



EDUCATION MY LIFE MATTERS
Anti-bullying Strategy and Policy

Approved by:	Independent Executive Board	Date:
Last reviewed on:	Autumn term 2025	
Next review due by:	Autumn term 2026	

Contents

1. Statement of Intent:	3
2. Aims	3
3. What is bullying and harassment?	4
3.1 Bullying is:	4
3.2 Forms of bullying	4
3.3 Harassment	5
3.4 Banter	6
4. Responding to Bullying and Harassment	6
4.1 Differences between bullying and online bullying	6
4.2 Responding to bullying and harassment	7
4.3 Supporting learners	8
5. Prevention through inclusion and awareness	8
6. Responsibilities	9
7. Training	9
7.1 Policy and Support	10
8. Monitoring and review	10

1. Statement of Intent:

At Education My Life Matters (EMLM) we are committed to developing an anti-bullying culture where the bullying of any young person is not tolerated in any form.

We work hard to ensure that through our policies, procedures and behaviours, we create an inclusive culture which helps prevent bullying from happening in the first place -we value and celebrate difference and challenge all forms of prejudice and discrimination.

We recognise that certain groups of pupils are at greater risk of being bullied (including those with SEN, young carers and care-experienced young people) and that there can be a variety of reasons (personal, societal, social, and emotional) why some pupils engage in bullying behaviour. Bullying affects everyone, not just the bullies and the victims. The Anti-Bullying Alliance identifies six potential roles in many incidents of bullying, and these can shift dynamically. The “ringleader,” who initiates and leads the bullying may well have an “assistant” who is actively involved and “reinforcers” who will support and encourage. The target may have the support of a “defender” and there may be “outsiders” who ignore the bullying. At EMLM support is offered to all who need it.

This strategy and policy provide a framework in how we will tackle bullying and harassment involving our students and staff. This document is in accordance with EMLM’s statutory duties and responsibilities with regards to safeguarding and promoting the welfare of children and young people as set out in Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023.

We ensure that learners work with trusted adults and therefore can report any concerns. Any allegation of bullying or harassment is treated seriously, and an investigation undertaken to establish fact. Support will be provided for the alleged perpetrator as well as the victim, and the goal is always to prevent further incidents from occurring, so that the school environment is a safe place for all, where everyone can flourish

2. Aims

To prevent and deal with any behaviour deemed as bullying or harassment, and to promote an ethos where both bullying and harassment are viewed as completely unacceptable, EMLM aims to:

- **Foster a safe and inclusive environment** where all learners, staff, and stakeholders feel respected, valued, and supported.
- **Promote awareness and understanding** of what constitutes bullying and harassment, through regular training and curriculum-based learning.
- **Establish clear procedures and reporting mechanisms** for dealing with incidents of bullying or harassment promptly, fairly, and consistently.
- **Encourage open communication** so that individuals feel confident and empowered to report concerns without fear of retaliation.
- **Support those affected by bullying or harassment**, ensuring appropriate pastoral care and restorative measures are in place.
- **Hold perpetrators accountable** through appropriate disciplinary measures and educational interventions to prevent recurrence.

- **Regularly monitor and review policies and practices**, using data and feedback to assess effectiveness and make improvements where necessary.
- **Work in partnership with parents, carers, and external agencies** to reinforce positive behaviour and respond effectively to incidents.

We recognise that our learners will experience fallouts with their peers, but we are committed to supporting them to resolve these ‘relational conflicts’ and stop them from progressing further. If an incident of bullying does occur, all learners, families/carers and staff should know who to tell and know that all incidents will be dealt with promptly and effectively.

