



Anti-Bullying Policy

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Review by:	31/9/26	

Contents

- 1. Aims
- 2. Objectives
- 3. Evaluation
- 4. Linked Policies
- 5. Rationale, Prevention and Definition
- Appendix 1 Anti Bullying procedure
- Appendix 2 ReFocus tiered Response to bullying
- Appendix 3 Anti Bullying Contract
- Supporting Organisations and Guidance

1. Aims

1.1 ReFocus aims to establish a tolerant, bully-free environment for all its students; if all students are to achieve their true potential, they must feel safe at school. The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

1.2 Friendship fallouts occur at times and occasionally there will be conflict between students.

1.3 Often bullying occurs where there is an imbalance of power, if bullying does occur, we will:

- Reassure and support the victim
- Investigate/report/monitor/support
- Interview the alleged instigator and provide support if required
- Work with parents/carers and external agencies to help the victim and the instigator
- Record and monitor incidents to avoid re-occurrence.
- Support staff and parents/carers to ensure that our response to incidents is prompt and consistent.

2. Objectives

2.1 ReFocus operates within the guidance and procedures set out by the Department for Education (DfE), including the

- Education and Inspections Act 2006 (s.89)
- Equality Act 2010 (Public Sector Equality Duty, s.149)
- Keeping Children Safe in Education (KCSIE, 2025)

2.2 All Directors, teaching and non-teaching staff, students and parents understand what bullying is.

2.3. All Directors, teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.

2.4 All students, Parents/Carers know what the school policy is on bullying, and what they should do if bullying arises.

2.5 As a school, we take bullying seriously. Students, Parents/Carers should be assured that they will be supported when bullying is reported. Bullying will not be tolerated towards any member of the school community be they a child or adult.

3. Evaluation

3.1 This policy will be reviewed annually by the Executive Headteacher alongside the Governing Board to ensure compliance with statutory guidance.

3.2 Data on bullying incidents will be anonymised and shared with governors for oversight.

4. Linked policies

This policy is seen as an integral part of our Safeguarding process and should be read in conjunction with the following linked policies:

- Equality and Diversity Policy
- Exclusion Policy
- Health and Safety Policy
- ICT and Acceptable Use Policies
- Online safety Policy
- Mobile Phone Policy
- Safeguarding and Child Protection Policy

Procedures and supplementary information to support this policy are appended as follows:

Appendix 1 - Anti Bullying Procedures

Appendix 2 – Anti Bullying Contract

5. Rationale, Prevention and Definition

Bullying can occur in any school setting and may present in complex ways. Addressing concerns promptly is essential to reduce any long-term impacts on wellbeing, attendance, and attainment.

5.1 Prevention

5.1.1. We actively promote a zero-tolerance attitude towards bullying through curriculum teaching, our PSHE programme and pastoral activities, and through annual staff refreshed training.

5.1.2. We raise awareness of the serious and harmful consequences of bullying regular discussions. 5.1.3 Students are encouraged to talk to any member of staff if they feel they are being bullied and are supported by their key worker.

5.1.4. All ReFocus sites have anti-bullying boxes for those students who wish to remain anonymous and a designated email address that can also be accessed by students to report bullying. These are both managed by DSL team members.

5.1.5. A transparent and open approach to talking about bullying is vital to ensure pupils know that incidents will be dealt with promptly and effectively. We want and encourage our students to talk to us if they are experiencing or recognise bullying in any form. This means that anyone who knows that bullying is happening is expected to tell staff. Students are regularly reminded that bystanders have a responsibility to tell an adult in school if they are concerned that bullying is occurring.

5.2 ReFocus Definition

5.2.1. There is no legal definition of bullying, however at ReFocus our definition of bullying is:

- Repetitive intentional hurting of one person or a 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.

5.2.2. Bullying can be (but is not limited to):

- physical (hitting, kicking, theft)
- teasing
- making threats in person or online
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups etc)

5.2.3. Bullying therefore can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race or religion, sex. It might be motivated by actual differences between children, or perceived differences.

5.2.4. The following are protected characteristics and our role in school is to ensure that students are protected from bullying in relation to these both in-person and online. The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- marriage and civil partnership

5.2.5. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

5.2.6. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police should always be informed.

5.2.6. We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

5.2.7. At Refocus we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and reemphasise our core values.

APPENDIX A

6. Anti-Bullying Procedures

The following procedure should be followed by staff when dealing with an incident of bullying

6.1. In investigating any incident of bullying a member of staff will interview the victim, the instigator, and any possible witnesses of the bullying, taking written statements.

6.2. The victim must be immediately supported and re-assured that threatening, aggressive or anti-social behaviour is unacceptable.

6.3. The victim should be clear about the action to be taken by the member of staff (The victim may also need to be supported in adopting “coping” strategies.)

6.4. Finally, it is important that the victim knows that the bullying incident[s] is/are recorded, will be investigated and resulting action taken

6.5. It is important that the instigator is also allowed to give her/his version of events, they should be reminded threatening, aggressive or anti-social behaviour is unacceptable.

6.6. The instigator should be clear about the action to be taken by the member of staff (The instigator may also need to be supported in adopting strategies to address their behaviour)

6.7. After an investigation and as appropriate, the instigator will be given an appropriate sanction in line with our behaviour system and must be informed that the incident has been recorded and will be monitored. It is important that the instigator is made to recognise their inappropriate / anti-social behaviour, understands its consequences of it and agrees to stop the offensive actions.

