

Compass Learning Centre

Anti-Bullying Policy 2026-27

Statutory Policy: NO		Governor Action: NO		
Governors' Committee Responsible:		Teaching & Learning Committee		
Link Governor:		Safeguarding Governor		
Link SLT:		Deputy Head		
Person Responsible:		Anti-Bullying Co-ordinator		
Date Reviewed:		May 2026		
Next Review Date:		May 2027		
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>		Child Protection Policy Behaviour Policy Attendance Policy Whistleblowing Policy E-Safety (Social Media) Policy		
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
		✓		

Inspire, Transform, Excel and Succeed

Signed: *Alison Glazier* Headteacher Date: 30/04/26

Signed: *Steve Allen* Link Governor Date: 25/06/26

Equality Impact Assessment – initial screening record

- What area of work is being considered? - Upon whom will this impact?	Anti Bullying Policy Curriculum Staff & Students																																				
How would the work impact upon groups, are they included and considered? <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Gender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Disability</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Transgender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Age</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Rurality</td> <td></td> <td>√</td> <td></td> </tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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Does the initial screening highlight potential issues that may be illegal? No Further comments:-																																					
Do you consider that a full Equality Impact Assessment is required? No																																					
Initial screening carried out by Anti-Bullying Co-ordinator Signed: <i>Lydia Phelps</i> Dated: 30.04.2026																																					
Comment by Headteacher: <i>Alison Glazier</i> Dated: 30.04.2026																																					

ANTI-BULLYING POLICY

The purpose of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is one of the problems which young people themselves most often identify. We recognise that bullying exists and we will work to reduce the frequency, severity and likelihood of bullying incidents. Bullying is anti-social behaviour and affects everyone; it may be defined as: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." (Anti-bullying Alliance Statement of Purpose)

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Relational (spreading rumours, excluding someone from social groups)
- Cyber bullying (misuse of texting, social networking sites and e mail)

Schools have a public duty to show due regard to eliminate discrimination, promote equality of opportunity and foster good relations between persons of protected characteristics (Equality Act 2010)

The protected characteristics are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Age
- Marriage and civil partnership

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Centre. Students must be encouraged to report bullying.

Compass teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with service policy, the Department for Education advice on Preventing and Tackling Bullying and DSCB Anti Bullying Guidance: Everyone is Different (accessed on DSCB website) Compass staff will raise awareness of bullying and to challenge bullying behaviour.

Students in Compass will be supported to:

- Embrace a culture that respects difference
- Support children/young people who have experienced bullying behaviours
- Model appropriate, respectful behaviour
- Participate in the development, implementation and evaluation of the policy

Roles & Responsibilities

The Anti-Bullying Co-ordinator will:

1. Develop the policy in line with this guidance document
2. Review the progress the organisation is making in relation to the anti-bullying agenda

All Staff in our organisation will:

1. Support children/young people who have experienced bullying
2. Respond to children/young people who have bullied
3. Model appropriate, respectful behaviour

Children/young people in our organisation will be supported to:

1. Embrace a culture that respects difference
2. Support children/young people who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in –
 - Implementation of policy
 - Evaluation of policy

In schools Governors are responsible for monitoring the above.

Aims and Objectives

The aims and objectives of this policy should develop and maintain;

1. A culture of respect where difference is valued and discrimination is challenged
2. A system of support for children/young people who have been bullied
3. A system of clear, fair and consistent responses to incidences of bullying

Implementation

In order to intervene effectively in a specific bullying situation, a tailored approach which takes account of the nature of the bullying, the responses of the child or young person being bullied, and the personalities and abilities of all parties is the most likely to be effective.

The following steps may be taken when dealing with incidents:

- Suspected or reported incidents will be dealt with as soon as practicably possible by the member of staff who has been approached or has witnessed the incident.
- A clear account of the incident will be recorded on My Concern
- A message/email will be sent to the anti-bullying co-ordinator as soon as possible to ensure that the necessary procedures are followed.
- A note will be recorded on the safeguarding My Concern system and SIMS.
- Anti-Bullying Co-ordinator will interview all concerned and will record the young person's views on the Bullying Incident Sheet and the SIMS-system.
- We will keep parents informed.
- Anti-bullying co-ordinator will report back to SLT with evidence gathered.
- Assistance from the police will be sought where electronic bullying may have led to an offence under the Protection from Harassment act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.
- A support package will be put into place for the victim, with reviews of transport used to access school and off-site activities, class groups and start/finish times, if necessary. If necessary, we will support the
- Appropriate action and support will be put in place for the offender, which may include advice from the Police Safer Schools & Communities Team.

Students

Children and young people will be listened to and believed. Those who have been bullied will be supported by:

- Ensuring the students' safety
- open-door policy available to all students, offering an immediate opportunity to discuss the experience with a trusted member of staff of their choice or their allocated engagement worker and agree the type of support they feel they need
- Continuous support through the centre's key worker arrangements
- Restoring self-esteem and confidence
- Monitor the situation
- If appropriate, use of the restorative justice process to help resolve existing issues.
- Apply rules consistently and fairly
- Dedicated 'listening' to students – when requested

The following steps may be taken-

- Official warnings to discourage/prevent bullying
- Listening to the child/young person who has bullied and agree the type of support they need
- Exclusion from certain areas of centre premises
- Use of consequences and rewards
- Appropriate revision of timetable
- Exclusion from certain aspects of the curriculum.
- Suspension
- Advice and intervention from the Police Safer Schools & Communities Team.
- Apply rules consistently and fairly.

Some forms of bullying are illegal and will be reported to the Police and/or Safer School's & Communities Team.

These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages.
- Hate crime.
- Sexual or identity harassment.

Teaching staff will raise awareness of the nature of bullying through inclusion in Life Skills and other discussion times where attitudes about bullying will be discussed openly. An emphasis will be placed on sharing responsibility and respecting the rights of everyone within Compass in order to reduce the frequency, severity and likelihood of bullying occurring. We intend that the implementation across all subject areas will promote empathy, conflict resolution, social responsibility and assertiveness.

Monitoring, Evaluation and Review

The Senior Leadership Team and Management Committee will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Compass.

This policy should be read in conjunction with the Department for Education guidance 'Preventing and Tackling Bullying', Compass Child Protection Policy and DSCB Anti-Bullying Policy Guidance and the policy will be amended to respond to the new Ofsted Framework when published.