



ELLIS GUILFORD SCHOOL
Creative Education Trust



2025 - 2026

Anti-Bullying Strategy



www.ellisguilfordschool.org.uk

Introduction

At Ellis Guilford School, we are committed to fostering a safe, respectful, and inclusive environment where every child feels valued, supported, and empowered to thrive. As part of our dedication to child welfare and personal development, we recognise that bullying in any form—whether physical, verbal, emotional, or online—is entirely unacceptable and must be addressed robustly with clarity, consistency, and compassion.

Our Anti-Bullying Strategy is rooted in our core values of **ambition, integrity, and respect**, and aligns with our broader safeguarding and wellbeing priorities. It reflects our belief that every member of our school community has the right to learn and grow in a space free from fear, intimidation, or discrimination.

This strategy outlines a whole-school approach to preventing and responding to bullying. It is informed by national guidance, including the Department for Education's statutory guidance on safeguarding and behaviour, and shaped by the voices of our children, staff, parents, and carers. It also reflects our commitment to equality, diversity, and inclusion, ensuring that all children—regardless of background, identity, or need—are protected and supported.

Key aims of this strategy include:

Preventing bullying through education, awareness, and a positive school culture.

Identifying and responding to incidents swiftly and effectively.

Supporting all children, including those who experience bullying and those who may display bullying behaviours.

Empowering staff with the training and tools to intervene appropriately and sensitively.

Engaging families and the wider community in promoting respectful relationships and shared responsibility.

Every Voice is Heard

Through this strategy, Ellis Guilford School reaffirms its commitment to safeguarding every child. Together, we are building a school culture where kindness is celebrated, differences are respected, and every voice is heard.

"I used to dread going to school because of the names they called me. It made me feel invisible."

"They laughed at my clothes every day. I started believing I wasn't good enough."

"I felt completely alone until someone finally told a teacher. That changed everything."

"The bullying followed me online. I couldn't escape it, even at home."

"When my friend stood up for me and reported it, I finally felt safe again."



Ellis Guilford Values underpin our anti-bullying strategy

Driven by Ambition: We aim for EGScellence every day, with effort, kindness and no delay

Acting with Integrity: Even when no-one's in sight, we choose to do what's honest and right

Guided by Respect: We listen, we care, we're honest and fair

What we hope to achieve from this anti-bullying strategy

Communication: to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people's lives, and what is being done to prevent it.

Commitment: to promote the values, principles and approaches that will help eliminate bullying behaviour within Ellis Guilford School.

Consistency: to develop consistent approaches to addressing the issue of bullying.

Clarity: to ensure that everyone knows who to go to for help and support and what will happen when they do.

Co-operation: to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make Ellis Guilford School a better place to learn.

This strategy is written in partnership with the Creative Education Trust Anti-Bullying policy. The objectives of the anti-bullying policy are:

- To develop the skills necessary for pupils and staff to deal effectively with incidents as they arise.
- To instil in all pupils the desire to eliminate any behaviour which can be construed as menacing, threatening or physically damaging.
- To develop in all pupils a confident and sociable manner which enables them to look after their own interests, and those of their fellow pupils.
- To create in parents a feeling of confidence that their children are safe in the academy and an assurance in the academy's ability to deal with any such problems.
- To include pupil voice in making decisions about the academy's position on bullying.
- To notify parents of those pupils involved in incidents of bullying, as perpetrators or victims, and the action taken by the academy.
- To record incidents and action taken where appropriate.

[Creative Education Trust Anti-Bullying Policy 2025 - 2026]

What do we consider as bullying behaviour?



- **Emotional** – being intentionally hostile, unfriendly, excluding, tormenting; emotional bullying can be more damaging than physical bullying
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Racist** – racial taunt, graffiti, gestures
- **Sexual** – unwanted physical contact, sexual assault, or sexually abusive comments; frequently linked with cyber-bullying, for example sexting, or the sharing of youth produced sexual imagery on a non-consensual basis
- **Homophobic, biphobic, transphobic or gender-based** bullying focused on sexual orientation, gender identification or inappropriate use of language such as describing actions or objects as 'gay'
- **Racist, religious, special educational needs or disability** – bullying focused on an individual's characteristics
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing; discriminatory language of any type is unacceptable and will be challenged
- **Cyber** – all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies including camera and video facilities, the use of Artificial Intelligence (AI) tools for example deepfake images, audio or video hoaxes used to bully others.

