

Local Procedure Title	Anti bullying
Service	Bridge House School
ACS Policy number and title	ACS 03 v03 Anti-bullying
Local Procedure template reference	ACS LP 03
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Local Procedure review date	05.01.2027
Local Procedure Author(s)	Jacky Gray
Local Procedure Ratification	Checked and approved by: Clare Hiom

<p>1. Aims</p> <p>This local procedure explains exactly how our service applies the Aspris Anti-Bullying Policy in daily practice: prevention, identification, response, recording, reporting, training and monitoring. It must be read alongside the Aspris policy and other cross-referenced safeguarding and behaviour policies</p>
<p>2. Scope and definitions</p> <p>We adopt the corporate definition of bullying as unwanted negative behaviour (verbal, psychological, or physical), by an individual or group, repeated over time. This includes physical, emotional/relational, verbal, cyber-bullying, and identity-based bullying (e.g., racist, homophobic, gender-based, disability-related).</p>
<p>3. Roles and responsibilities</p> <p>Head Teacher</p> <ul style="list-style-type: none"> Ensure this local procedure is fully implemented, and provide oversight of incident recording, staff training, and ongoing monitoring. <p>Designated Safeguarding Lead (DSL) & Deputies</p> <ul style="list-style-type: none"> Advise on threshold decisions (peer-on-peer abuse), coordinate safeguarding referrals and case strategy where significant harm is suspected. <p>All colleagues</p> <ul style="list-style-type: none"> Model respectful conduct; explain and display rules; report all suspected/observed incidents immediately. "Doing nothing" is treated as condoning bullying. <p>Pastoral Manager</p> <ul style="list-style-type: none"> Lead restorative work, implement action plans, and complete agreed direct work with pupils. <p>Pupils and Parents/Carers</p> <ul style="list-style-type: none"> Engage/communicate positively with school. Share relevant information with school. Support the school's approach to resolving bullying. Attend meetings where appropriate.
<p>4. Identification and response</p> <p>Upon identification of a concern, pastoral and behaviour leads must:</p> <ul style="list-style-type: none"> Review all behaviour logs for both the victim and the alleged perpetrator to establish context and accuracy. Examine at least one month of logs to identify any patterns, frequency, escalation, or previous related incidents that may indicate ongoing concerns. Document any emerging themes, risks, or notable behaviours for discussion during the staff conference.

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- Ensure findings are recorded clearly and stored securely in line with school data-protection requirements.

Staff conference

- A minuted staff conference must be held within 48 hours of the concern being identified. The purpose of this meeting is to:
 - Share concerns raised by staff who have observed or reported the behaviour.
 - Explore initial hypotheses and possible motives behind the behaviour.
 - Conduct a high-level risk assessment to determine immediate safety considerations.
 - Identify immediate mitigation measures to reduce harm and prevent further incidents.
 - Determine whether the concern meets the threshold for safeguarding procedures.

Informing all colleagues

To ensure whole-school vigilance and a consistent, coordinated response:

- Staff must be verbally informed at the next staff briefing of key concerns, increased supervision needs, and any required adjustments.
- A follow-up email must be issued summarising agreed actions, supervision changes, or specific monitoring expectations.
- All information must be treated as confidential and shared strictly on a need-to-know basis.

Communication with the victim's family

- The victim's family must be contacted by telephone on the same day the concern is confirmed. The call must include:
 - Reassurance that the concern is being taken seriously and is being actively managed.
 - A brief explanation of the school's process and immediate protective measures in place.
 - An offer of a face-to-face meeting to discuss the situation further.
 - An offer of additional pastoral, emotional, or therapeutic support as appropriate.
 - Agreement on follow-up communication, including review dates and check-ins.

Communication with the perpetrator's family

- The alleged perpetrator's family must also be contacted on the same day the concern is identified. This call must:
 - Inform them of the behavioural concern and the school's responsibility to investigate.
 - Invite—and require—a face-to-face meeting with senior staff.
 - Provide an outline of potential consequences and next procedural steps.
 - Establish agreed follow-up communication arrangements, including monitoring periods and review meetings.

5. Recording, reporting and notification

All stages of the process must be recorded in full:

- Formally record the incident as a bullying concern, ensuring the initial report is clear, factual, and time-stamped.
- Maintain accurate documentation of all evidence, meeting notes, risk assessments, and any communication with families or professionals.
- Keep an ongoing record of daily monitoring, significant interactions, and all follow-up actions taken in response to the incident.
- Store all records securely, in accordance with school safeguarding protocols and data-protection requirements.

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1. Staff training
Bridge House School follows the expectations in the Aspris Anti-Bullying Policy, which requires service leaders to ensure colleagues complete role-appropriate training, including understanding bullying, recognising early indicators and awareness of cyber-bullying risks.
2. Monitoring and quality assurance
This local procedure is reviewed and monitored annually by the Headteacher

Local Procedure Template

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions