OneSchool Global

Anti-Bullying Policy

Authorisation Date: 10/2025
OSG Document Code: POL_UK_ED_Anti-Bullying Policy_v6.4
Region: UK

Anti-Bullying Policy

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Policy Author Giles Bennett, Regional Director of Education	**Reviewed by** Regional Directors of Education and their teams	**Approved by** OneSchool Global UK Board on 10/2025
Local Document Code (if applicable)		
Enquiries Contact: support@uk.oneschoolglobal.com		

1. INTRODUCTION/POLICY STATEMENT

1.1 BULLYING OUTSIDE OF SCHOOL

1.1.1 Bullying of any kind is unacceptable in our Campus. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. Our Campus is a telling organisation and anyone who knows that bullying is happening should inform a member of staff in safety.

1.1.2 Bullying is not something we will tolerate, and it is the duty of anyone who witnesses or is made aware of bullying to report it. All such reports can be done with security and discretion. All reports will be treated with confidentially and professionalism. Staff and students do not have an option as to if they report bullying - we insist on a culture of openness.

1.2 POLICY PRINCIPLES

1.2.1 This policy supports the Campus in providing an environment where every child can feel:

1.2.1.1 Safe

1.2.1.2 Healthy

1.2.1.3 able to enjoy and achieve

1.2.1.4 able to contribute to future economic well-being

1.2.1.5 able to make a positive contribution.

1.2.1.6 comfortable about who and how they are as a person

1.2.2 To protect the rights of all children to have a safe and secure learning environment, the Campus will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both the Campus's ability to educate children and a child's ability to learn. If such a case arises, the staff at the Campus will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

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1.2.2.1 Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate effectively and positively

1.2.2.2 Keep all other children safe, happy and confident

2. PURPOSE

OSGUK Kenley Campus (hereafter 'the Campus') recognises there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony.

We are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure high challenge/low fear atmosphere. We have high expectations of all students and strive to create a climate in which all children can fulfil their potential.

3. SCOPE

This policy applies to the Campus Principal, teachers, teaching assistants and any additional support staff who work with students in the Campus. The Campus Principal will demonstrate best practice in exemplifying what is articulated in this policy.

Campus self-evaluation necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding wellbeing, health and safety, in line with the procedures and practice outlined in this Policy.

4. DEFINITIONS

Term	Definition
Bullying	Bullying behaviour can be a single serious incident or repeated over time and intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. It may occur directly or through the use of cyber-technology (social websites, mobile phones, text messages, photographs or email).
Children	For the purpose of this policy, this means all students at the Campus.
Cyberbullying	Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when

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	threatening others online, encouraging them to behave more aggressively than they might face-to-face.

5. WHAT IS BULLYING

5.1.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It might be motivated by actual differences between children, or perceived differences. It can also include behaviours that are not always intentional on the part of the instigator but are experienced as bullying and might reasonably be perceived as such by others.

5.1.2 Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

5.1.3 Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; judgements will need to be made about each specific case.

5.1.4 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

5.1.5 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

5.1.6 Bullying can occur on school premises, or off-site, including online. Regardless of where it happens, the school is committed to taking action and providing support to ensure the safety and well-being of all students.

6. FORMS OF BULLYING

6.1

Bullying can be:	
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

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Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Gender	harassing behaviours based on gender role expectations
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality, including lesbian, gay, bisexual and transgender
Related to disability	because of or focusing on a student's learning difficulties or disability
Verbal	name-calling including homophobic language, sarcasm, spreading rumours, teasing
Cyber	Email, chat room or social networking site misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.
Prejudice Based	Discriminated against either directly or indirectly due to reason of a specific protected characteristic as set out in the Equality Act 2010
Related to religion or culture	Because of or focussing on a person's religion or culture

6.1.1 All stakeholders should be aware of age-related differences and behaviours – a very young child has a less developed understanding of third person empathy.

6.1.2 In order to help prevent bullying all stakeholders should understand the underlying reasons why children may bully which include:

6.1.2.1 They think it's fun, or that it makes them popular or cool

6.1.2.2 They feel more powerful or important, or they want to get their own way all the time

6.1.2.3 They feel insecure or lack confidence or are trying to fit in with a group

6.1.2.4 They are fearful of other children's differences

6.1.2.5 They are jealous of another child

6.1.2.6 They are unhappy

6.1.2.7 They are copying what they have seen others do before, or what has been done to them

6.1.3 Staff must be vigilant and deal with bullying promptly. They must have a sound understanding of seriousness of bullying the damaging effects it may have. All forms of bullying cause emotional and physical stress which may have very damaging long-term psychological consequences. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