How will we prevent bullying behaviour?

We want a school community where bullying behaviour is unacceptable. This can be achieved by developing positive relationships between children which are supported by preventative strategies.

Effective preventative strategies must involve all members of a community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for children and young people and should support others in the wider community to do the same.

It is essential that everyone should be valued for who they are - recognising that it is acceptable to be different. We will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion.

By understanding the impact of bullying behaviours on health and wellbeing and on learning and development we can take action to prevent and manage incidents. We will therefore take steps to ensure that:

- Regular staff training takes place to raise awareness and ensure that staff develop the skills to recognise, respond and take action appropriately to bullying behaviour. This includes cyberbullying which is often the same type of behaviour as other bullying, for example name calling and spreading rumours, but takes place online.
- Teachers will plan opportunities through the curriculum to support young people to develop effective relationships, build resilience and skills for life. This will include developing self-awareness and awareness of others, responsibility taking and problem solving.
- School leaders will take action to ensure all children are fully aware of the school anti-bullying strategy and policy.
- Proactive approaches, for example Restorative Approaches and Solution Focussed Approaches may be used to support and develop a culture which aims to prevent incidents of bullying behaviour.
- There will be clear and effective communication about acceptable standards of behaviour for all which reinforce our values and aims in relation to anti-bullying.
- Children should know who to speak to, be confident they will be listened to and taken seriously and know that appropriate action will be taken.

Our strategies for prevention of bullying include:

Education and awareness of individual rights through

- raising awareness of bullying behaviour with staff through training
- teaching young people about positive relationships
- teaching young people how to resolve conflicts amicably.

Developing an inclusive and positive ethos in school through

- encouraging tolerance and respect through the promotion of British values
- an expectation of positive behaviour and personal responsibility
- creating a culture where bullying and discrimination is unacceptable
- encouraging peer support/mentoring programmes
- considering how children are grouped.

Proactive information strategies and campaigns through

- information technology
- hard copy information handouts
- classroom promotions e.g., It's Not Okay and safeguarding team poster
- use of assemblies
- themed week(s) e.g., National Anti-Bullying Week

Enabling young people to have a voice through

- encouraging and supporting children to talk to an adult if they are being bullied or if they know bullying is happening – every child has a trusted adult
- ensuring children know who to talk to within the school
- talking about behaviours and their impact on others through restorative approaches, nurturing environments and health and wellbeing programmes
- building resilience in children through collaboration with external agencies e.g., MHST
- tutor group safeguarding training including class discussions
- team building activities

Police involvement or engagement

- class or individual discussion with community police officers or school early intervention officer (SEIO)
- information and/or advice
- discussion of consequences of bullying behaviour



How can you expect us to respond to bullying behaviour?

