Surrey Teaching Centre
Anti-bullying policy
Date: September 2026
Review date: September 2029

# Anti-Bullying Policy

***Possible changes in behaviour following an acquired brain injury:***

*A common change early in recovery is disinhibition, that is, loss of control over behaviour, resulting in socially inappropriate behaviour. Common complaints include a tendency to make tactless remarks, to laugh inappropriately, and to be over-familiar towards others. A major area of difficulty, especially early in recovery, is that of sexual behaviour - making inappropriate sexual advances or remarks. Abusive or crude language may cause offence. Most people gradually regain control over their behaviour, but those with a severe injury may remain impulsive and/ or inappropriate in their actions. A person with a brain injury may tend to speak or act without thinking about the possible consequences of their behaviour. This can lead to embarrassment in social situations, such as if they say an inappropriate remark without thinking that it might upset the person they are speaking to. People with a brain injury are often impatient, intolerant of others' mistakes, and easily irritated by interruptions, which disrupt their concentration. Where this is associated with poor behavioural control, it may result in outbursts of verbal or physical aggression. (Headway, 2017)*

**Children with ABI may be more vulnerable to displaying bullying behaviour or to being bullied because:**

- They may seem different from other children and in addition may need extra support.
- They may not be able to keep up with others physically or with conversations possibly due to language impairments and slower processing.
- They may have reduced higher level thinking skills e.g. problem solving.
- They may have difficulties making friends e.g. making inappropriate overtures and displaying disinhibited behaviours.
- There can be reduced understanding of non-verbal cues. (e.g. personal space, facial expression)
- Often reduced understanding of inference, so do not understand jokes or teasing and have literal understanding.
- They may not recognise that they are being bullied or that they are bullying others.
- They may have difficulties telling people about bullying.
- They may exhibit bullying behaviour as a defence or as communication attempts.

The school recognises that behaviours associated with an acquired brain injury may arise from neurological changes rather than deliberate intent. Staff will consider the context, the child's communication profile, cognition and emotional regulation when assessing incidents. Whilst behaviour associated with ABI does not excuse bullying behaviour, interventions will focus upon understanding need, supporting behaviour change and maintaining the safety and wellbeing of all pupils.

## Introduction

### Equality

The Surrey Teaching Centre is committed to fostering an inclusive environment where diversity is respected and celebrated. Bullying, discrimination or harassment based upon any protected characteristic under the Equality Act 2010 will not be tolerated and will be addressed promptly and proportionately.

Bullying of any kind is unacceptable, if bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively. We promote the ethos of a TELLING

school: anyone, including parents/carers, who is aware that bullying is happening, is expected to tell a member of staff. All staff are expected to be vigilant.

We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

This policy is specifically for incidents where children are involved and reference should always be made to the Surrey Teaching Centre's Ending Bullying and Harassment Policy when staff are the recipients of bullying, intimidation or harassment. Bullying may also be a safeguarding issue under the Children Act 2004 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Refer to the Surrey Teaching Centre's Child Protection and Safeguarding Policy.

The Surrey Teaching Centre's aims include:

- to encourage in pupils self-esteem, mutual respect, sensitivity, tolerance, co-operation and goodwill in human relationships
- to encourage pupils to understand their rights and responsibilities as members of the local and wider community
- to create and maintain a warm, friendly, calm and purposeful atmosphere and a safe environment

**Definition of Bullying**

*'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.' Anti-bullying Alliance*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be **deemed to be bullying even if the behaviour has not been repeated or persistent** – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

**What does bullying look like?**

Bullying may be carried out by individuals or groups, and may take several forms: physical, verbal, non-verbal and indirect including online.

All staff should be aware that children can abuse other children. This is referred to throughout Keeping Children Safe in Education (KCSIE) as child-on-child abuse. Bullying can be one form of child-on-child abuse and should always be considered alongside safeguarding procedures where appropriate.

**Bullying and Safeguarding**

Bullying may constitute a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Some incidents of bullying may also amount to child-on-child abuse and require a safeguarding response.

All staff consider whether behaviour may involve:

- sexual violence

- sexual harassment
- child-on-child abuse
- harmful sexual behaviour
- online abuse
- coercive or controlling behaviour
- prejudice-related incidents
- exploitation

Where appropriate, concerns will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the Child Protection and Safeguarding Policy.

Bullying can be related to:

- race, ethnicity or nationality
- religion or belief
- disability, special educational needs or additional needs
- sex
- sexual orientation
- gender reassignment
- pregnancy or maternity (where appropriate)
- appearance
- home circumstances
- looked after status
- caring responsibilities
- socioeconomic disadvantage

The school recognises its duties under the Equality Act 2010 and will not tolerate prejudice-based bullying directed towards any protected characteristic.

It can take the form of:

- Physical; pushing, poking, kicking, hitting, biting, pinching, spitting, taking or damaging belongings,
- Verbal; name calling, sarcasm, spreading rumours, threat, teasing, belittling, taunting, mocking, insulting, making offensive comments including using racist, sexist or homophobic remarks, baiting and 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.
- Emotional; isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, glaring, turning away from and generally ostracising others, excluding, manipulation and coercion.
- Sexual; unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, upskirting, (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) etc.
- Online/cyber; posting on social media and sending offensive or degrading images by phone or via the internet, sharing photos, sending nasty text messages, social exclusion and sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.
- Indirect; producing offensive graffiti, can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence, virtually or physically, of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying: all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff/other adults
- staff
- individuals or groups

Vulnerable groups include:

- young carers
- looked after children
- children with SEN
- bullying related to home circumstances
- bullying related to appearance or health

**Online Bullying**

Online bullying includes behaviour using:

- social media
- messaging services
- gaming platforms
- online forums
- livestreaming
- image sharing
- artificial intelligence (AI) generated images or content
- fake accounts
- anonymous messaging apps

Online bullying may include:

- sharing images without consent
- exclusion from online groups
- impersonation
- threats
- harassment
- doxxing
- recording incidents for sharing online
- encouraging others to target an individual

The school recognises that online bullying may occur outside school hours but will investigate where it has an impact on pupils' safety or education.

**Reporting and responding to bullying**

Our school works in collaboration with The Children's Trust to report bullying including parents/carers, children and young people. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

**Strategies for Preventing Bullying**

Preventative measures are designed to discourage bullying with opportunities for pupils to discuss bullying and to practise interpersonal skills in a range of subjects and contexts supported by The Children's Trust.

- PSHE teaching including online safety are delivered as part of Personal Pathways and reinforced throughout the curriculum as appropriate.
- Anti-Bullying Week annually in November.
- The school actively seeks the views of pupils through pupil voice activities, discussion and observation.
- Modelling of positive relationships.
- Ensuring that images and materials used reflect all groups in British society.
- Vulnerable young people are identified by their key teachers, specialist advice from the school and psychology department is provided to pupils' receiving schools following discharge.
- The vulnerability of children is addressed on school reports.
- The school seeks to raise self-esteem by celebrating achievements of all kinds.
- All staff are made aware of the policy and procedures for dealing with bullying incidents.
- Educating pupils about responsible use of AI technologies
- Teaching pupils how to recognise manipulated images, AI-generated content and misinformation.
- Promoting respectful online communication.
- Supporting families with emerging online risks.

**Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The school takes preventative measures in the first instance.

**Procedures for handling concerns about bullying – child on child**

- All staff receive appropriate training in safeguarding, disability, equality and how to recognise and manage bullying.
- Incidents of bullying may be reported to staff by the victim, another child, another member of staff or a parent, carer, relative or friend.
- Incidents of bullying will be recorded by staff using CPOMs and the parent[s]/carer informed.
- The alleged bullying behaviour or threats of bullying will be investigated effectively
- A chronology will maintained on CPOMS
- Prejudice-related incidents will be monitored
- Patterns will be analysed termly and outcomes reviewed
- Governors will receive anonymised data
- For either the child being bullied and/or the child using bullying behaviour a multi-disciplinary meeting should be called. A meeting will be arranged of all relevant people [or their deputies] and a decision will be made about whether to ask the parent[s]/carer/young person to meet to discuss the concern.
- Wherever appropriate and where it is safe to do so, restorative approaches may be used to repair relationships and promote understanding. Restorative meetings will never be used where there has been serious harm, sexual violence or where the victim does not wish to participate.
- A strategy for managing the situation will be agreed by those attending the meeting.
- Identified staff will work to agreed timescales and report progress to parents and the child, where appropriate.
- Strategies to help those engaging in bullying behaviour are in place in collaboration with The Children's Trust multidisciplinary team.
- The situation will be reviewed on a regular basis as agreed to ensure that strategies are sustained.

**Procedures for handling concerns about bullying – member of staff to child (consistent with TCT procedures)**

Any individual who is concerned that a child may be being bullied by a member of school staff must immediately report their concerns to the Headteacher and DSL. If the concern relates to a Children's Trust staff member concerns should be reported to the Headteacher who will contact The Children's Trust Safeguarding Lead/s to inform next steps.

**Outcomes**

Wherever possible the person using bullying behaviour and victim will be reconciled through a restorative conference. Other actions may be identified by The Children's Trust psychologist. In serious cases removal from The Children's Trust may have to be considered for the child using bullying behaviour.

After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not re-occur.

The school recognises that bullying can have significant short- and long-term effects upon emotional wellbeing, attendance, engagement with learning and mental health. Appropriate pastoral support, therapeutic intervention and referrals will be considered where required in collaboration with TCT psychologists and the Safeguarding team where appropriate.

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident which is likely to be the relevant key teacher and given to the Headteacher or Deputy Headteacher (DSLs). The bullying incident will be put onto CPOMs by those raising the concern using the bullying tag.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the management committee as part of the annual report.

The policy will be reviewed and updated in line with the DFE guidelines.

**Roles and Responsibilities**

**The Headteacher** has overall responsibility for the policy and its implementation and liaising with the management committee, parents/carers, LA and outside agencies. This will include:

- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate – all staff will receive appropriate and regular training to recognise bullying behaviour

**The nominated Governor** with the responsibility for Anti-bullying (Behaviour) is **Catherine Johnson.**

**Links with other policies:**
Behaviours for Effective Engagement and Learning
Child Protection & Safeguarding Policy
Staff Code of Conduct
Whistleblowing
Health & Safety
Risk Assessment
Intimate Care
Recruitment & Selection

Online Safety
Equalities Policy
Personal Pathways Policy
Positive Touch
Acceptable Use of IT Agreement

**References, Documents and related Policy/Guidance**

- Keeping Children Safe in Education (KCSIE) 2025 (Department for Education)
- Preventing and Tackling Bullying (Department for Education, updated guidance)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Searching, Screening and Confiscation (DfE)
- Working Together to Safeguard Children 2023
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (Part 5 of KCSIE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Education for a Connected World Framework (UKCIS)
- https://saferinternet.org.uk/ Protecting your setting's images from AI manipulation and abuse UK Safer Internet Centre
- Equality Act 2010
- Children Act 1989 and 2004
- Mental health and behaviour in schools 2018
- Anti-bullying Alliance www.anti-bullyingalliance.org.uk
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Sept 2021
- Promoting children and young people's emotional health and wellbeing: a whole school and college approach 2021