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6.1.3.1 depression and anxiety

6.1.3.2 increased feelings of sadness, helplessness, decreased self-esteem and loneliness

6.1.3.3 loss of interest in activities they used to enjoy

6.1.3.4 unexplainable injuries

6.1.3.5 lost or destroyed clothing, books, electronics, or jewellery

6.1.3.6 frequent headaches or stomach aches, feeling sick or faking illness

6.1.3.7 changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from the Campus hungry because they did not eat lunch

6.1.3.8 difficulty sleeping or frequent nightmares

6.1.3.9 declining grades, loss of interest in schoolwork, or not wanting to go to school

6.1.3.10 sudden loss of friends or avoidance of social situations

6.1.3.11 self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

6.1.4 In line with Keeping Children Safe in Education all staff should be aware that safeguarding issues can manifest themselves via Child-on-Child abuse which is likely to include bullying (including cyberbullying, prejudice-based and discriminatory bullying).

6.1.5 The Equality Act 2010 makes it unlawful for any person to be discriminated against, either directly or indirectly, as a direct result of a protected characteristic. Discrimination can take the form of bullying and the perpetrators may be peers or even members of staff. All staff should be aware that whilst all children can be the victims of bullying children with Protected Characteristics may be at greater risk as bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

6.1.6 All incidents of bullying are recorded on CPOMS which enables effective tracking of all students including both victim and perpetrator. The DSL is automatically linked to this report. Where a log is made on CPOMS it must identify if it relates to a protected characteristic. The Campus will be able to search and report on bullying concerns logged against protected characteristics.

6.1.7 The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is, subject to local specifics as in any other case: when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’. Any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being ‘at risk’.

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6.1.8 Where the bullying allegation involves a student with a protected characteristic this will be treated as a very serious bullying concern. This must be logged on CPOMS, to identify the protected characteristic, so we can track the trends at campus level.

6.1.9 Parents should be fully involved in all aspects of the anti-bullying strategy.

6.2 CYBER BULLYING

6.2.1 The Campus has a separate ICT & E-Safety Policy which sets out the requirements for the use of ICT and keeping students safe online.

6.2.2 All students sign a Student ICT Agreement which sets out acceptable use of IT and the sanctions that follow where this is not adhered to.

6.2.3 Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their victim.

6.2.4 However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

6.2.5 Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

6.2.6 There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

Impact – the scale and scope of cyber-bullying can be greater than other forms of bullying. Cyber bullying is as serious if not more serious than the other forms of bullying.

Victims and perpetrators – the people involved may have a different profile to traditional bullies and their targets.

Access and Location – the 24/7 and any-place nature of cyber-bullying.

Anonymity – the person being bullied will not always know who is attacking them. Motivation – some pupils may not be aware that what they are doing is bullying.

Evidence – unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

6.2.7 Forms of Cyberbullying may include:

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6.2.7.1 Threats and intimidation via electronic means

6.2.7.2 Harassment or ‘cyberstalking’

6.2.7.3 Sexting

6.2.7.4 Vilification/defamation

6.2.7.5 Setting up website pages to invite others to post derogatory comment about a student

6.2.7.6 The sending of insulting and vicious text messages

6.2.7.7 Impersonation

6.2.7.8 Unauthorised publication of private information or images

6.2.7.9 The posting of fake and/or obscene photographs of the victim or other material which may be embarrassing or personal;

6.2.7.10 Manipulation

6.2.7.11 Unauthorised recording or taking photos of others, including forwarding pictures / recordings taken by others

6.2.8 It is crucial to the Campus’ success in dealing with cyber-bullying that all stakeholders are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all stakeholders to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

6.3 BULLYING OUTSIDE OF SCHOOL

6.3.1 Where bullying outside of school is reported to Campus staff, it should be investigated and acted on.

6.3.2 Bullying incidents involving the OneBus transport will be reported to the Campus Principal and dealt with in accordance with this policy.

