



**INFINITE
SCHOOLS**

Anti-Bullying Policy

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This policy applies to all sites: Marsh Green | Standish | Holly House (Warrington) | Lancashire

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1. STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is UNACCEPTABLE at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that ANYONE who knows that bullying is happening is expected to tell the staff.

2. WHAT IS BULLYING

Bullying is repeated behaviour, or behaviour that has the potential to be repeated, that intentionally causes physical, emotional, psychological, social, or educational harm to another person. It involves a real or perceived imbalance of power, where the person engaging in the bullying uses their strength, status, popularity, age, knowledge, group influence, or other advantage to harm, intimidate, exclude, or control another person.

Bullying can occur in person, online, or through a combination of both. It may be carried out by an individual or a group and can be overt (obvious) or covert (hidden).

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumors, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

The school recognises that not all conflict is bullying.

Examples include:

- One-off disagreements.
- Friendship issues.
- Single incidents without a power imbalance.

However, serious incidents may still require intervention under behaviour or safeguarding procedures.

3. WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

4. OBJECTIVES OF THIS POLICY

- All teaching and non-teaching staff, pupils and parents should understand what bullying is
- All teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

5. SIGN AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. PROCUDURES

Students are encouraged to report concerns as soon as possible.

Reports may be made to:

- Class teachers.
- Tutors.
- Pastoral staff.
- Senior leaders.
- The Designated Safeguarding Lead.
- Through school reporting systems where available.

Parents and carers may also report concerns directly to the school.

Once a report has been received:

1. Bullying incidents will be recorded by staff
2. In serious cases, parents will be informed and will be asked to come into school for a meeting to discuss the problem
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

7. OUTCOMES

Responses will be proportionate to the seriousness and frequency of the behaviour.

Possible actions include:

- Restorative conversations.
- Formal warnings.
- Behaviour contracts.
- Detentions.
- Loss of privileges.
- Internal suspension.
- Fixed-term suspension.
- Permanent exclusion in the most serious cases.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Some incidents of bullying may also constitute safeguarding concerns. These may include:

- Hate incidents.
- Sexual harassment.
- Serious threats.
- Online exploitation.
- Discriminatory abuse.

Such concerns will be managed in accordance with the school's safeguarding procedures.

8. PREVENTION

The school will actively promote a positive culture through:

- Personal, Social, Health and Economic (PSHE) education.
- Assemblies.
- Staff training.
- Student leadership opportunities.
- Awareness campaigns.
- Celebration of diversity and inclusion.

When additional intervention is required, we will use additional methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of school rules
- Signing a behaviour contract
- Discussions during tutorial and class time
- Anti-bullying work as part of a structured PHSE curriculum (see attached appendix), or via 1:1 targeted intervention

9. MONITORING AND REVIEW

The school will:

- Maintain records of reported incidents.
- Monitor trends and patterns.
- Review the effectiveness of interventions.
- Review this policy annually or sooner if required.

Appendix One

PSHE Scheme of Work Example

4	<p>Relationships (Anti - Bullying)</p> <p>Bullying or banter – what is and what isn't acceptable?</p>	<p>Starter task - students read case study on PowerPoint Is Ashraf's new nickname offensive? How and why? More Challenging: What should Ashraf do to rectify the situation?</p> <p>Task one Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p>Main task: case studies Students read case studies and complete the table according to their challenge level.</p> <p>Task three Students read source article as a class. create a table of arguments for and against banning 'banter'. More challenging: Define the difference between bullying and banter. Mega challenge: Create a paragraph to add to the school's bullying policy about how certain types of banter will be recognised as bullying. Where will the line be drawn? What will the consequences be?</p> <p>Plenary: Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you have learned about banter. You only have 140 letter characters!</p>	<p>Projector Pens Paper Coloured Pencils Worksheets Powerpoint</p>	<p>Diverse thinking Group work Literacy skills Thinking and reasoning skills</p> <p>Key Terminology</p> <p>Banter – a type of teasing which although usually friendly, easily turns into something people can take offensively.</p>	<p>Core Theme Relationships KS3 R1 KS3 R2 KS3 R3 KS3 R7 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R18 KS3 R19 KS3 R23 KS3 R38 KS3 R39 KS3 R40 KS3 R41</p>
5	<p>Relationships (Anti – Bullying)</p> <p>How can we prevent bullying online</p>	<p>Starter Task - What does it mean when we use the term 'trolling'? More challenging: Describe an example of how a person might 'troll'. Mega challenge: Explain what measures social media companies have in place to try to prevent trolling.</p> <p>Task one Watch the clip and complete the table (table + challenge question on PowerPoint slide)</p> <p>Main task: key terms matching activity Students match definitions to correct descriptions. Challenge question on PowerPoint slide.</p> <p>Task three Students watch the video on the 4-step method (link on PowerPoint slide). Class discussion on why the 4-step method is effective.</p> <p>Plenary Create either a rap or a poem to help other students remember the four-step method or explaining why it is so effective.</p>	<p>Projector Pens Paper Coloured Pencils Worksheets Powerpoint</p>	<p>Thinking and reasoning skills Working independently Literacy skills Group work</p>	<p>Core Theme Relationships KS3 R2 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R16 KS3 R17 KS3 R18 KS3 R23 KS3 R37 KS3 R38 KS3 R39 KS3 R40 KS3 R41</p>

6	<p><u>Relationships</u> <u>(Anti Bullying)</u></p> <p>Bullying and body shaming</p>	<p>Starter: (scenario on PP) Is it ok to make jokes like this? What do you think? More challenging: Why do you think Danny is so body conscious? Mega challenge: Explain what we mean by the term 'body shaming' and analyse whether what happened to Danny was bullying.</p> <p>Task one (clip link on PP slide 3) Students watch video clip and answer the questions provided.</p> <p>Task two (using information sheet provided) Read the information sheet together as a class.</p> <p>Task three (using table provided) Review the case studies by completing the table at the appropriate challenge level. Discuss ideas as a class.</p> <p>Plenary Complete your literacy focus sheet at your challenge level and be prepared to feedback your ideas in ten minutes.</p>	<p>Projector Pens Paper Coloured Pencils Worksheets Powerpoint</p>	<p>Diverse thinking Group work Literacy skills Thinking and reasoning skills</p> <p><u>Key Terminology</u></p> <p>Body shaming - the action or practice of humiliating someone by making mocking or critical comments about their body shape or size.</p> <p>Body image - a person's perception of their physical self and the thoughts and feelings which result from that perception</p>	<p><u>Relationships</u></p> <p>KS4 H2 KS4 H3 KS4 H4 KS4 H5 KS4 H9 KS4 H10 KS4 H11 KS4 H14 KS4 H16 KS4 H18</p>
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