

		Date	Review Date
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Legal Status

This policy draws on Department for Education guidance 'Preventing and Tackling Bullying' (2017), 'Keeping Children Safe in Education (KCSIE 2025)', and 'Working Together to Safeguard Children (2023)'. It should be read in conjunction with the Positive Behaviour Policy and Safeguarding Policy.

TILT Education believes that bullying of any kind is unacceptable and will not be tolerated. We are committed to providing a safe, caring, inclusive and respectful environment for all pupils, staff, and members of our community. This policy applies to:

- All staff (teaching and non-teaching) and volunteers working within TILT Education.
- Pupils and parents/carers engaged with TILT Education.

Availability

This policy is made available to staff, parents, and pupils via the TILT Education website. On request, a paper copy or accessible format (large print, translated, or digital version) may be obtained from the TILT Education office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre and Headteacher.

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Introduction:

Schools have a duty of care for pupils and staff alike and, to this end, TILT Education strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, TILT Education will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

The policy's primary objective is to ensure that members of TILT Education community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

Context:

Since the Education and Inspections Act 2008, the Equality Act (2010), Equality Duty (2011), the increased use of technology and the introduction of the new Ofsted framework in January 2012, the policy needed to be reviewed and amended.

The new policy draws on the Department for Education guidance on dealing with bullying, particularly 'Preventing and tackling bullying' (2017). This policy should be read in conjunction with the Behaviour policy which can be requested from TILT Education office.

Roles and Responsibilities:

The Proprietors have overall responsibility for the policy and its implementation. They will ensure bullying cases are appropriately managed, recorded, and analysed to identify patterns.

The Designated Safeguarding Lead (DSL) and deputies will oversee the recording of bullying incidents on LearnTrek and ensure that all incidents are treated as safeguarding concerns where appropriate.

Staff will implement the policy consistently and fairly. They will listen to pupils, take concerns seriously, and ensure immediate safety while following TILT Education's procedures. All staff will receive annual training on bullying, peer-on-peer abuse, online safety, and unconscious bias.

Parents and Carers are expected to work in partnership with TILT Education to maintain high standards of behaviour in and out of school and to model respect for others.

Pupils are expected to take responsibility for their own behaviour and to uphold our Anti-Bullying Statement. Pupils will also be supported to contribute to anti-bullying initiatives through forums such as pupil surveys, and peer mentor roles.

Definitions of Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Key features:

- Repetitive and persistent
- Intentionally harmful
- Involves an imbalance of power
- Causes distress, fear, or lack of confidence

Bullying can be:

- Physical (hitting, kicking, taking belongings)
- Verbal (name-calling, threats, racist/homophobic/sexist remarks)
- Indirect (spreading rumours, excluding others, manipulating friendships)
- Cyberbullying (harmful or threatening messages via social media, group chats, gaming platforms, image-based abuse, deepfakes, or anonymous apps).

Bullying may also be linked to protected characteristics under the Equality Act (2010) including race, disability, sex, religion or belief, sexual orientation, gender reassignment, or other personal circumstances.

Bullying behaviour can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour could be intentional or unintentional and may be on-going. The definition equally encompasses physical or non-physical actions; therefore, the harm could be physical, emotional, or both.

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. There is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them
2. There is a harmful outcome: a person or persons are hurt emotionally or physically
3. The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone, or it could be an indirect act such as spreading rumours via Facebook
4. There is usually repetition from the perpetrator. However, for vulnerable pupils in TILT Education community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

Bullying behaviour can be direct or indirect, simple or complex.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

Indirect bullying includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night.

Bullying differs from **'friendship fall-out'**, or other aggressive behaviour:

- "If two children or young people of about the same strength have the odd fight or quarrel. It is not bullying." (Olweus 1989, 1993, 1999)

Where there is bullying:

- There is normally a power imbalance so that the victim does not feel able to defend him/herself
- It is usually persistent but could be an isolated incident
- It might relate to racism, homophobia, sexism, ageism
- It might relate to a disability or a special educational need (SEN). In these examples, victims may not be aware of being bullied
- There is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

TILT Education will refer to the Anti Bullying Policy prior to considering Peer on Peer Abuse in line with our Whole School Safeguarding Policy.