6.8. Although the victim may need support, it is important wherever appropriate, that the instigator and victim are brought together so that reassurances can be given by the instigator that no further incidents will occur.

6.9. It should be noted that occasionally bullying may be falsely alleged, where it is clear that a false allegation has been made the school will also take this very seriously and provide support to the person about whom the allegation has been made.

6.10. Incidents of bullying must be recorded and monitored to ensure that the issue is appropriately addressed. It is important that BromCom is updated, and notes are maintained in students' files so that staff can have a complete overview of a student at any given time, but it is also necessary to have an overview of the incidence of bullying in school.

6.11. With incidents of racial bullying, staff should also refer to the procedures for dealing with racial harassment.

6.12. Parents/Carers will be contacted once the incident[s] has been investigated and that the victim, instigator and any possible witnesses have been interviewed.

6.13 If there are serious concerns or if the instigator of bullying refuses to accept s/he has been in the wrong, parents/carers will be invited into school to discuss the matter fully. The school reserves the right to contact the police in the investigation of any incident of bullying.

6.14. Where appropriate, external agencies and organisations may be involved in a supportive / counselling role (e.g., Kidscope, Children's Adolescent and Mental Health Service,

6.15. Northamptonshire Children's Services and the student's key worker will be informed or involved as appropriate.

6.16. A follow up of the incident will take place between 2-4 weeks later, by the key worker. The victim will be interviewed; this is to ensure that the incident was isolated and to check that the victim is happy and safe. A follow up form will be completed by the key worker and stored centrally.

APPENDIX B

7. 1. ReFocus tiered Response to bullying

7.1.1 Friendship Fallout or Isolated Incident between Students – This is not recorded as Bullying but is logged and monitored

7.1.2. A restorative conversation/apology is actioned by Key Worker and logged on an intervention record as: "Restorative meeting" and Logged on BromCom comment as "friendship fallout"

7.1.3. The Key worker will monitor the student/s involved

7.1.4. The parents/carers may be contacted if deemed appropriate

7.2 Repetition of action/behaviours towards same student/s or new student/s which causes upset or distress

7.2.1. This is Potentially Bullying Behaviour

7.2.2. A restorative meeting and Restorative log are completed and/or an apology actioned by Key Worker – this is logged on an intervention record as a Restorative meeting and a log is attach. A caution for potential bullying is recorded

7.2.3. The Key worker will restate expectations about acceptable behaviour towards others (Tolerance and Respect) and Log on BromCom the incident as a comment "potential bullying"

7.2.4. The Key Worker will monitor the student/s involved and support for victim as appropriate

7.2.5. The Key Worker will set appropriate school-based sanction in line with the behaviour system

7.2.6. Parents /carers will be informed

7.3 Continuation of choices/behaviours towards others which fit the ReFocus definition of Bullying

7.3.1. This is defined as bullying behaviour

7.3.2. Parent/carers will be required to attend a meeting at school (actioned by the Key Worker)

7.3.3. Actions will be agreed by the student, home and school to support the instigator in changing their behaviours. An anti bully contract will be completed to support this.

7.3.4. A log is completed and recorded on our intervention record as: anti bully contract, and it is logged on BromCom as comment "bullying" and then enter type

7.3.5. A restorative meeting and/or regular follow up and review of this and any other behaviour is undertaken by the Key Worker

7.3.6. The Key worker will also set any school-based sanction in line with the ReFocus behaviour system.

7.3.7. The Key Worker is responsible for informing the victim's parent/carers of appropriate actions and should have a regular follow up with victim/ providing a support package as appropriate

7.4. Persistent choices/behaviours towards others which fit the ReFocus definition of Bullying

7.4.1. This is defined as Bullying Behaviour

7.4.2. A Panel Meeting will be arranged at school with Senior leader present.

Actions/Support will be agreed by the panel including: potential restriction on unstructured time /movement in the building / removal from lessons and sanctions including fixed term exclusion.

7.4.3. Support from inside school/outside agencies will also be agreed including police

7.4.4. This will be logged on intervention and record as: panel meeting: bullying

7.4.5. This will also be recorded on BromCom as comment "bullying" and then type

7.4.6. Victims parent/carers will be informed and as appropriate invited to school for a meeting

7.4.7. Key Worker have a regular follow up with any victims and provide a support package as appropriate

APPENDIX C

Anti-Bullying Contract

8. Anti-Bullying Contract

This contract is drawn up between ReFocus, the student and the Parent/Carer.

As a school we will:

- Take bullying seriously and act upon it when it is reported
- Support the victims of bullying and help them to feel safe within school
- Take action against the bully/s and support them in changing their behaviour
- Work with parents/carers of any student who is involved in bullying to support and encourage the student/s in finding solutions

As a student I will:

- Stop causing upset and distress to other students
- I will show respect and tolerance to all my peers
- I will not join in other situations of bullying behaviour
- I will not turn a blind eye or be a bystander to victimisation or bullying, I will tell someone.
- I will use acceptable language with my peers

- I will not use social media to bully my peers

Specific things I will refrain from:

1.

2.

3.

Specific things I will do to change my behaviour:

1.

2.

3.

As a parent/carer I will:

- I will support the schools actions and strategies to help modify my child's behaviour
- I will encourage my child to change their behaviour
- I will sign the contract to show that I support and will adhere to ReFocus Ltd Anti- Bullying policy.

Student:

Parent/Carer:

ReFocus:

Date

Contract review date:

9. Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/nohealth-without-mentalhealth-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk

ANTI BULLYING POLICY 9

- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25> **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educationa