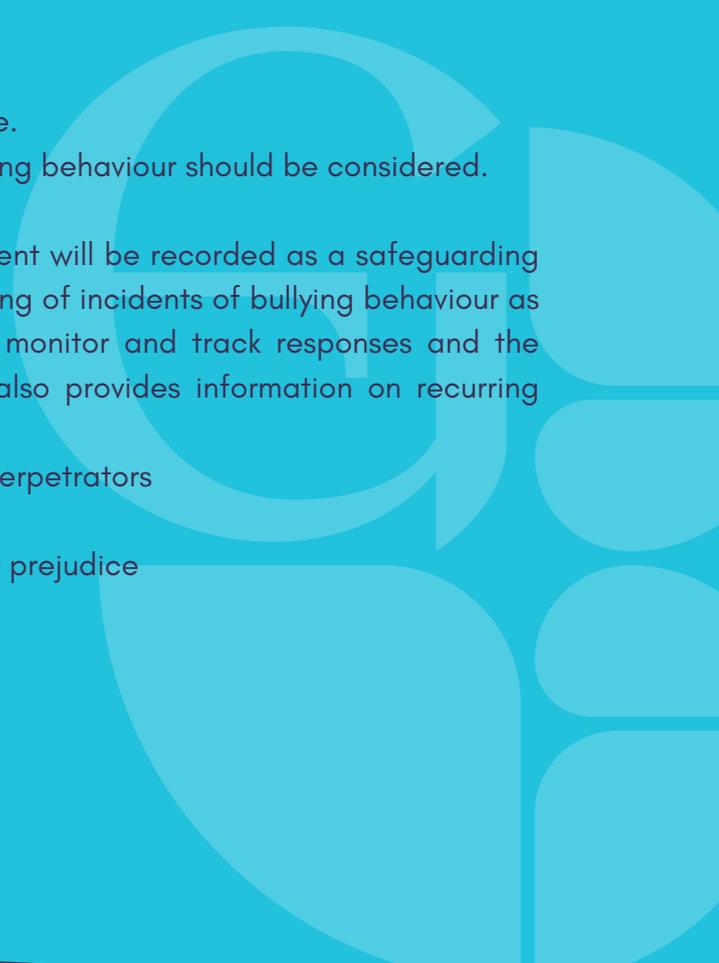
A strongly promoted whole school policy, which is widely understood by all members of the school community and evident in the school ethos, helps to prevent bullying behaviour.

However, when bullying behaviour does take place, we will respond appropriately by addressing the needs of the children who experience the bullying behaviour as well as those who exhibit these behaviours. This will be carried out within a framework of respect, responsibility, resolution and support.

- Recognition should be given to the needs of all involved.
- Children should be encouraged/enabled to speak up and speak out, either verbally or through the use of reporting platforms such as The Student Voice, the student council, mediation or other appropriate methods
- At Ellis Guilford School, children should know who to report any concerns to.
- Incidents of bullying behaviour, including cyberbullying, will be investigated promptly and thoroughly by an appropriate member of staff. All involved should be given the opportunity to talk and be listened to.
- A child who has experienced bullying behaviour should be involved in the decision about the next steps the school will take.
- Where appropriate, parents will be involved.
- Feedback should be given to appropriate people.
- Both the emotional and physical effects of bullying behaviour should be considered.

Where bullying behaviour has taken place, the incident will be recorded as a safeguarding concern (category bullying) on CPOMS. The recording of incidents of bullying behaviour as safeguarding concerns is essential to allow us to monitor and track responses and the effectiveness of the anti-bullying interventions. It also provides information on recurring patterns such as:

- involvement of particular children as victims or perpetrators
- where and when bullying behaviour takes place
- identification of any aspects of discrimination or prejudice
- the effectiveness of any action taken.





All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached, and bullying behaviour has stopped. The monitoring of bullying concerns through CPOMS as a safeguarding concern ensures that the actions and outcome are documented, monitored and analysed.

In order to achieve a satisfactory resolution, Ellis Guilford School may use a range of strategies such as:

- appropriate and robust consequences and sanctions in line with Creative Education Trust policy as part of the resolution process
- small group work
- peer mediation building on shared concern
- restorative approaches such as restorative meetings and sessions between children
- solution focussed approaches
- seeking to involve other partners or agencies as required
- police involvement or engagement, including the use of the school early intervention officer (SEIO) for intervention, advice and support.

Ellis Guilford School will share information as appropriate and work jointly with other agencies to ensure a coordinated and cohesive approach for the benefit of all young people.



Appendix 1.

Prejudice-Based Bullying: Bullying behaviour related to race, religion, culture or nationality

Physical differences and different ethnic, cultural and religious backgrounds can be seen in the eyes of some to be evidence of one section of society being inferior/superior to another. A child may be made to feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. This can adversely affect the lives of those from world majority, gypsy traveller, refugee and those of non-English backgrounds; as well as those from different cultural and religious communities.

Bullying behaviour related to sexual identity

Bullying behaviour related to sexual orientation is also classified as homophobic bullying. Children who are lesbian, gay or bisexual or transgender (LGBT), or are perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying behaviour least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

Bullying behaviour related to gender

Children of both sexes can be affected by this type of bullying behaviour. It is based on the acceptability (or otherwise) of certain male and female behaviours and applies to those that do not conform. Personality traits, social activities and academic choices can influence this type of bullying behaviour. The child can often be pressurised to 'fit in' with the crowd.

Bullying behaviour related Special Educational Needs and Disabilities (SEND)

Children with disabilities or SEN do not always have the levels of social confidence and robust friendship bonds that can protect against bullying behaviour. The behaviour can take any of the forms previously described, but can also include more manipulative behaviour, i.e. taking advantage of their emotional, behavioural or physical difficulties.

Bullying behaviour related to young carers or care circumstances

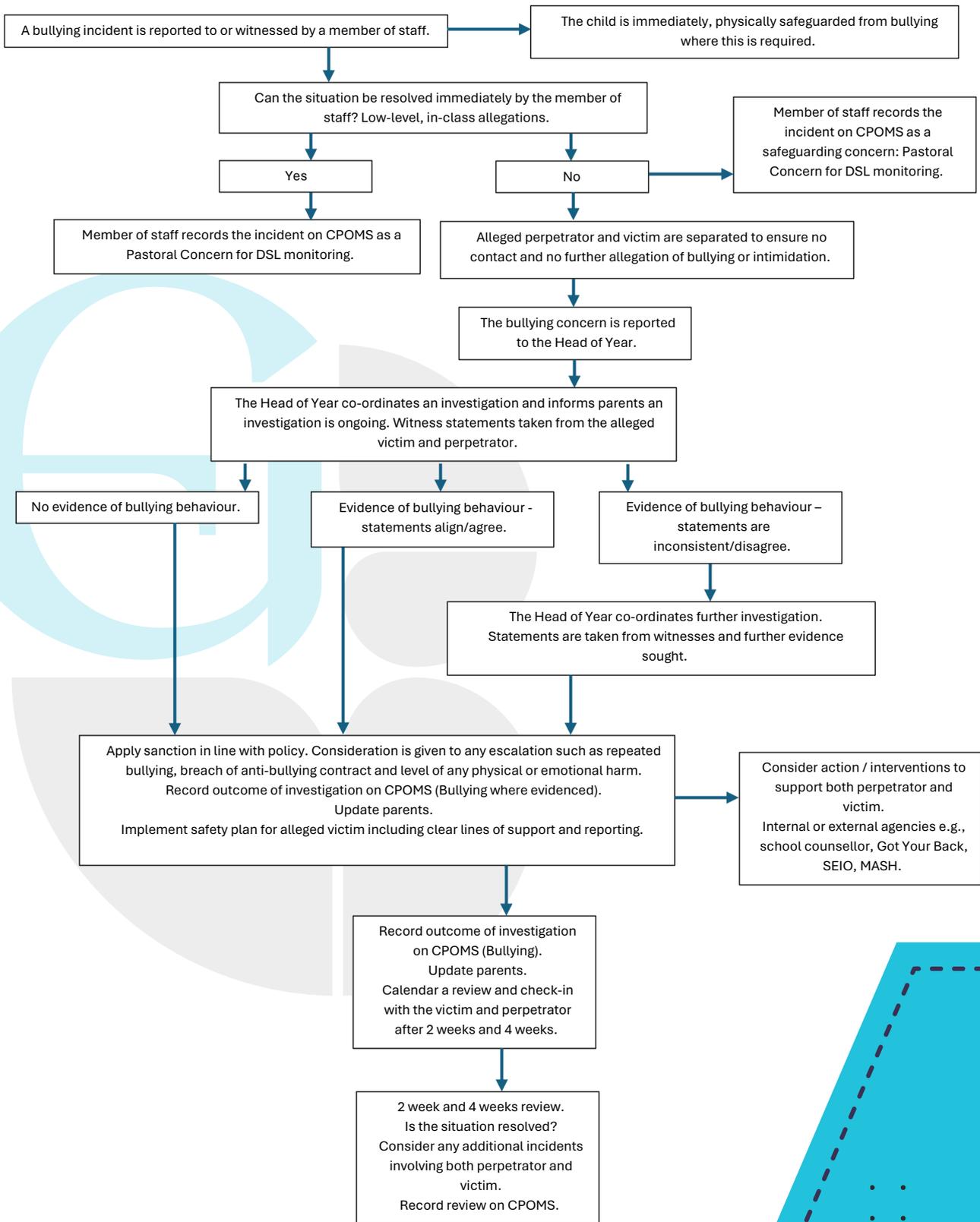
Children can be more vulnerable to experiencing bullying behaviour by the fact that they provide care and assistance to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers often take on practical and emotional caring responsibilities that would normally be expected of an adult. Children in care are equally as vulnerable to bullying behaviour due to their unique circumstances such as adoption, living away from birth parents or having social work involvement.

