is not an act of bullying. As a parent, it is important that you pay attention to what your children are telling you and find out if things are happening more than once.

4. Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs (not exhaustive), and they should investigate if a child:

- is frightened of walking to or from school.
- does not want to go on the school or public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn, anxious, or lacking in confidence.
- starts stammering

- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay a bully).
- has dinner or other monies continually "lost".
- has unexplained cuts or bruises.
- comes home hungry or starving (money / lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what is wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Prevention

Prevention is better than cure so at Progression 2 Work we are vigilant for signs of bullying and always take reports of bullying seriously. At Progression 2 Work everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always.

We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against a key value of the school, Civility. We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- An open and transparent school ethos

- The direct work of Ethos with targeted students
- The direct work with Inclusion Team focussing on communication and social interaction skills.
- No bullying approach from all staff
- Intervention work from the Inclusion team for students who are repeat offenders - 'put them into the shoes of the students that is bullied' - 're-framing civility session'
- Buddy/mentoring systems
- Assemblies
- The tutor programme
- Anti-Bullying week specific focus
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying
- Parental/Staff/Student surveys
- External provider workshops/performances

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the school cares about bullying.

Progression 2 Work recognises that there are particular times when students may be more vulnerable to bullying – for example, at lunch and break times and the beginning and end of the school day.

Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents. There are locations around the school where incidents of bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised, or students will be forbidden access to these areas. Online activities also create vulnerability. Parents and carers should monitor use of social media. We recommend any concerning messages are recorded or "screen shot." They provide evidence of bullying and could be shared with a range of stakeholders including the police.

6. Anti-bullying Procedure

Progression 2 Work encourages any student being bullied to not retaliate, but to tell someone they trust such as a friend, a family member or a trusted adult. Students are also encouraged to report any incidents of bullying in school. The school regards bullying behaviour very seriously and therefore the following steps will be promptly taken in dealing with incidents.

Reporting and Supporting

Pupils, parents and carers can report any bullying issues or concerns to any member of staff.

Parents can contact tutors, mentors, the inclusion team and the DSL to report and discuss concerns around bullying

Any reported incidents will then be passed over to the Behaviour Team, Inclusion Team and DSL to co-ordinate a holistic approach to investigating any concerns and putting in place any strategies and interventions that are deemed needed. Parents will be informed of all decisions and next steps that are to be undertaken.

Supporting- Post Incident Responses for the Target or Victim of Bullying

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Letter will be sent home to all involved parties tailored to the individual situation
- A clear account of the incident will be recorded on CPOMS as bullying and referred to a member of the inclusion team where an appropriate response will be agreed.
- Immediate action to stop the incident and secure the child's safety.
- Positive reinforcement that reporting the incident was the correct thing to do.

- Reassurance that the victim is not responsible for the behaviour of the bully.
- Strategies to prevent further incidents. The first time a bullying incident occurs; we may use the 'no blame approach.' This focuses on encouraging empathy. Sanctions may be applied for the initial behaviour such as a detention or isolation at social time but there is a greater emphasis on trying to restore or build relationships between those involved. This approach requires those involved to decide on solutions and agree on a way forward.
- Sympathy and empathy.
- Timetable change
- Mentoring.
- Counselling.
- Assertiveness training.
- Involvement from our School PC from Nottinghamshire Police
- Restorative Justice Programme
- Work with our Senior Mental Health Lead and/or team member
- Extra supervision or monitoring.
- Creation of a support group.
- Peer mediation or peer mentoring.
- Informing or involving parents.
- Mediation between the instigator and the victim (provided this does not increase the victim's vulnerability).
- Arrangements to review progress.

Supporting - For the Bully

Progression 2 Work takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- Initial letter will be sent home

- Immediate action to stop an incident of bullying in progress.
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- Place on a report card or individual behaviour plan or Personal Support Plan.
- Behaviour Contract in place
- Nottinghamshire Police involvement.
- Restorative Justice Programme
- Social stories with Inclusion Team staff
- Work with our Mental Health Lead and/or team member.
- Timetable change.
- Removal from class or group and placement on outreach for a limited time with targeted interventions in place
- Counselling or instruction in alternative ways of behaving.
- Adult mediation between the instigator and the victim (provided this is safe for the victim).
- Fixed periods of suspension.
- Permanent exclusion
- Rewards or positive reinforcement for children in order to promote change and bring unacceptable behaviour under control.
- External training by appropriate bodies.
- Signposting to appropriate support materials and support agencies, both internal and external

7. Monitoring Arrangements

This policy will be evaluated annually and updated where necessary. The views of students and staff will be used to make changes and improvements to the policy on an on-going basis.

8. Links with other school policies

Safeguarding Policy

Behaviour Policy

Exclusion Policy



RHSE Policy

KCSIE 2025

9.) Changes log

This is the first version of this iteration of the schools Anti-Bullying Policy, and any changes will be recorded below.