6.4 THE ROLE OF THE CAMPUS PRINCIPAL

6.4.1 He/she will actively engage to ensure strategies to prevent bullying are in place and will monitor their effectiveness. These could include:

6.4.1.1 consistently promoting of the student code of behaviour which requires all students to respect the rights of others

6.4.1.2 consultation with the ‘Student Voice’ on appropriate action

6.4.1.3 involving the school in initiatives such as Anti-Bullying Week

6.4.1.4 organising training for all staff on bullying awareness and strategies for prevention

6.4.1.5 ensuring supervision by staff of all play areas at lunch times and breaks

6.4.1.6 Sixth Form buddies for KS3 and KS4 students

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6.4.1.7 providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied and to ensure that they are clear about the part that they can play to prevent bullying, including when they find themselves as bystanders

6.4.1.8 implementing a clear policy of mobile phones not permitted during school hours

6.4.1.9 celebrating all student's backgrounds and cultures through assemblies

6.4.1.10 The Campus will actively promote tolerance of protected characteristics through the curriculum

6.4.1.11 making arrangements for training a cross section of students as Anti-Bullying Ambassadors

6.4.1.12 ensuring assemblies and PHSEE lessons are used discuss and explore bullying issues with students

6.4.1.13 raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)

6.4.1.14 screening all websites accessed on the Campus. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Head Teacher. Action will be taken and recorded

6.4.1.15 effective recording systems

6.4.1.16 working with multi-agency teams including the Police and Children's Services as appropriate

6.4.1.17 contact the parents of both the child being bullied and the bully

6.4.1.18 challenge sexual content within verbal abuse and especially challenging homophobic language

6.5 PARENTS & CARERS

6.5.1 Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher (Primary) or Home Room Teacher (Secondary). If they are not satisfied with the action taken, they should contact the Campus Principal. If they remain dissatisfied, they should follow the complaints procedure. Parents/carers have a responsibility to support the Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

6.6 BULLYING BEHAVIOUR BY A MEMBER OF STAFF TOWARDS A CHILD

6.6.1 Incidents where it has been deemed that a member of staff has been bullying a child will be taken very seriously. The Campus Principal (CP), with the support of the CA's, will deal with such cases. The CP will consult with the LADO to see if the matter should be dealt with under safeguarding procedures. If this is deemed appropriate, the matter will be dealt with under the Campus's Staff Disciplinary Procedures.

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6.6.2 In the event of the Campus Principal being involved in such incidents, reports will be given immediately to the Regional Team Leader (RTL) who will also take formal action where necessary. Again, advice with be sought from the LADO as to whether safeguarding procedures should be followed before any investigation is instigated or disciplinary proceedings are initiated.

7. REPORTING, SANCTIONS AND MONITORING

7.1 HOW TO REPORT BULLYING

7.1.1 We are a telling Campus. This means that anyone who knows or suspects that bullying is taking place are expected to tell the DSL or the child's class teacher who will in turn report the incident to the DSL.

7.1.2 In line with best practice, the Campus must record and respond to any incident on bullying which takes place:

7.1.2.1 On the Campus premises during the school day

7.1.2.2 Travelling to and from the Campus during the school term

7.1.2.3 Whilst a student is in the lawful charge of a member of staff

7.1.2.4 Whilst the student is receiving educational provision on behalf of or arranged by the Campus whether on the premises or elsewhere.

7.1.3 All bullying should be logged in the first instance on CPOMS. Should a member of staff not have access to CPOMS, then an incident form can be downloaded from the website or collected from the admin office Appendix 1. There is also a link on all campus websites where bullying can be reported via a smartsheet form.

7.1.4 All the relevant information must be completed on the CPOMS log or form, which can then be emailed to the office, submitted via the physical box provided in reception, or submitted online as appropriate.

7.1.5 The Campus Principal has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

7.1.6 Any member of staff can be approached to report incidents of bullying, and they in turn will report to the DSL who will work with them on an appropriate strategy.

7.2 PROCEDURES

7.2.1 The following steps must be taken when dealing with incidents of bullying:

7.2.1.1 If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying. Pupils or Parents can use the Red reporting button to log any bullying to the national team

7.2.1.2 The DSL must be informed immediately, and the Campus Principal notified. The DSL may lead the investigation or designate a staff member to do so. The Head Teacher must be kept informed throughout the investigation.

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7.2.1.3 A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement. This will be recorded on CPOMS

7.2.1.4 The Campus Principal or other designated member of staff will interview all concerned and will record the incident on SIMS

7.2.1.5 The DSL will assess the situation and will make a decision as to whether the incident meets the threshold requirements for referral to external agencies (if there is a cause to believe that a child is suffering, or reasonably likely, to suffer harm)

7.2.1.6 If the threshold criteria are met, then procedures within the Safeguarding & Child Protection Policy will be followed

7.2.1.7 Guidance on responding to a child-on-child concern is also included in the Safeguarding and Child Protection Policy

7.2.1.8 The incident should be recorded on the Campus Bullying Log including all details of decisions made of sanctions and follow up

7.2.1.9 A way forward, including disciplinary sanctions and counselling, will be agreed. This should recognise that suitable support is needed both for children who are being bullied and for students who bully others.

7.2.1.10 A meeting involving all the parties, with close staff supervision, may be helpful in developing a strategy for all concerned to close the episode.

7.2.1.11 Parents will be kept informed by the Campus Principal or designated staff member,

7.2.1.12 Subject teachers will be kept informed and asked to monitor the situation

7.2.2 A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include verbal or written warnings, restrictions of break and lunchtime activities, more serious sanctions, including the possibility of temporary or permanent exclusion, for persistent bullying as set out in the Behaviour Management Policy. Where appropriate the Campus Principal may inform the police.

7.2.3 There will be an annual audit and analysis of incident logs and interventions to continually improve practice. The Campus reports on a half termly basis the half termly safeguarding report to the Local Campus Safeguarding Committee, the campus analyse the number of bullying and child on child cases have occurred and any next steps required.

7.2.4 This Campus has set procedures to follow in implementing sanctions where a bullying incident has occurred. Sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, Trustees will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

7.2.5 The Campus raise awareness of bullying and its impact through national initiatives such as anti-bullying day.

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7.2.6 OSG Analyses numbers of bullying cases logged on a half termly basis, where there are any concerning trends nationally and locally a response will be undertaken. This may involve a survey to get a better understanding of the issues to help identify next steps.

7.3 MONITORING, EVALUATION AND REVIEW

7.3.1 The national board, the Campus principal, Regional Principal and relevant staff will review this policy bi-annually and assess its implementation and effectiveness. The School Council will review the effectiveness of the policy annually and their views given to the Campus Principal.

7.3.2 An approved, the OneSchool student questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to the Board and Regional Principals

7.3.3 The numbers of bullying incidents will be reported to the local CA teams and Board annually or provided to them at any time on request. Bullying data will be analysed to reflect and re-design further strategies to improve procedures. A record of all incidents will be kept centrally and on students' files.

8. GUIDELINES

- DfE Preventing & Tackling bullying 2017
- DfE Cyberbullying: Advice for Head Teachers and school staff November 2014
- DfE searching, Screening & Confiscation February 2014
- Equality Act 2010
- DFE Keeping Children Safe in Education 2025

9. ASSOCIATED DOCUMENTS

- DfE Preventing & Tackling bullying 2017
- DfE Cyberbullying: Advice for Head Teachers and school staff November 2014
- DfE searching, Screening & Confiscation February 2014
- Equality Act 2010
- Keeping children safe in education 2025

10. ATTACHMENTS

- Appendix 1 Bullying Report Form
- Appendix 2 Stop Bullying Now - slide show
- Appendix 3 Bullying Log

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11. VERSION CONTROL

Document Code	Date	Version No.	Nature of Change
QSC/2		5	
QSC/2		5.1	Added DfE Keeping children safe in education. September 2018 & Equality Act 2010 under Guidelines Added further clarification under 5.2.1 regarding what is recorded on CPOMS
QSC/2	September 2019	5.2	Updated to KCSIE September 2019 Included Prejudice Based Bullying in definitions Added responsibility of the HT to ensure parents are clear about their role in relation to preventing bullying
	April 2021	V6	Updated to KCSIE January 2021 Replaced Head Teacher with Campus Principal in line with the new leadership structure in OSG Use of terminology in line with the OSGUK structure of governance throughout Definition of bullying now includes 'Single Serious incident' 1.3.6 Added further clarification that bullying logs must include protected characteristics. 1.3.8 Added clarification that where an allegation is associated with a protected characteristic it should be dealt with as a Very serious incident 1.6.1 Added further strength that a Campus will promote tolerance for those with a protected characteristic via the curriculum

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QSC/2	February 2022	V6.1	Added additional box to show that children can be bullied due to religion and culture
QSC/2	May 2022	V6.2	Amended KCSIE 2021 to KCSIE 2022 5.2.3 Added further detail on what monitoring takes place with regards to Bullying and Child on Child Abuse 5.2.5 and 5.2.6 Added further information on what the campus does to raise awareness of bullying and its impact 5.2.1 Added the reporting mechanism available on the Campus Website the red reporting button 5.2.1 Cross references to the Safeguarding and Child Protection Policy
QSC/2	April 2023	V6.3	1.4.7 Added examples of what cyber bullying could be Updated related document to show KCSIE 2022 Added additional detail on protected characteristics and a campuses responsibility to log and track and monitor for any trends.
POL_UK_ED_Anti-Bullying Policy_v6.4	October 2025	V6.4	Minor updates on formatting and KSCIE 2025 reference.

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