Bullying behaviour related to appearance or health/medical conditions

Children with visible health or medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become subject to bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can also result in bullying. Obvious signs of affluence (or lack of it), can also be exploited and used as a reason to exhibit bullying behaviour.

Appendix 2.

Anti-bullying strategy flowchart for responding to incidents:



Appendix 3 . Graduated response to bullying

Ellis Guilford adopts Creative Education Trust's definition of bullying as defined in the Anti-Bullying Strategy and Policy, and Child Protection Policy 2025.

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

<p>Isolated peer issue or friendship fallout.</p> <p>CPOMS - Pastoral Concern: Isolated Peer Issue</p>	<p>Class teacher facilitates apology or restorative conversation. □ Where required, Year Team facilitates restorative conversation or support. □ Where applicable, B2 sanction applied, and 30-minute detention issued. □ Tutor alerted. □ Parents informed. □</p>
<p>Repeated behaviour towards the same or different child(ren). DSL screens against CET definition of bullying.</p> <p>CPOMS – Pastoral Concern: Isolated Peer Issue or Bullying</p>	<p>Restorative meeting actioned by Year Team. □ Conduct contract agreed and signed by both parties. □ Head of Year warning and reprimand regarding conduct expectations. □ Sanction applied to perpetrator in line with behaviour policy. □ Sanction is agreed with AP Behaviour. □ Support in place for victim. Clear lines of reporting and check-in. □ Year team monitors – including daily tutor check-in. □ Parents informed. □ Record on CPOMS. □</p>
<p>Continuation of bullying behaviour as defined by CET anti-bullying policy.</p> <p>CPOMS – Bullying (add sub-category)</p>	<p>Parent/carer meeting to discuss bullying behaviour. □ Anti-bullying contract signed by child, parent/carer and Head of Year. □ Two-week review meeting booked with parent. □ Sanction issued in line with behaviour policy. Sanction is agreed by AP Behaviour. Consideration for suspension. □ Anti-bullying support for the perpetrator: SEIO; school counsellor, school nurse; Family Support referral (parent). □ Further support for the victim: School counsellor; Got Your Back □ Head of Year contacts victim's parents and agrees safety plan, support and clear lines of reporting. □ Two-week check-in arranged with victim with Year Team. □ Record all actions on CPOMS including all contracts. □</p>
<p>Persistent bullying behaviour as defined by CET anti-bullying policy.</p> <p>CPOMS – Bullying (add sub-category)</p>	<p>Sanction issued in line with behaviour policy. Sanction is agreed with AP and VP Behaviour. Consideration for escalation of suspension; long-term redirect; supported transfer; permanent exclusion. □ Restrictions on unstructured time applied. □ Parent/carer meeting with AP Behaviour, Head of Year to explore next steps and education provision. □ Review and re-establish anti-bullying contract. Parent/carer, perpetrator and AP behaviour to sign. □ Parent to be warned regarding potential removal from EGS if bullying continues. □ Parent/carer meeting for victim. Actions and next steps shared and agreed. Additional support in place (internal or external referrals). □ Review meeting date with both perpetrator and victim arranged and agreed. □ Record all actions on CPOMS including all contracts. □</p>

Appendix 3 . Creative Education Trust Anti-Bullying Policy 2025 – 2026

Anti-bullying policy Statement of Intent

1) The Creative Education Trust (CET) is 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 academies. 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” community. This means that anyone who knows that bullying is happening is expected to report it to someone they trust, which can be a member of staff, year leader or buddy. Knowing about incidents of bullying but not reporting them is unacceptable.