Signs and Symptoms:

A victim may indicate by **signs** or behaviour that he or she is being bullied. These may include:

- Reluctance to attend school
- Unwillingness to travel on TILT Education bus/public transport
- Truancy from specific lessons
- Damage to clothing or possessions
- 'Losing' more items than usual
- Unexplained bruises/swellings
- Deterioration of school work/academic performance
- Being afraid to use the Internet
- Becoming jittery about receiving text messages
- Unkempt uniform
- Bullying towards siblings
- Taking money without permission
- Changes in mood, behaviour, or online activity
- Anxiety about group chats, online gaming, or social media use

Symptoms may include:

- Loss of appetite
- Headaches
- Stomach aches
- Stammering
- Sudden changes in behaviour
- Lack of confidence
- Signs of depression
- Nervous/edginess
- Difficulty in concentration
- Lack of motivation to complete work

These are examples, but this list is not exhaustive.

Reporting Bullying:

- Pupils are encouraged to report bullying to any trusted adult. Additional routes include worry boxes.
- Parents/carers may contact staff directly to report concerns.
- Staff must prioritise safety, then report incidents via LearnTrek
- All reports will be acknowledged within 24 hours and investigated within 5 school days.
- Staff who feel bullied by pupils or colleagues may raise concerns directly with the Proprietors.

Responding to Bullying:

Stage 1: Creating a Safe Environment

Preventative measures include:

- Signing an Anti-Bullying Statement at induction
- Supervision during unstructured times
- Safe spaces for vulnerable pupils (e.g. common room)
- Curriculum work in PSHE, RSE, SMSC, Safer Internet Day and Anti-Bullying Week
- Peer mentoring and pupil-led anti-bullying initiatives

Stage 2: If Bullying Occurs

- Restorative approaches will be used where appropriate to help pupils reflect, take responsibility, and repair harm.
- Parents/carers will be informed and support offered to both victim and perpetrator.
- External support services (e.g. Childline, Kidscape, Young Minds, NSPCC) may be signposted.

Stage 3: If Restorative Approaches Fail

- Sanctions may include loss of privileges, exclusion from activities, internal exclusion, or in serious cases, fixed-term or permanent exclusion.
- Where bullying causes significant harm, the DSL will treat the matter as a safeguarding concern and may refer to the Local Authority Designated Officer (LADO) or children's social care.
- In cases where bullying involves criminal behaviour (e.g. threats, harassment, online abuse), police involvement may be required.

Recording bullying and evaluating the policy:

When bullying of a pupil has been reported, statements will be taken from all relevant parties and stored as an attachment on LearnTrek.

When it is believed that bullying has occurred, the member of staff will log this on LearnTrek indicating the type of bullying and the names of the victim(s) and perpetrator(s). Detailed information about the incident will be stored on LearnTrek as well as other communication with pupils and parents such as a meeting or telephone call.

The measures taken, and sanctions imposed will be recorded and used to inform staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated annually.

Making a parental complaint:

If a parent is not satisfied with the way a bullying issue has been addressed, they will be directed to the school's complaints procedure.

Strategies for Preventing Bullying:

- PSHE (Personal, Social and Health Education) and SMSC (Social, Moral, Spiritual and Cultural Education)
- Assemblies
- Parent Review Meetings
- Restorative Practice
- Anti-Bullying Week in November
- Peer Mentoring.
- Annual pupil surveys to monitor experiences of bullying and safety
- Participation in Anti-Bullying Week

Links with other Policies:

- Behaviour Policy
- E-Safety Acceptable Use
- E-Safety Policy
- Complaints Policy
- Safeguarding Policy
- SMSC Policy

Reference Documents:

- DfE (2017) *Preventing and Tackling Bullying*
- DfE (2012) *Reducing Bullying Amongst the Worst Affected*
- Olweus, D. (1989) *Cross-national research in self-reported crime and delinquency*
- DCSF (2008) *Bullying Involving Children with SEND*
- DfE (2025) Keeping Children Safe in Education
- Working Together to Safeguard Children (2023)

Appendices:

Appendices A

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	
Follow up action (including dates)	
Support offered to victim and perpetrator	
Signed (name)	