

Local Procedure Title	Anti bullying
Service	Bridge House School
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Local Procedure Author(s)	Jacky Gray
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1. Aims

This local procedure explains how Bridge House School applies the Aspris Anti-Bullying Policy in daily practice: prevention, identification, response, recording, reporting, training and monitoring. It must be read alongside the Aspris Anti-Bullying Policy, Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality information and objectives, and any relevant risk assessments or individual support plans.

The procedure reflects current Department for Education expectations that schools should prevent all forms of bullying, communicate expectations clearly to pupils, staff and families, address bullying outside school where it affects pupils, and follow safeguarding procedures where bullying may indicate child-on-child abuse or risk of significant harm. It also reflects Trauma Informed Schools UK principles by promoting safety, connection, curiosity, co-regulation, restorative repair and support for both the harmed pupil and the pupil displaying harmful behaviour.

2. Scope and definitions

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another person or group physically or emotionally. It can involve an imbalance of power, making it difficult for the pupil experiencing bullying to defend themselves. A one-off incident may still require action where it is serious, targeted, discriminatory, part of a pattern, or presents a safeguarding risk.

Bullying may be physical, verbal, emotional, relational/social, sexual, prejudiced-based or discriminatory, or online. It includes bullying linked to actual or perceived protected characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, and age where relevant, as well as bullying linked to special educational needs, care experience, appearance, health, family circumstances or economic disadvantage.

Online bullying includes abusive, intimidating or humiliating messages, images, videos, posts, group chats, exclusion, impersonation, sharing private information, or encouraging others to target a pupil. The school will act where online behaviour affects the safety, wellbeing, attendance or learning of pupils, including where incidents occur outside school hours.

Where bullying involves sexual violence, sexual harassment, coercive or controlling behaviour, exploitation, hate crime, assault, threats, harassment, intimidation or other potential criminal conduct, staff must inform the DSL immediately and follow safeguarding and, where appropriate, police reporting procedures.

3. Roles and responsibilities

Head Teacher

- Ensure this local procedure is implemented, published and communicated to staff, pupils and parents/carers in an accessible way.
- Provide oversight of incident recording, staff training, quality assurance, equality monitoring and

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policy review.

- Ensure behaviour expectations apply to school, journeys, educational visits, online activity and off-site behaviour that affects pupils' safety or education.

Designated Safeguarding Leads (DSL)

- Advise on threshold decisions, including child-on-child abuse, harmful sexual behaviour, exploitation, hate crime, self-harm risk and significant harm.
- Coordinate referrals, strategy discussions and information sharing with children's social care, police, placing authorities and other professionals where required.
- Ensure the voice and lived experience of the child are heard, recorded and reflected in safety planning.

All colleagues

- Model respectful conduct, teach and reinforce expectations, challenge discriminatory language and intervene promptly when concerns arise.
- Report all suspected, observed or disclosed incidents immediately. Doing nothing is treated as condoning bullying.
- Use a trauma-informed approach: remain calm, avoid shaming language, listen carefully, consider unmet need and triggers, and prioritise safety and repair.

Pastoral Manager

- Oversee restorative work where safe and appropriate, implement support and safety plans, coordinate direct work and monitor progress.
- Ensure support is offered to the pupil harmed, the pupil displaying harmful behaviour, and any affected witnesses or peer group.

Pupils and Parents/Carers

- Report concerns quickly, including online concerns, and share relevant information with school.
- Engage positively with agreed safety, support and review arrangements.
- Support the school's approach to preventing harm, repairing relationships where appropriate and maintaining respectful communication.

4. Identification and response

Any concern must be taken seriously and responded to promptly, even where the behaviour is not yet confirmed as bullying. Staff must prioritise immediate safety, listen to the pupil, reassure them that they have done the right thing by reporting, and avoid making promises that information will remain secret if safeguarding action may be needed.

Initial action

- Separate pupils where necessary and put immediate protective measures in place, including supervision changes, safe spaces, timetable adjustments or online safety steps.
- Record the concern factually and inform the pastoral lead and DSL the same day.
- Check whether the incident includes prejudice, protected characteristics, sexual behaviour, violence, threats, coercion, exploitation, criminal behaviour or wider peer-group risks.
- Where there is immediate danger, significant harm or suspected criminal conduct, follow safeguarding escalation procedures without delay.

Information gathering and risk assessment

- Review behaviour, safeguarding and pastoral records for all pupils involved, normally covering at least the previous month, and longer where patterns or vulnerability indicators suggest this is needed.

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- Speak separately with the pupil harmed, the alleged perpetrator and relevant witnesses using calm, non-leading questions.
- Consider SEND, communication needs, trauma history, care status, mental health, attendance, peer dynamics and any power imbalance.
- Document themes, frequency, escalation, locations, online platforms, triggers, protective factors and agreed risk controls.

Staff conference

- A minuted staff conference must be held within 48 hours of the concern being identified, or sooner where risk requires urgent action.
- The meeting must agree the threshold decision, safety plan, support for all affected pupils, communication plan, monitoring period, review date and lead professional.
- Information must be shared only on a need-to-know basis, with clear instructions for supervision, recording and escalation.

Support and intervention

- The pupil harmed must be offered emotional support, regular check-ins, a named trusted adult, help to report further concerns and reasonable adjustments where required.
- The pupil displaying harmful behaviour must receive clear boundaries and consequences alongside support to understand impact, develop empathy, regulate emotions and change behaviour.
- Restorative approaches may be used only where the pupil harmed feels safe, participation is voluntary, risk has been assessed and there is no pressure to forgive or reconcile.
- Group, class or whole-school work must be considered where peer culture, bystander behaviour, prejudice or online behaviour contributed to the concern.

Communication with families

- Parents/carers of the pupil harmed and the alleged perpetrator must be contacted the same day the concern is confirmed, unless doing so would increase safeguarding risk.
- Communication must explain the concern, immediate safety steps, the school process, support available, expected confidentiality and the next review point.
- Families must be offered a meeting where appropriate, and all contact must be recorded

5. Recording, reporting and notification

All stages of the process must be recorded in full, using factual, child-centred and non-judgemental language.

- Record the initial report, date, time, location, pupils involved, type of bullying, online platform where relevant, protected characteristic or prejudice indicators, witnesses and immediate action taken.
- Maintain accurate documentation of evidence, pupil views, meetings, family contact, professional consultation, risk assessments, support plans, restorative work and outcomes.
- Record whether the concern was managed as bullying, a safeguarding concern, child-on-child abuse, online safety concern, behaviour incident, hate incident or potential criminal matter.
- Keep an ongoing daily or agreed monitoring record during the active review period, including further incidents, check-ins and progress against actions.
- Store all records securely in line with safeguarding, data protection and retention requirements.
- Notify placing authorities, social workers, Virtual School, external professionals, children's services or police where thresholds require this, and record the rationale for decisions made.

6. Staff training

Bridge House School follows the expectations in the Aspris Anti-Bullying Policy and ensures colleagues complete role-appropriate training. Training must include recognising and responding to bullying, online bullying, prejudice-based and discriminatory bullying, equality duties, child-on-child

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abuse, harmful sexual behaviour, safeguarding thresholds, recording expectations, information sharing and escalation routes.

Training and supervision must also reinforce trauma-informed practice in line with TISUK principles, including psychological safety, attunement, co-regulation, curiosity about unmet need, restorative repair, avoiding shame-based responses and supporting staff wellbeing. New colleagues must receive induction before working unsupervised with pupils, and all colleagues must receive refresher training at least annually or sooner following significant incidents, policy updates or identified practice needs.

7. Monitoring and quality assurance

This local procedure is reviewed and monitored annually by the Headteacher, or sooner following changes to statutory guidance, serious incidents, emerging patterns or quality assurance findings.

- The Headteacher and DSL will review bullying records at least termly to identify patterns by pupil, location, time, type of bullying, online platform, protected characteristic, peer group, intervention and outcome.
- Findings will inform supervision arrangements, curriculum work, staff training, pupil voice activity, environmental changes and targeted pastoral interventions.
- The school will seek pupil and parent/carers feedback following significant concerns to check whether pupils feel safe and whether agreed actions have been effective.
- A summary of trends, actions and impact will be shared through local governance and quality assurance routes in line with Aspris reporting expectations

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions