

Anti-Bullying Policy

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Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

- Behaviour Policy (EDU.POL.027)
- Safeguarding Policy (EDE.POL.002)
- Mobile Phone Policy (EDU.POL.040) and Online Safety Policy (EDU.POL.009)
- Curriculum, SMSC and Fundamental British Values Policy (EDU.POL.008), and PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Sunny Hill School, every pupil has the right to learn and grow in a safe place, free from bullying. Many of our pupils have experienced trauma, exclusion or instability, and bullying can deepen those wounds. We are committed to challenging bullying in all its forms and to building a culture of respect, empathy and inclusion.

Keys

This policy sets out how we prevent bullying, how we respond when it happens, and how we support everyone involved. It is part of how we keep pupils safe and how we promote mutual respect and tolerance across the school.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Sunny Hill School. It aims to:

- prevent bullying and build a culture of respect and inclusion
- make sure everyone can recognise bullying and knows how to report it
- respond quickly, fairly and supportively when bullying happens
- support the pupil who has been bullied and help the pupil who has bullied to change their behaviour
- record, monitor and learn from bullying so our prevention keeps improving

4. Abbreviations and Definitions

Bullying. Behaviour by an individual or group, usually repeated over time, that intentionally hurts another person physically or emotionally. It often involves a misuse of power. A one-off incident can also be serious and is dealt with under this policy.

Bullying can take many forms, including:

- physical, for example hitting, kicking or taking belongings
- verbal, for example name-calling, insults or threats
- emotional or social, for example leaving someone out, humiliating them or spreading rumours
- prejudice-based, targeting race, religion, sex, disability, sexual orientation, gender identity or another characteristic
- cyberbullying, for example abuse, threats or exclusion through phones, messaging, social media, games or other online platforms

Child-on-child abuse. Some bullying is also child-on-child abuse and is dealt with through our safeguarding procedures. This includes sexual violence and sexual harassment, sexualised language, the sharing of nude or semi-nude images, misogyny and other prejudice, and the creation or sharing of AI-generated or faked sexual images, sometimes called deepfakes.

5. Policy Content

1.1 Principles and Approach

Our approach rests on the following principles. Every pupil safe. No pupil should have to put up with bullying, and every report is taken seriously. Relational and trauma-informed. We understand behaviour as communication and respond in line with the Keys Connect model, using restorative approaches. Address behaviour, not labels. We are clear that bullying is wrong, while supporting the pupil who has bullied to understand the harm and change, rather than labelling the child. Positive norms. We use language that does not normalise harmful behaviour or stigmatise

Keys

any group, and we model the respect we expect. Partnership. We work with pupils, families and other agencies to keep pupils safe.

2.1 Anti-Bullying in Practice

Preventing bullying

- we build a culture of respect, inclusion and positive relationships
- we teach empathy, difference and online safety through PSHE, relationships education and tutor time
- we identify and supervise the times and places where bullying is more likely
- we encourage pupils and staff to speak out, and we act when they do
- A multi-agency approach to support pupils with Special Needs.

Recognising bullying

Staff stay alert to possible signs of bullying, for example a pupil becoming withdrawn or anxious, a change in mood or behaviour, unexplained injuries, a drop in attendance or progress, self-harm, or a pupil starting to bully others. Signs can be subtle in pupils with complex needs, so staff notice and ask.

Reporting bullying

Pupils can report bullying to any trusted adult, and we provide safe and accessible ways to report, including confidential reporting channels and, where appropriate, anonymous reporting mechanisms. We make sure pupils know how to report and that they will be listened to.

Responding to bullying

- we take every report seriously and act quickly
- we support the pupil who has been bullied with reassurance and practical help
- we address the behaviour of the pupil who has bullied through restorative conversations and, where needed, proportionate consequences
- we keep in contact with parents and carers, and we follow up to check the bullying has stopped
- A staged and restorative approach.
- Embedded curriculum learning for friendships and social interactions.

Support and consequences

Consequences are proportionate and aim to change behaviour. They may include restorative meetings, loss of privileges, increased supervision and parental involvement, and as a last resort suspension in line with the Behaviour policy (EDU.POL.027). We also provide support to both pupils, and we make a safeguarding referral or seek multi-agency help where it is needed.

