SPAGHETTI BRIDGE

Anti-Bullying Policy

Policy Owner	Head of Quality & Outcomes
Applies to	This policy applies to all services
Associated Documents	Other related policies:- Child Protection & Safeguarding Policy Relational Approach Policy Complaints Policy IT Acceptable Use Social Media Policy Artificial Intelligence Policy Online Safety Policy (including Filtering and Monitoring)
Review Frequency	Annually
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New Review Date	October 2027
Approved by Chief Executive Officer	Dan Alipaz Dan Alipaz (Nov 3, 2026, 7:41pm)
Approved by the Chair of the Board	Stephen Bradshaw Stephen Bradshaw (Nov 5, 2026, 5:01pm)

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1. Aims, Scope, Legal Framework, and Definitions

Aims

Spaghetti Bridge is committed to creating safe, inclusive and welcoming school communities in which all students feel valued, respected and able to develop positive relationships with others.

Our approach to preventing and responding to bullying is rooted in our Relational Approach, which emphasises the importance of understanding behaviour, developing relationships, promoting emotional wellbeing and supporting students to learn and grow.

We recognise that bullying can have a significant impact on students' safety, wellbeing, relationships and ability to engage in education. All forms of bullying are taken seriously, and we are committed to preventing bullying, responding promptly to concerns and ensuring that students who experience bullying receive appropriate protection and support.

This policy aims to:

- Promote a school culture in which bullying is recognised, challenged and not accepted.
- Ensure that all students feel safe, respected and included within the school community.
- Support students to recognise bullying and communicate concerns in ways that are accessible to them.
- Establish clear expectations for preventing, reporting and responding to bullying.
- Ensure that students who experience bullying are protected and supported, and that appropriate action is taken to prevent further harm.
- Support students whose behaviour causes harm to develop their understanding, relationships and capacity to make positive choices.
- Promote equality, celebrate diversity and challenge discrimination throughout the school community.

This policy should be read alongside the Child Protection and Safeguarding Policy, Relational Approach Policy and other relevant school policies.

Scope

This policy applies to all students and staff across Spaghetti Bridge schools.

It covers bullying that occurs within the school environment, during school activities and visits, and through online communication.

The school will also respond appropriately to bullying occurring outside school where it affects a student's safety, wellbeing, relationships or participation in school life, including in transport to and from school.

Legal Framework

This policy has been developed with reference to:

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Department for Education guidance, *Preventing and Tackling Bullying*

All members of the school community have a responsibility to contribute to a culture in which bullying is recognised, challenged and responded to appropriately.

Definitions

Bullying is behaviour that causes physical, emotional or psychological harm to another person and commonly involves repeated or persistent behaviour and an actual or perceived imbalance of power.

Bullying may be deliberate, but we recognise that students may not always understand the impact of their behaviour on others. The absence of deliberate intent does not diminish the harm experienced by another student or remove the need for an appropriate response.

Although bullying commonly involves repeated behaviour, a single serious incident may have a significant impact or indicate a wider pattern of harm. All harmful behaviour will be taken seriously, regardless of whether it meets the definition of bullying.

Bullying can take many forms, including physical, verbal, social, discriminatory, sexual and online behaviour.

Bullying can be related to a student's actual or perceived characteristics, identity or personal circumstances, including disability, special educational needs, race, religion, sex, sexual orientation, gender identity, appearance, health needs or family circumstances.

Bullying may occur between individuals or groups and may involve behaviour that is visible to others or difficult to detect.

Where bullying raises concerns about abuse, exploitation, significant harm or other safeguarding risks, staff must follow the procedures outlined in the Child Protection and Safeguarding Policy.

2. Bullying and Additional Needs

We recognise that students' special educational needs, developmental differences, communication needs and previous experiences may influence their understanding of relationships, social interactions and the impact of their behaviour.

Staff will seek to understand these factors without minimising the harm experienced by others. All students have the right to feel safe, and additional needs must never be used to justify or overlook harmful behaviour.

Our response will be individualised and informed by the needs of everyone involved. This includes protecting and supporting students who experience bullying, while helping students whose behaviour causes harm to develop their understanding, skills and capacity to build positive relationships.

We also recognise that some students may experience additional barriers to recognising, communicating or reporting bullying. Staff will actively support students to express concerns through accessible communication methods and trusted relationships.

3. Our Approach to Bullying

Our response to bullying is informed by the understanding that behaviour occurs within the context of relationships, individual experiences, developmental needs and the wider school environment.

We seek to understand the circumstances contributing to harmful behaviour while maintaining clear expectations for safety, respect and accountability.

Our approach prioritises:

- **Safety and wellbeing:** Ensuring the immediate and ongoing safety and wellbeing of all students, particularly those who have experienced bullying.
- **Understanding behaviour:** Seeking to understand the needs, experiences and circumstances of everyone involved in bullying incidents.
- **Prompt and effective responses:** Responding to concerns quickly, proportionately and consistently, ensuring that harmful behaviour is addressed.
- **Personalised support:** Providing appropriate support and interventions for all students involved, including reviewing Relational Support Plans and risk assessments where necessary.
- **Learning and relationship development:** Supporting students to understand the impact of their behaviour, develop positive relational skills and repair relationships where appropriate.
- **Prevention and inclusion:** Promoting a whole-school culture of kindness, safety, belonging, mutual respect and celebration of diversity through our Relational Curriculum and wider school practices.
- **Student and family involvement:** Actively involving students and families in developing and evaluating our anti-bullying approach.
- **Recording, monitoring and review:** Ensuring that bullying concerns are recorded, appropriate actions are taken and their effectiveness is monitored to prevent further harm.

Restorative conversations may be used where appropriate, but students who experience bullying will never be required to participate in mediation or restorative activities with another

student. Any restorative activity must be carefully planned, voluntary and consistent with the safety and wellbeing of everyone involved.

Understanding the reasons behind harmful behaviour does not remove the responsibility to address it or protect students from further harm.

4. Responding to Bullying Concerns

All concerns or allegations of bullying must be taken seriously and responded to promptly. Staff must take appropriate immediate action to protect students and report and record concerns on BridgeLink.

The Headteacher, or an appropriate designated member of the leadership team, is responsible for ensuring that concerns are reviewed, appropriate action is taken and the needs of everyone involved are considered.

Responses will be proportionate to the nature and seriousness of the concern and may include additional supervision, individualised support, adjustments to Relational Support Plans or risk assessments, wider situational risk assessments, student focused intervention plans and appropriate opportunities for reflection and learning, including individual or group interventions led by a Relational Support Lead.

Where bullying raises safeguarding concerns, staff must follow the reporting and escalation procedures outlined in the Child Protection and Safeguarding Policy without delay.

The school will monitor the effectiveness of its response, including seeking the views of students who have experienced bullying, to ensure that appropriate support remains in place and that harmful behaviour has stopped.

5. Online Bullying and Digital Safety

We recognise that bullying may occur through digital communication and online platforms, including outside the school environment. Online bullying can involve threats, harassment, intimidation, exclusion, impersonation, the sharing of private information or images, and the creation or distribution of harmful content.

We also recognise that emerging technologies and harmful online content, including artificial intelligence (AI), deepfakes, conspiracy theories, disinformation and misinformation, may contribute to bullying, harassment, discrimination or the targeting of individuals and groups.

Where online bullying or related harmful behaviour is identified, staff will take appropriate action to protect students, address the behaviour and prevent further harm. Concerns involving sexualised or intimate imagery, including AI-generated content, or other significant safeguarding risks must be managed in accordance with the Child Protection and Safeguarding Policy.

Our approach to online bullying is supported by the school's Online Safety Policy (including Filtering and Monitoring), and Artificial Intelligence Policy.

6. Parental Involvement

Spaghetti Bridge is firmly committed to working in partnership with parents/carers and believe that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence that parents/carers have on their children and would wish to enlist their support when their child is involved in bullying, either as the child who has experienced bullying or the student who has engaged in bullying behaviour.

Parents/carers who believe their child has experienced bullying should share their concerns with school at the earliest opportunity and the school will work with them to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly. Where parents have concerns with regard to bullying they should contact the Headteacher.

Where a student has experienced or engaged in bullying, the school will ordinarily inform and involve their parents/carers, unless doing so would create a safeguarding risk or would otherwise be inappropriate in the circumstances.

Parents/carers will be supported to understand that we respond to bullying through our Relational Approach and that this does not mean that we accept bullying at our schools.

7. Roles and Responsibilities

Proprietor and Governors

The Proprietor and Governors are responsible for ensuring that an effective anti-bullying strategy is in place across Spaghetti Bridge schools and that school leaders are held accountable for its implementation and effectiveness.

Headteacher

The Headteacher is responsible for ensuring that the school's anti-bullying approach is effectively implemented. This includes:

- Promoting a whole-school culture of safety, inclusion, positive relationships and respect.
- Ensuring that staff understand their responsibilities for recognising, reporting and responding to bullying concerns.
- Ensuring that appropriate action is taken to protect and support students involved in bullying incidents.
- Ensuring that bullying incidents, responses and outcomes are recorded, monitored and reviewed to identify patterns, evaluate effectiveness and inform school improvement.
- Ensuring that students and families are actively involved in developing and evaluating the school's anti-bullying approach.

Designated Safeguarding Lead (DSL)

The DSL is responsible for providing safeguarding oversight where bullying raises concerns about abuse, exploitation or harm. This includes ensuring that safeguarding concerns are assessed, recorded and responded to in accordance with the Child Protection and Safeguarding Policy, including referrals to external agencies where appropriate.

All Staff

All staff are responsible for contributing to a safe and inclusive school environment in which bullying is recognised, challenged and not accepted. This includes:

- Being vigilant to signs of bullying and recognising that some students may experience barriers to communicating concerns.
- Listening to students, taking concerns seriously and responding promptly to protect their safety and wellbeing.
- Reporting and recording bullying concerns in accordance with school procedures and escalating safeguarding concerns without delay.
- Implementing agreed support, interventions and preventative strategies for students involved in bullying incidents.
- Promoting positive relationships, inclusion, kindness and respect through everyday interactions and the wider curriculum.

8. Support, Advice and Communication

Initially please refer to our school's Senior Leadership Team for advice, guidance or help. If more help is then required please refer to the Regional Safeguarding and Relational Lead or the Head of Safeguarding.

Signable

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