We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

3. What is bullying and harassment?

3.1 Bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” (Anti-Bullying Alliance).

This hurt can be physical, mental or emotional and includes behaviour which is meant to insult, embarrass, humiliate, or make the target feel ‘less than’ and/or unsafe. Bullying can happen online. Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children and young people’s emotional development. EMLM also recognises the seriousness of prejudice-related incidents. A prejudice-related incident is defined as: **Any incident which is perceived to be prejudice-related by the victim or any other person. (Adapted from the Stephen Lawrence Enquiry Definition of a racist incident).**

By effectively dealing with and recording prejudice-related incidents, the school demonstrates to both staff and learners our commitment to creating a positive ethos, where all learners are valued, and prejudice and discrimination are not accepted. This ethos helps prevent the creation of an environment where bullying can happen

3.2 Forms of bullying

Bullying can happen to anybody and may take many forms. It often involves repeated and intentional actions intended to hurt, intimidate or humiliate an individual. Bullying can be overt or subtle and may occur in person or online. It includes, but is not limited to, the following:

- Physical bullying e.g., hitting, punching, kicking, pushing, pinching, spitting, unwanted and/or inappropriate physical touching
- Verbal bullying e.g., name calling, insulting, taunting, mocking, sarcasm, making offensive comments
- Racial e.g., racial slurs, gestures, taunts
- Emotional bullying e.g., deliberate social exclusion, gas-lighting, manipulation, intimidate, persistent undermining, spreading hurtful rumours

- Sexual e.g. unwanted sexual advances, sexually abusive or inappropriate comments, gestures or contact
- Damage to property e.g., deliberately damaging, defacing or destroying someone's belongings
- Theft or extortion
- Graffiti

Online/Cyber bullying

Online/Cyber bullying involves the use of digital technologies to harass, threaten, embarrass, or target another person. It can occur at any time and often follows the victim beyond the school environment, making it particularly invasive and harmful. Cyberbullying includes, but is not limited to:

- Misuse of digital platforms – e.g., sending threatening or abusive messages via text, email, or social media platforms; making threatening phone calls; or misusing camera and video functions to harass or embarrass.
- Creating and sharing embarrassing, offensive or malicious content – messages, images, or videos via mobile phones, instant messaging, websites, online gaming, or social media apps.
- Trolling – e.g., deliberately posting menacing or upsetting messages on social networks, chat rooms or online games
- Abusive online polls or surveys e.g. voting for or against someone in an abusive poll
- Setting up hate sites or groups about particular pupils based on protected characteristics
- Impersonation and identity theft – e.g., creating fake profiles or accounts, hacking accounts, or hijacking someone's online identity to post damaging content or cause reputational harm.

3.3 Harassment

Harassment is when someone behaves in a way which offends or makes somebody feel distressed or intimidated. This could be abusive comments or jokes, graffiti or insulting gestures. It can happen on its own or alongside other forms of discrimination. Harassment is a form of discrimination under the Equality Act 2010 and children need to learn that this behaviour is not accepted. Harassment is where the behaviour is meant to or has the effect of either:

- violating dignity
- creating an intimidating, hostile, degrading, humiliating or offensive environment.

The behaviour is regarded as harassment even if the child harassing didn't mean to offend or intimidate, as long as the harassment has one of the above effects and it is considered reasonable to feel those effects as a result of the behaviour.

Harassment is unlawful under the Equality Act if it's because of or connected to one of these things:

- Age
- Disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act calls these things protected characteristics. Harassment because of one of these characteristics is called harassment related to a protected characteristic. Some children might experience this because of a protected characteristic that a parent has.

3.4 Banter

EMLM does not accept the dismissal of any bullying or prejudice-related incident as banter. The school uses the Anti-Bullying Alliance's guidance on what is and isn't banter, namely:

“It's NOT banter if...
 you would be upset if someone said it to you
 it's hurtful
 you're not friends
 someone's asked you to stop
 the target isn't laughing
 it focusses on someone's insecurities.”

4. Responding to Bullying and Harassment

Bullying and harassment causes harm and distress. No one deserves to be the victim of bullying or harassment, and everyone has the right to be treated with dignity and respect. Individuals who engage in bullying behaviour must be supported to understand the impact of their actions and guided towards more positive ways of interacting with others. EMLM have a clear responsibility to respond promptly, consistently, and effectively to all reported incidents of bullying and harassment to ensure a safe and supportive environment for all members of the school community.

4.1 Differences between bullying and online bullying

The main difference between **bullying** and **online bullying** (also called **cyberbullying**) lies in where it happens and how it happens. EMLM address online bullying through education and awareness. Learners are taught about digital responsibility, empathy and the emotional impact of cyber/online bullying.

Online bullying can be more damaging than traditional bullying because it **never truly stops**. Unlike face-to-face bullying, which usually happens at certain times or places, cyberbullying can occur **24/7**, following the victim wherever they go through their phone, computer, or social media. Content shared online—such as hurtful messages, photos, or videos—can be **permanent** and spread quickly to a large audience, making the victim feel exposed and powerless. The **anonymity** of online bullies can also make victims feel unsafe, as they may not know who is targeting them. Additionally, the public nature of cyberbullying can lead to **embarrassment, reputational harm, and social isolation**, which can intensify emotional distress and anxiety compared to traditional bullying.

Anti-bullying [Strategy & Policy](#) -December 2025

Review date: [January 2026](#)

4.2 Responding to bullying and harassment

Initial Response:

If bullying or harassment is suspected or reported, the incident will be dealt with immediately by a senior member of staff



Support for the Victim The school will provide appropriate support for the individual being bullied or harassed, ensuring they are safe and not at risk of immediate harm. Where appropriate, the individual will be involved in decisions regarding how the situation is addressed.	Investigation The Head of School will oversee the investigation to ensure that all parties involved are interviewed and facts are clarified fairly and thoroughly.
--	--



Record Keeping All incident of bullying will be recorded on Bromcom, including those reported by staff, parents/carers or learners.	Communication The Head of School will inform other staff members, where appropriate, to ensure to coordinated and consistent approach.
---	--



Safeguarding Leads The Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL) will be informed of all bullying concerns.	Parental/Carer involvement Parents and carers will be kept informed of the concern and any action taken, in accordance with all relevant policies and procedures.
--	---



Sanctions and support Sanctions for the individual(s) responsible and support for all parties involved will be implemented in consultation with those affected, and in line with school's behaviour policy.	Involvement of external agencies Where appropriate, external agencies may be consulted or involved. This may include Children's Social services if there is a safeguarding concern or risk of significant harm.
---	---



Documentations A clear and detailed account of all bullying incidents will be recorded in line with school procedures. This will include actions taken, outcomes and any decisions made as part of the schools response.	Bullying or harassment outside school premises or hours Where bullying or harassments occurs of site or outside normal school hours (including online incidents), the school will ensure the concern is fully investigated. If necessary the DSL will liaise with other schools or organisations. Support and appropriate sanctions will be implemented as part of the schools duty to safeguard all learners.
--	--

4.3 Supporting learners

The school will provide comprehensive support to all learners affected by bullying or harassment.

For victims, this includes: • reassurance and pastoral care • opportunities to discuss the experience with teachers, the Designated Safeguarding Lead, or a trusted member of staff • A focus on restoring self-esteem and confidence • Providing ongoing support external specialist services such as Early Help, Children's social services • Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate • Involving parents/carers	Learners who have engaged in bullying are also supported by: • Discussing what happened to understand the impact of their actions and the need to change • Informing parents or carers to help support and change the attitudes and behaviours • Providing appropriate education and guidance • Sanctioning which may include working 1:1, removal of privileges (such as online access) • Collaboration with external agencies, including the police or social services, to ensure appropriate intervention and guidance is in place
---	---

In cases of online bullying, schools may request content removal and report harmful accounts.