Cyberbullying and online bullying

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We treat bullying through phones and online with the same seriousness as any other bullying. We work with pupils and families to prevent it, respond to it, and keep evidence. Staff conduct relating to mobile phones and pupils' use of devices is addressed within the Mobile Phone and Online Safety policies (EDU.POL.009).

Bullying off-site and online

Bullying that happens away from school, including online and on the way to and from school, is treated with the same seriousness. We investigate and take appropriate action so far as is reasonable, and we work with parents, carers, specialists on site, and other agencies where needed.

Bullying as a safeguarding concern

Where bullying raises a safeguarding concern, including any child-on-child abuse, staff report it to the designated safeguarding lead immediately. It is recorded on CPOMS, risk assessments are reviewed, and we follow our Safeguarding policy (EDE.POL.002). Child-on-child abuse is never dismissed as banter or part of growing up.

3.1 Recording, Monitoring and Reporting

Bullying incidents are recorded on CPOMS, and the reporting form, restorative template and parent letter will be sent out.

Leaders analyse bullying data, including by pupil group such as pupils with SEND, to spot trends and target prevention, and report to the Proprietor and Governors.

4.1 Equality and Inclusion

At [Sunny Hill School], this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We robustly challenge prejudice-based and discriminatory bullying linked to any protected characteristic, and we monitor whether any group is more affected so we can act. Anti-bullying is one of the clearest ways we promote mutual respect and tolerance across the school.

Bullying incidents involving protected characteristics will be recorded and analysed separately to identify patterns, trends and required actions.

6. Responsibilities

1.1 Pupils

treat others with respect, speak out if they see or experience bullying, and support one another

2.1 Staff

model respect, stay alert to the signs of bullying, act on every concern promptly, record incidents, and support both the pupil who has been bullied and the pupil who has bullied.

3.1 Leadership and the designated safeguarding lead

Leadership team at Sunny Hill School makes sure this policy works in practice, that staff are trained, and that bullying data is analysed and acted on. The designated safeguarding lead leads on any bullying that is also a safeguarding concern.

4.1 Governance

The Proprietor and Governors at Sunny Hill School hold the school to account for an effective anti-bullying strategy and review the impact of this policy.

5.1 Parents and carers

tell the school if they are worried about bullying, and work with the school to resolve it

6.1 Named leads

The designated safeguarding lead at Sunny Hill School is Jessica Hocknull.

7. Training Requirements

All staff at Sunny Hill School are trained in recognising and responding to bullying, in trauma-informed and restorative practice, and in child-on-child abuse, with annual refreshers. Training is updated in response to emerging issues, for example cyberbullying, misogyny and AI-generated images.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, standard 10, which requires an effective strategy to prevent bullying so far as reasonably practicable
- Preventing and tackling bullying (DfE, 2017)
- Keeping Children Safe in Education (DfE, 2025, and 2026 from 1 September 2026), including child-on-child abuse
- The Equality Act 2010, including prejudice-based and discriminatory bullying linked to protected characteristics
- Section 89 of the Education and Inspections Act 2006, including the power to regulate pupils' conduct beyond the school gate

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- Section 175 of the Education Act 2002, the duty to safeguard and promote the welfare of pupils
- The Online Safety Act 2023, relevant to online bullying and harms

10. Version Control

This document can also be found in the following locations: Sunny Hill Education Drive and Radar.

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Sunny Hill School is the headteacher.

11. Appendices

1.1 Appendix A: School-Specific Annex

At Sunny Hill School the following local arrangements apply:

- Designated Safeguarding lead and deputy DSL: Jessica Hocknull and Rebekha Weaver

Local authority safeguarding team and other key contacts:

Dudley LA

- Dudley Safeguarding People Partnership (DSPP)
Email: DSPP@dudley.gov.uk (general safeguarding enquiries).
[dudleysafe...ing.org.uk], [dudley.gov.uk]
- Children's Services / Multi-Agency Safeguarding Hub (MASH)
Telephone: 0300 555 0050 (Option 3) during office hours. The MASH is the single point of contact for safeguarding referrals concerning children and young people.
[dudley.gov.uk], [dudley.gov.uk]
- Emergency Duty Team (out of hours)
Telephone: 0300 555 8574. [dudley.gov.uk]
- Emergency Services
Telephone: 999 if a child is at immediate risk of harm

How pupils report bullying at this school, including any anonymous route:

Pupils can report bullying or concerns to any trusted member of staff, including their class teacher, form tutor, pastoral staff, Designated Safeguarding Lead (DSL), or any other member of the senior leadership team. Pupils may also use the school's concern or worry reporting systems where appropriate. Where a pupil is unable to report verbally, staff support communication through individualised approaches, including visual supports, communication aids and trusted adults.

- For additional advice and support, children and young people can access **Childline (0800 1111)** and local anti-bullying information through **Dudley Safe & Sound**.
- Local enrichment or peer support that builds a respectful culture:
- **Dudley Youth Service** provides youth clubs, activities, personal development opportunities and safe spaces that promote positive relationships, inclusion and respect for others. [dudley.gov.uk]
- **ROUTES Dudley Youth Advice Hub** offers wellbeing support, advice, group activities and opportunities for young people to build confidence, resilience and positive peer relationships. [cranstoun.org]
- **Dudley Family Hub Peer Support Programme** provides peer support networks and community groups, including SEND-specific support, helping families and young people develop connections, inclusion and mutual respect

Creating a Culture of Belonging

At Sunny Hill School, we believe that positive relationships are the foundation of emotional wellbeing, personal development and successful learning. Many of our pupils have experienced disrupted educational journeys, social isolation, trauma, exclusion or difficulties forming and maintaining relationships. We recognise that bullying prevention begins with creating a culture where every pupil feels safe, valued, included and respected.

Our approach focuses on helping pupils to:

- develop positive relationships with peers and adults
- understand the importance of kindness, empathy and respect
- communicate their thoughts, feelings and needs effectively
- develop self-confidence and self-advocacy skills
- understand the impact their actions have on others
- recognise and celebrate individual differences
- become active members of the school community

We recognise that pupils' communication and social understanding needs vary significantly. Therefore, all learning and support are personalised and delivered through a Total Communication approach.

The BRITE Values

Our BRITE Values underpin daily life at Sunny Hill School and help pupils understand the behaviours and attitudes that contribute to positive relationships and a safe school community.

B - Belonging

We support every pupil to feel accepted, valued and part of the Sunny Hill community. Through inclusive practice, pupil voice and personalised support, pupils develop a sense of identity, security and connection.

Pupils are taught to show respect towards themselves, others, property and the wider community. Respect is modelled by staff and reinforced through daily interactions and learning experiences.

I - Independence

Pupils are encouraged to make choices, solve problems and develop self-advocacy skills. Increased independence helps pupils communicate their needs appropriately and seek support when required.

T - Teamwork

At Sunny Hill School, teamwork is actively taught and celebrated. Pupils learn to:

- work cooperatively with others
- share ideas and resources
- take turns and listen to different viewpoints
- celebrate the achievements of others
- solve problems collaboratively
- contribute positively to group activities
- support and encourage their peers

Teamwork is embedded throughout classroom learning, enrichment activities, educational visits, outdoor learning, sports activities and Preparing for Adulthood opportunities. Through teamwork, pupils develop friendship skills, empathy and mutual respect.

E - Excellence

We encourage all pupils to strive to be the best version of themselves. Excellence is recognised not only through achievement but also through demonstrating kindness, resilience, honesty, effort and positive relationships.

The BRITE Awards celebrate pupils who consistently demonstrate these values and contribute positively to our school culture.

Teaching Friendship Skills

Friendship skills are explicitly taught through the curriculum and daily interactions.

Pupils are supported to learn:

- how to initiate and maintain friendships
- sharing and turn-taking
- cooperation and teamwork
- understanding emotions in themselves and others
- respecting differences
- conflict resolution skills
- healthy and unhealthy relationships
- personal boundaries and consent
- how and when to seek support from trusted adults

Teaching strategies may include:

- social stories
- role play
- modelling
- comic strip conversations
- visual supports
- Zones of Regulation
- Attention Autism
- restorative discussions
- communication aids and AAC systems

Teaching Right from Wrong

Sunny Hill School promotes clear expectations and consistent messages regarding behaviour.

