



# Bridgeview Special School

## Anti-bullying and Anti-discrimination Policy



1	Summary	Anti-bullying and Anti-discrimination policy			
2	Responsible person	Donna Kaye			
3	Accountable SLT member	Principal – Rob Abrahamsen			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Safeguarding team			
6	Who has been consulted and recommended policy for approval	SLT Staff Governors			
7	Approved by and date	Reviewed October 2025			
8	Version number	V2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	October 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Introduction

At Bridgeview Special School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well being of our pupils.

In line with Equality Act 2010, it is essential that our setting:

- Eliminates unlawful discrimination, harassment or victimisation
- Promotes equality of opportunity and foster good relation between people who share a protected characteristics and people who do not share them
- Prevents discrimination, harassment and victimisation.

Bridgeview Special School follows the anti-discrimination law. This means that all staff must act to prevent discrimination, harassment and victimisation within the school.

This policy has been drawn up using guidance from NSPCC Learning, Anti-Bullying Alliance and Kidscape.

Our Anti-Bullying Leads are: Donna Kaye and James Stewart.

## 2. Scope of the policy

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported responding in a proportionate and consistent way
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behavior and challenge attitudes about bullying behaviour.
- Outline the consequences for those who show bullying behavior
- Prevent, de-escalate and or stop any continuation of harmful behavior.
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender, identity, disability, ethnicity, sexual orientation, religion and belief



### 3. Our definition of bullying

At Bridgeview Special School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through PSHE, Personal Development interventions and assemblies.

Bridgeview Special School adopts the definition of bullying taken from The Anti-Bullying Alliance.

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

There are four key elements to this definition:

**hurtful**

**repetition**

**power  
imbalance**

**intentional**

These four key elements

This video by the Anti-Bullying Alliance explains what is meant by an imbalance of power.

<https://youtu.be/cnA51tmxtag>

### 4. Types of bullying

Types of bullying can include, but are not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Relational, e.g. spreading nasty stories, gossiping, excluding from social Groups.



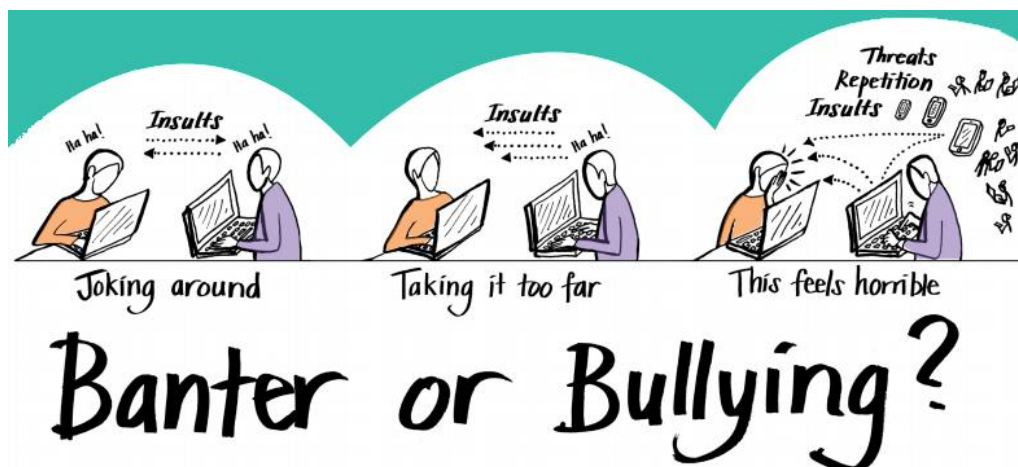
- Online /cyber – The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation. Examples include rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling. Sharing pictures, videos or personal information without the consent of the person and with the intent to cause harm or humiliation, hacking into someone's online accounts to extract and share personal information, or to send hurtful content while posing as that person, making fun of someone or spreading malicious rumours, pressuring someone to do something they do not want to such as sending a sexually explicit image.
- Indirect - Can include the exploitation of individuals, graffiti, defacing of property, display of class, disability, homophobic, racist or sexist material.
- Child on Child abuse – There are many definitions of bullying and child-on-child abuse, but most have three things in common:
  - It is deliberately hurtful or threatening behaviour.
  - It is repeated often over a period.
  - It is difficult for those being bullied to defend themselves.
- Gender bullying – Sexuality and gender-based bullying can be similar to sexual harassment or sexual orientation discrimination. Examples include comments or jokes, insults or taunts, pictures, emails or texts sent by the bully and intrusive questions about a pupil's private life.
- Homophobic, biphobic and transphobic (HBT) bullying - bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT). Examples include name calling, isolation, exclusion and they can experience other forms of bullying.
- Upskirting – is a type of voyeurism when someone uses equipment like a camera or mobile phone to take photos or videos underneath a person's clothes, without their permission.

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.



## Behaviours often associated with bullying



### Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

### Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Watch this video from the Anti-Bullying Alliance describing when banter is bullying.

<https://youtu.be/GHdvxQ57zbw>

Watch this video from the Anti-Bullying Alliance showing how to recognise when banter is going too far.

<https://youtu.be/wbM5WowgyE>



## 5. The Equalities Act 2010 and eliminating discrimination

Under the Equality Act 2010 it is against the law to discriminate anyone because of

- age
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex/gender.
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language



## 6. Link to the school Safeguarding policy

Staff at Bridgeview Special School understand the clear links between safeguarding of children and bullying. Any case of bullying is taken seriously, and staff understand that bullying can be a form of peer-to peer abuse. In accordance with the Children Act 1989 (Department for Education, England) **When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, 'significant harm' a bullying incident should be addressed as a child protection concern'**. Examples of occasions of when bullying may present safeguarding concerns including a child refusing to attend school,

External support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## 7. Stopping bullying wherever it takes place

At Bridgeview Special School we are fully aware that bullying behaviours do not just happen on school playgrounds. Bullying could take place in any of the following, this is not an exhaustive list:

- The journey to and from school
- The local community
- In school
- In extra-curricular activities link to school
- Online (both during and outside of the school day)

Where bullying takes places in transport to and from school, the school will work with the transport service to address this.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal will consider whether it is appropriate to notify the police or local anti-social behaviour team of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.



Our ethos is to ensure that while pupils are in school, or traveling to or from school pupils are entitled:

- To feel safe and not to be made unhappy by others.
- Not to be frightened by others.
- Not to be touched.
- Not to be teased about race, religion, disability, social class, gender, sexual orientation, personal differences, personal appearance, performance at school or any other matter.
- Not to be made unhappy by unpleasant notes, letters, text messages or any other means of communication.

## 8. Signs and Symptoms

Signs of bullying	Effects of bullying
<p>No single sign will say for certain that a child is being bullied but the following are examples of behaviours to watch out for:</p> <ul style="list-style-type: none"> <li>• Belonging setting 'lost' or damaged</li> <li>• Physical injuries, such as unexplained bruises</li> <li>• Being afraid to go to school, skipping school or saying they feel 'ill' each morning</li> <li>• Not doing well at school</li> <li>• Being nervous, losing confidence, becoming distressed or withdrawn</li> <li>• Problems with eating or sleeping</li> <li>• Bullying others</li> </ul>	<p>Children who are bullied:</p> <ul style="list-style-type: none"> <li>• May develop mental health problems like depression or anxiety</li> <li>• Have fewer friendships</li> <li>• Aren't accepted by their peers</li> <li>• Are wary and suspicious of others</li> <li>• Have problems adjusting to school, and don't do as well.</li> </ul> <p>All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying.</p>



## 9. Prevention

Bridgeview Special School's response to bullying does not start at the point in which a child has been bullied. Staff recognise that the pupils who attend Bridgeview Special School need additional support to develop positive, respectful relationships and therefore are vigilant in gathering intelligence about issues between pupils which may provoke conflict. Staff use this information to prevent bullying and use restorative practices to encourage harmonious relationships.

Bridgeview Special School creates an ethos of high expectations for good behaviour where pupils learn the right way to behave and staff model this. This culture extends beyond the classrooms to the corridors, the dining room, playground and beyond the school gates.

A strategic whole school approach tackles bullying from many angles across the school and includes:

- A strong anti-bullying policy.
- Underlying values, having a positive school ethos and high expectations for behaviour.
- Well designed curriculum to help pupils recognise bullying, the impact of bullying and understand how to speak up.
- Providing meaningful opportunities to celebrate diversity and inclusion.
- Training and staff development, including specific guidance on those groups who are most likely to be bullied.
- Reporting and responsive strategies, reporting concerns to the Designated Safeguarding Lead and Anti-Bullying Leads.
- Providing support and assurances to the child that concerns have been listened to and action will be taken.
- Clear messages that bullying must stop and will not be tolerated.
- Focussed work with both parties to find solutions. Identifying the most effective way to prevent reoccurrence and any consequences.
- Reflect and learn from bullying episodes, consider what needs to happen next to prevent future bullying e.g. PSHE and training.

Bridgeview Special School delivers a well-designed, comprehensive and coherent Relationship and Health Education curriculum. This curriculum includes the teaching and re-visiting over time the following elements:

- Caring friendships
- Respectful relationships
- Online safety
- Bullying (including cyber bullying)
- How to seek support and ask for help



The staff and pupils of Bridgeview Special School also take part in national calendar events including Anti-Bullying Week, Safer Internet Day.

Assemblies are used to regularly explore topics including diversity, inclusion, bullying and acceptance.

Posters about Anti-Bullying information are displayed around the school along with ChildLine posters.

Anti-bullying questionnaires are completed yearly to collect the views from all pupils which inform future practice.

The School Council supports ongoing developments linked to our policy.

## **10. Reporting and recording bullying**

Bridgeview Special School recognises that the ability to report and record incidents of bullying behaviour is a crucial part of any anti-bullying strategy. Staff recognise that many of our pupils find it difficult to communicate their needs, feelings and what may be happening. Therefore, having a 'one size fits all' approach reporting mechanism is unhelpful for our pupils.

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying.

Bridgeview Special School aims to create a 'telling environment' where they feel confident to report bullying behaviour. We aim to

- Create a quiet space to communicate and report bullying
- Understand the pupil's communication needs
- Provide the pupils with communication tools and alternative reporting routes
- Give the pupil time to feel calm and fully share the information they need to
- Provide an emotionally available adult if required

All reports of bullying will be listened to and taken seriously.

All staff are required to record any incidents of bullying behaviour using the school's CPOMs system, this is shared with the Designated Safeguarding Lead and Anti-Bullying Leads. All incidents of bullying are monitored using a tracker system by the Senior Leadership Team, who check to ensure that appropriate actions have been put in place and to determine any patterns or trends that require further action.



Parents/carers are also encouraged to share any concerns with the class teacher or Principal. If a parent/care has a concern about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Senior Leadership Team. If a parent/carer feels unable to talk to the class teacher, they can make an appointment to speak directly with the Principal. The school will work with both the child and the parents/carers to ensure that any bullying is stopped and that support is given where needed. The school will deal with all children involved and their parents directly, parents should not confront the bully or their parents. If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

This monitoring will inform the PSHE education curriculum and assemblies.

Bridgeview Special School has a clear procedure for dealing with any bullying incidents found in section 12.

## 11. Ten Key Principles to Preventing and Responding to Bullying

Bridgeview Special School is committed to the 10 Key Principles as set out by the Anti-Bullying Alliance to prevent and respond to bullying. These are:

Our school...
1. <b>listens</b> - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying
2. <b>includes us all</b> - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. <b>respects</b> - all school staff are role models to others within the school in how they treat others.
4. <b>challenges</b> - all forms of discriminatory language – including disablist language, racist language – is challenged taken seriously
5. <b>celebrates difference</b> – difference is actively and visibly celebrated and welcome across the whole school.
6. <b>understands</b> - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. <b>believes</b> - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. <b>reports bullying</b> - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. <b>takes action</b> - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. <b>has clear policies</b> - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.



## 12. Responding to bullying

The member of staff who investigations any allegation of bullying behaviour will find out as much detail as possible, including times, dates, type of bullying, witnesses etc. They will find out both sides of the story.

Staff will make sure that the child on the receiving end of the bullying behaviour feels included in any action taken and that they are not surprised by anything we do. We will listen, give reassurance and explain that together we will resolve the situation. Staff will assess what impact the bullying behavior is having on the pupil so to provide the correct care, support and guidance.

Any bullying behaviours which could be counted as incidents, will be recorded on the school's safeguarding system CPOMS and this will inform the monitoring system by SLT, DSL, and Anti-bullying leads using the anti-bullying behaviour tracking log.

Incidents recorded can include incidents in school and outside of school including cyberbullying or journeys to and from school, including minibus and taxi travel.

Information will be shared with the parents/carers of all pupils involved.

Reasonable and appropriate approaches to restorative practices will be considered and planned. Bullying rarely takes place in isolation so the person investigating the bullying behaviour will consider if the wider peer group requires intervention or support.

Pupils who have taken part in online bullying behaviours may be in breach of the school ICT Acceptable Use Policy and therefore have restrictions put in place for the use of devices.

It may be that disciplinary action is required. For example, if there have been threats of harm, when illegal content has been shared online.

### Clear Response

1. All initial bullying concerns, including cyberbullying are shared with the Designated Safeguarding Lead and Anti-Bullying Leads.
2. Information is recorded on CPOMS alerting the Senior Leadership Team.
3. If the incident is found to be any type of bullying the information is recorded on the Anti-bullying tracker and monitored between the teachers, DSL, SLT and Anti-Bullying Leads.
4. Parents are to be informed of any concerns for ALL children involved in the incident and all information is recorded on CPOMS for all children involved.
5. Monitoring remains ongoing through CPOMS and working with the DSL and Anti-Bullying Leads.
6. In serious cases of bullying or when bullying continues the parents of all children involved will be informed and requested to come in and have a



meeting to discuss the incident. This may involve, Teachers, SLT, DSL and Anti-Bullying Leads.

7. All children involved will have their wishes and feelings recorded and this will be added to CPOMs.
8. As a school we are committed to ensuring that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside the school and wider. Interventions will be completed by any child displaying bullying behaviours with a trusted adult.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. Any pupils who feel they are being bullied will be checked in with regularly by a trusted adult.

### **13. Communication**

The Anti-Bullying policy will be displayed on the school website. Information on how the curriculum promotes positive relationships and anti-bullying will be shared with parents on the website and in newsletters.

### **14. Helpful information**

- ChildLine: ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.
- Direct Gov: Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.
- EACH : EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.
- Victim Support: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Support line for free on 08 08 16 89 111.



## 15. Websites

[Childline | Childline](#)

[Find help and support \(anti-bullyingalliance.org.uk\)](#)

[StopBullying.gov](#)

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

[Bullying | How To Deal With Bullying and Getting Help | YoungMinds](#)

[Help With Bullying \(kidscape.org.uk\)](#)

[BulliesOut - Anti-Bullying Training, Awareness and Support](#)

[Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)

[Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](#)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)