



Progression 2Work Anti-Bullying Policy

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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 2Work. 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 may include but is not limited to:

- **Emotional or relational bullying** – deliberately excluding, isolating, humiliating, tormenting, manipulating friendships or spreading rumours about another person.
- **Physical bullying** – pushing, kicking, hitting, punching, damaging possessions or using physical violence or threatening behaviour.
- **Verbal bullying** – name-calling, insults, threats, sarcasm, mocking, teasing or spreading harmful rumours.
- **Online or cyberbullying** – bullying through social media, messaging services, online gaming, emails, photographs, videos, calls or other digital technology.
- **Race-related bullying** – behaviour connected with a person's actual or perceived race, colour, nationality, ethnic origin or national origin.
- **Religion or belief-related bullying** – behaviour connected with a person's actual or perceived religion, faith, belief or lack of belief.
- **Disability, medical condition or SEND-related bullying** – behaviour connected with a person's actual or perceived disability, special educational need, medical condition, communication need or learning difference.

- **Sexist, misogynistic or misandrist bullying** – behaviour based on a person's sex, perceived sex, gender stereotypes or attitudes towards girls, women, boys or men.
- **Homophobic or biphobic bullying** – behaviour connected with a person's actual or perceived sexual orientation, including where someone is targeted because of the sexual orientation of a family member or friend.
- **Transphobic bullying** – behaviour connected with gender reassignment or a person's actual or perceived gender identity.
- **Sexual bullying** – repeated sexual comments, jokes, gestures, rumours, unwanted attention or sharing sexual material intended to humiliate, intimidate or distress another person.
- **Pregnancy or maternity-related bullying** – behaviour directed at a student because of pregnancy, maternity or their status as a parent.
- **Other prejudice-based or discriminatory bullying** – behaviour connected with a person's identity, background, appearance, family circumstances, care experience or association with another person.

Bullying may be based on an actual characteristic, a perceived characteristic or a person's association with someone who has that characteristic. Sexual harassment, sexual violence and other discriminatory or abusive behaviour will be addressed seriously under the Behaviour Policy and Safeguarding and Child Protection Policy, whether they occur once or form part of a repeated pattern.

3. What is not Bullying?

Not every disagreement, friendship difficulty, argument or isolated hurtful incident may meet the definition of bullying. An incident may not constitute bullying where there is no repetition or potential for repetition., no intention to cause harm and no imbalance of power.

However, behaviour must never be dismissed simply because it has only happened once or does not meet the definition of bullying. A single incident may still constitute serious misconduct, discriminatory harassment, sexual harassment, violence, intimidation, abuse or a safeguarding concern. It will be taken seriously and addressed under the schools behaviour policy and where applicable the school safeguarding and child protection policy.

Staff must consider the nature and impact of the behaviour, the context in which it occurred, any imbalance of power, protected characteristics, SEND, Vulnerability and the likelihood of the behaviour being repeated. Staff must not dismiss inappropriate behaviour as banter, A joke, part of growing up or normal conflict.

Where an incident may constitute child on child abuse or indicate that a child is at risk of harm, it must be reported to the DSL or deputy without delay, regardless if it meets the definition of bullying.

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 safeguarding action

Students, parents and carers may report bullying or related concerns to any member of staff. Reports may also be made to a mentor, tutor, member of the Behaviour Team, senior leader, DSL or deputy DSL.

The member of staff receiving the report must listen carefully, take the concern seriously and reassure the student that reporting it was the correct thing to do. Staff must not promise confidentiality. A factual record must be made promptly on CPOMS in accordance with the school’s recording procedures.

Where the reported behaviour may constitute child-on-child abuse, discriminatory abuse, sexual harassment or violence, exploitation, a threat involving a weapon, serious physical harm or another safeguarding concern, it must be reported to the DSL or deputy DSL without delay. Staff must not wait for the Behaviour Team to investigate before making the safeguarding referral.

The DSL or deputy DSL will determine the appropriate safeguarding response in accordance with the Safeguarding and Child Protection Policy. This may include an immediate risk assessment, protective arrangements, support for the children

involved, consultation with children's social care or the police and preservation of relevant evidence.

Where the concern does not require a safeguarding response, or once the DSL confirms that it may be managed through the school's behaviour procedures, the Behaviour Team will coordinate the investigation, support and proportionate response. The Behaviour Team and DSL will work together where behaviour and safeguarding considerations overlap.

Immediate action must be taken where necessary to protect any student from further harm. Parents and carers will be kept appropriately informed in accordance with safeguarding, confidentiality and information-sharing requirements

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 Behaviour 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 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 individual behaviour plan or Personal Support Plan.
- Behaviour Contract in place
- Nottinghamshire Police involvement.
- Restorative Justice Programme
- Social stories with Behaviour 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 (Anti Bullying Programme)
- Counselling or instruction in alternative ways of behaving.

- Adult mediation between the instigator and the victim (provided this is safe for the victim).
- Formal suspension for a defined period, where proportionate, in accordance with our exclusion arrangements
- Permanent exclusion or termination of placement as a last resort following
- 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 2026

9.) Changes log

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