Pupils are taught to understand:

- kind and unkind behaviour
- safe and unsafe choices
- respectful communication

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- honesty and fairness
- personal responsibility
- empathy and consideration for others
- the consequences of their actions

Learning takes place through:

- daily routines
- restorative practice
- reflection and discussion
- behaviour coaching
- positive reinforcement
- individualised social learning programmes

Staff recognise that pupils may demonstrate their understanding in different ways depending on their developmental stage, communication abilities and SEND needs.

PSHE and Relationships Education

Our PSHE and Relationships Education curriculum plays a central role in bullying prevention.

Relationships

Pupils learn about:

- building friendships
- teamwork and cooperation
- respecting differences
- inclusion and diversity
- managing disagreements
- healthy relationships
- recognising peer pressure

Emotional Wellbeing

Pupils develop skills in:

Keys

- emotional literacy
- self-regulation
- resilience
- confidence and self-esteem
- recognising emotions
- managing worries and anxieties

Keeping Safe

Pupils are taught about:

- trusted adults
- personal safety
- personal boundaries
- consent
- online safety
- cyberbullying
- reporting concerns

Preparing for Adulthood

Pupils develop:

- self-advocacy skills
- independence
- decision-making skills
- community awareness
- positive relationship skills

Learning is differentiated to ensure it is accessible and meaningful for all learners and aligned to individual EHCP outcomes.

Positive Relationships Across School Life

Positive relationships are promoted throughout all aspects of school life through:

- pupil voice opportunities
- School Council

Keys

- enrichment activities
- educational visits
- lunchtime and social opportunities
- therapeutic support
- celebration assemblies
- community engagement activities
- Preparing for Adulthood experiences

Staff consistently model:

- kindness
- respect
- patience
- positive communication
- inclusive language
- empathy
- restorative approaches

Supporting Communication

We recognise that communication difficulties can increase vulnerability to social isolation, misunderstandings and bullying.

To support communication and self-advocacy, we use:

- Total Communication approaches
- Makaton
- AAC systems
- communication boards
- symbols and visual supports
- communication passports
- objects of reference

Pupils are encouraged to communicate:

- worries and concerns
- emotions and feelings
- friendship difficulties

Keys

- requests for support
- experiences of bullying or exclusion

At Sunny Hill School, every voice matters and all forms of communication are valued.

Restorative Practice

When relationship difficulties arise, staff use restorative approaches wherever appropriate.

Pupils are supported to:

- understand what happened
- recognise the impact of their actions
- repair relationships
- rebuild trust
- develop strategies for future situations

Our focus is on learning, accountability and repairing relationships rather than blame.

Celebrating Difference and Inclusion

Sunny Hill School actively promotes equality, diversity and inclusion.

Through assemblies, curriculum learning and everyday practice, pupils learn about:

- disability awareness
- neurodiversity
- culture and religion
- family diversity
- equality
- mutual respect
- Fundamental British Values

Differences are celebrated, and discriminatory language or behaviour is challenged immediately.

Early Intervention

Staff are trained to identify early signs of social difficulties, friendship breakdowns or potential bullying.

Support may include:

- social skills groups
- friendship interventions
- emotional literacy support
- communication support
- sensory regulation strategies
- mentoring
- increased adult supervision
- family support
- multi-agency involvement

Early intervention helps prevent minor concerns from developing into bullying behaviour.

Pupil Voice

Pupil views play an important role in shaping school practice. Pupils are encouraged to share their thoughts through:

- School Council
- pupil surveys
- keyworker sessions
- annual reviews
- EHCP review meetings
- advocacy opportunities
- wellbeing check-ins

Their feedback helps us continually improve our provision and strengthen our anti-bullying culture.

At Sunny Hill School, we believe that the most effective way to prevent bullying is to create a culture where every pupil feels safe, respected, connected and valued. Through our BRITE values, positive relationships, explicit teaching of friendship skills, restorative practice and a personalised SEND approach, we strive to ensure that every pupil develops the confidence, communication skills and self-advocacy needed to thrive both in school and beyond.