2) This policy is written from the perspective of pupils being the subject of bullying. Definition

3) ‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (Preventing and tackling bullying, DfE October 2014)

4) Examples of bullying include:

- a) emotional – being intentionally hostile, unfriendly, excluding, tormenting; emotional bullying can be more damaging than physical bullying
- b) physical – pushing, kicking, hitting, punching or any use of violence
- c) racist – racial taunt, graffiti, gestures
- d) sexual – unwanted physical contact, sexual assault, or sexually abusive comments; frequently linked with cyber-bullying, for example sexting, or the sharing of youth produced sexual imagery on a non-consensual basis
- e) homophobic, biphobic, transphobic or gender-based bullying focused on sexual orientation, gender identification or inappropriate use of language such as describing actions or objects as ‘gay’
- f) racist, religious, special educational needs or disability – bullying focused on an individual’s characteristics
- g) verbal – name-calling, sarcasm, spreading rumours, teasing; discriminatory language of any type is unacceptable and will be challenged
- h) cyber – all areas of internet, such as e-mail and internet chat-room misuse, mobile threats by text messaging and calls, misuse of associated technologies including camera and video facilities
- i) Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Creative Education Trust recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of ‘deepfakes’, where AI is used to create images, audio or video hoaxes that look real. Creative Education Trust will treat any use of AI to bully pupils in line with this policy.





5) Distinguishing between normal social problems and bullying can be challenging but it is essential if we are to address pupils' well-being effectively. Research indicates some key factors that can help staff differentiate between normal social problems and bullying:

- Repetitive and intentional behaviour: bullying typically involves repetitive and intentional actions designed to hurt, harm or intimidate another pupil. It goes beyond occasional conflicts or disagreements that are part of normal social interactions
- Power imbalance: bullying often includes a power imbalance, where one pupil has more power or control over the other. The power imbalance can be physical, social, or psychological. In normal social problems, conflicts tend to occur between peers of relatively equal power
- Harmful intent: bullying involves harmful intent. The perpetrator intends to cause distress, harm or fear in the victim. In contrast, normal social problems may result from misunderstandings or disagreements without the intention to hurt
- Consistency: bullying is consistent over time, whereas normal social problems are more likely to be isolated incidents. If a pupil repeatedly targets another pupil with harmful actions or words, it may indicate bullying
- Severity: the severity of the behaviour matters. While normal social problems may involve minor disagreements or conflicts, bullying can include more severe actions, such as physical violence, spreading rumours, or cyberbullying
- Emotional impact: research suggests that bullying often has a more profound emotional impact on the victim. Pupils who are bullied may experience anxiety, depression or fear. In contrast, typical social problems may lead to temporary discomfort but not long-lasting emotional distress.

Objectives

- 5) To develop the skills necessary for pupils and staff to deal effectively with incidents as they arise.
- 6) To instil in all pupils the desire to eliminate any behaviour which can be construed as menacing, threatening or physically damaging.
- 7) To develop in all pupils a confident and sociable manner which enables them to look after their own interests, and those of their fellow pupils.
- 8) To create in parents a feeling of confidence that their children are safe in the academy and an assurance in the academy's ability to deal with any such problems.
- 9) To include pupil voice in making decisions about the academy's position on bullying.
- 10) To notify parents of those pupils involved in incidents of bullying, as perpetrators or victims, and the action taken by the academy.
- 11) To record incidents and action taken where appropriate.



Prevention of bullying

12) The Principal/Headteacher will ensure that pupils develop a clear understanding about what bullying is, the impact it can have and how to prevent and report bullying. This will typically be through the PSHE/SRE curriculum and assembly programme.

13) All staff must be familiar with the academy's current policies to protect pupils from bullying and other forms of harm, specifically the anti-bullying policy, behaviour for learning policy and the child protection policy. All staff must also be aware of the statutory guidance contained or alluded to within, Part 5 of Keeping Children Safe in Education, so that they can adequately safeguard pupils when responding to allegations of sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth produced sexual imagery.

14) The Principal/Headteacher will ensure that all staff have a thorough understanding about how to prevent and tackle bullying through the academy's induction and professional development programme.

15) CET takes the protection of pupils from radicalisation very seriously. All staff are suitably trained and kept up to date in order that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The designated safeguarding lead provides guidance to staff to ensure that any concerns that a child might be vulnerable to radicalisation are referred to Channel when appropriate. The school will work closely with parents, unless it has specific reason to think that this would put the child at risk, to identify early signs of radicalisation, keeping them informed about any concerns in school and pointing them towards the right support mechanisms.

Anti-Bullying Procedures

16) It is the responsibility of the Principal/Head to share the specifics of this policy with staff, students and parents/carers.

17) If parents or pupils have any concerns that bullying may be occurring, they should speak immediately with the child's class teacher. If a parent or child does not feel comfortable to do this, they should speak with any other member of staff.

18) It is the responsibility of every member of staff to ensure that any allegations or concerns reported to them are properly investigated. If they are unable to do this themselves, they must pass the case on to a member of the pastoral team or a senior leader. Pupils must be confident that incidents will be investigated fully and fairly.

19) Although most incidents of bullying will come to the attention of staff directly from pupils or parents, all staff must be vigilant in watching for activity both inside and outside lessons which might be evidence of bullying. They should look particularly for early signs of distress in pupils and follow this up to find out the cause. Any serious matters should be referred on to the Principal/Headteacher or a delegated senior member of staff.

20) Pastoral staff will make it clear that pupils may confide in them if they are experiencing problems of any kind. Pastoral staff also need to say that, if for any reason pupils are unhappy to talk to them, then other members of staff are available. The atmosphere should be receptive and sympathetic.

21) When a concern arises, the facts will be established, usually by asking any pupils concerned to write accounts of what has happened. In some cases false and exaggerated allegations will be made, whilst in others witnesses will give conflicting evidence. A judicious balance between the accounts of the alleged bully, the pupil being bullied and reliable witnesses will need to be kept, taking account of personal knowledge of the children concerned.

22) Serious allegations of bullying should be dealt with by a member of the pastoral staff or a senior leader in the first instance, who will ensure that the Principal/Headteacher is made aware of the situation. The Principal/Headteacher will ensure that those members of staff investigating an allegation or concern are fully supported with expertise both within school and from external agencies as required.

23) Once the matter has been investigated, the unacceptable nature of any behaviour will be made clear to the bully and his or her parents. Any pupils whose behaviour is found to be unacceptable will be punished in line with the CET behaviour policy and academy's behaviour management procedures. The consequences of any repetition must be emphasised.

24) Parents of perpetrators and victims will be contacted by the academy and offered guidance, including signposting to external agencies, to support their children.

25) Both the bully and the pupil being bullied will be advised and counselled about their future behaviour. In most cases pastoral staff are best placed to offer this and they will ensure that parents are aware of this process and are supportive of it.

26) The Principal/Headteacher will ensure that, following an incident, the perpetrators and victims are monitored and that any recurrence is dealt with swiftly and victims are supported to enable them to partake fully in normal academy life.

27) All CET academies must keep written records of all bullying incidents and the action taken. All must be able to supply Ofsted with an analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, the use of derogatory language and racist incidents as required. A summary of these records must be reported to the AC/AIB in the Academy Report at each AC/RIB meeting.

28) There will be occasions where, despite all efforts, problems continue. It is particularly difficult to deal with bullying or harassment that takes place outside an academy and, in these cases, the academy will advise parents to make contact with the police if they feel that this is appropriate or other supportive agencies. There are other circumstances, for example where the academy may be unable to achieve the desired result. In such cases it is sometimes necessary to persuade pupils and parents that they need to change their aspirations and build up relationships with other pupils.

29) Leaders are mindful that sometimes pupils do not report incidents of bullying that they either witness or experience directly. At least annually, leaders at the academy will make use of an anonymised questionnaire, pupil discussions or some combination thereof to sample the views of at least 10% of the pupils on roll about bullying. Leaders will ask questions to determine pupils' perceptions of the extent to which bullying happens; where bullying takes place; whether they would report bullying; and how effectively they think that reported cases are dealt with.

30) Leaders will ensure that pupils take part in CET anonymised surveys that may take place from time to time.