5. Prevention through inclusion and awareness

EMLM will effectively prevent and tackle bullying by creating a safe and disciplined environment, where learners are able to learn and fulfil their potential. All staff are vigilant for signs of bullying and harassment and always take reports of incidents seriously. **EMLM** will take the following steps to prevent bullying and promote a safe, inclusive environment:

- Create an **inclusive environment** that promotes a culture of mutual respect, consideration, and care for others, upheld by all
- Uphold and **communicate the school's values and ethos** clearly
- Recognise that **bullying can be perpetrated or experienced by any learner**
- Openly discuss differences among pupils that could motivate bullying, such as:
 - Family situations (e.g., looked after children or those with caring responsibilities)
 - Religion or belief
 - Race
 - Disability
 - Sex, sexual orientation, or gender reassignment
 - Appearance-related differences
- Discuss these differences in lessons, themed weeks/days, dedicated events, and projects

- Challenge inappropriate language and behaviour, including ‘banter’ that does not uphold school values of acceptance, non-discrimination, and respect
- Listen to learners and provide opportunities to share concerns (e.g., 1:1 sessions with Learning Mentors)
- Raise awareness through **PSHE, Circle Time, online-safety, and computing lessons**
- Teach learners that **prejudice-based language is unacceptable**
- Monitor for warning signs of bullying:
 - Sudden drops in achievement
 - Changes in friendship groups
 - Attendance, lateness, or sickness patterns
- Be cautious when forming groups or partner work to avoid unintended outcomes
- Hold regular **Circle Times** to discuss ideas, issues, and current affairs
- Use specialist organisations for help with specific problems (e.g., Stonewall for LGBT issues)
- Work with the wider community, including **police and children’s services**, for additional support
- Teach learners **strategies to deal with incidents of bullying**
- Identify vulnerable learners and actively create **safe spaces**
- Observe closely the socialisation of new learners
- Address low-level incidents promptly to prevent escalation
- Supervise key areas in school and off site where bullying may occur
- Encourage positive and responsible use of technology
- Maintain **vigilant staff** who look for boisterous, excluding, or teasing behaviours that may lead to bullying
- Vigilant staff who know our learners and who can recognise signs or behaviour which are out of character

6. Responsibilities

All staff who work at EMLM are responsible for promoting the emotional well-being of individual learners. It is the responsibility of:

- The Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
- The school’s Board Members to monitor and review this policy
- All staff: including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy
- Parents and carers to support their children and work in partnership with the school in implementing this policy
- learners to abide by the policy

7. Training

EMLM is committed to addressing bullying and harassment and will:

- Train all staff—including teaching, support, and pastoral staff—to identify all forms of bullying and take appropriate action, following the school’s policy, including recording and reporting incidents

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as displays, peer support
- Collaborate with other local educational settings as appropriate to share best practices and support strategies
- Ensure anti-bullying has a high profile throughout the year, reinforced through key events such as Anti-Bullying Week
- Provide opportunities for learners to develop social and emotional skills, including building resilience and self-esteem
- Arrange support for both victims and perpetrators of bullying
- Discuss with staff suitable sanctions where necessary, ensuring they are consistent with the school's behaviour policy.

7.1 Policy and Support

EMLM will:

Provide a range of approaches for learners, staff, and parents/carers to access support and report concerns.

Regularly update and evaluate our practice to keep pace with developments in technology and provide up-to-date guidance on positive online behaviour.

Take appropriate action in line with existing school policies for any bullying brought to the school's attention, including incidents that occur off school premises.

Implement appropriate disciplinary sanctions, ensuring consequences reflect the seriousness of the incident and demonstrate that bullying is unacceptable.

Use a variety of techniques to resolve issues between those who bully and those who have been bullied.

8. Monitoring and review

The school will regularly monitor that this policy is being consistently applied by all members of staff. Any issues identified will be incorporated into the school development plan for improvement. The Head of School will report termly to the Board Members on incidents of bullying and harassment, including their outcomes.

This policy will be reviewed annually.

For help and advice on bullying and harassment:

NSPCC Helpline 0808 800 5000

Childline 0800 1111

Learnerline 0800 1111

www.nspcc.org.uk

www.antibullyingalliance.org.uk

www.learnerline.org.uk

www.kidscape.org.uk

www.bully.co.uk

www.bullying.co.uk/cyberbullying

www.connectsafely.org

www.stonewall.org.uk

ChildNet International

Digizen

Internet Matters

Think U Know

UK council for Child Internet Safety