



ANTI- BULLYING POLICY

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The Ferry Centre: Anti-Bullying Policy

Date of Policy: January 2026

Review Date: Spring 2027

1. Statutory Framework and Links

This policy incorporates legislation and guidance regarding bullying issued in:

- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Education and Inspections Act 2006, 2011
- The Children Act 1989, 2004
- Protection from Harassment Act 1997
- Malicious Communications Act 1998
- Public Order Act 1986
- Human Rights Act 1998
- Working Together to Safeguard Children 2023 (or latest revision)
- Keeping Children Safe in Education (KCSIE) 2024/2025

Direct Links to Projection Education Policies:

- Equality, Diversity, and Inclusion Policy
- Promoting Positive Behaviour & Relationships Policy
- Online Safety and Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Complaints Procedure

2. Aims and Ethos

The Ferry Centre promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

At Projection Education, everyone has the right to access learning and to be respected for their individuality. We place the safety and wellbeing of our pupils at the heart of our provision.

As a trauma and attachment-aware provider, we recognise that all children and adults have the right to learn and work without fear of threat, assault, or harassment. We believe pupils must have the confidence that they will be listened to and that any bullying reported will be dealt with promptly and effectively.

The Complexity of Special Educational Needs (SEN)

The learners at The Ferry Centre often present with a wide range of complex needs. We understand that bullying in this context can have additional subtleties:

- Learners may not always recognise bullying behaviour if they experience it.
- Learners may struggle to express their aversion or respond appropriately.
- Learners may not recognise that their own actions are undesirable or could be construed as bullying.

Despite these complexities, The Ferry Centre maintains a culture where bullying is not acceptable.

3. Bullying and Trauma: A Trauma-Informed Lens

In line with research from the National Child Traumatic Stress Network (NCTSN), we recognize that children exposed to trauma are statistically more likely to be involved in bullying—either as the target or the initiator.

Avoiding Labels

To foster a growth mindset and emotional recovery, The Ferry Centre avoids using the nouns "Bully" or "Victim." Instead, we use:

- **"The child who bullied"** (Focuses on the behavior, which can be changed).
- **"The student who was bullied"** (Focuses on the experience, which can be healed).

This approach prevents labels from defining a young person's identity and allows us to consider the external context—such as domestic trauma or social climate—that shapes these behaviors.

4. Defining Bullying

The Ferry Centre adopts the **Anti-Bullying Alliance** definition:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

The Four Key Elements:

1. **Hurtful:** Physical or emotional harm.
2. **Repetition:** Happens more than once or has the potential to be repeated.
3. **Power Imbalance:** An abuse of strength, status, or numerical advantage.
4. **Intentional:** The behavior is not accidental.



5. Preventative Measures

The most effective prevention at The Ferry Centre is the establishment of a "Zero Tolerance" culture through positive adult modeling.

Staff Responsibilities:

- **Active Supervision:** Maintaining high visibility during unstructured times and transitions.
- **Baseline Awareness:** Knowing each student's "normal" to quickly identify changes in mood or behavior.
- **Curriculum Integration:** Using PSHE, dedicated projects, and Anti-Bullying Week to discuss "difference" and empathy.
- **Early Intervention:** Confronting low-level verbal abuse or "banter" before it escalates.

Student Empowerment: Students are encouraged and coached to:

- Always tell an adult (including incidents of cyberbullying).
- Avoid isolated situations if they feel unsafe.
- Understand that seeking help is a strength, not a weakness.

6. Response Protocol

When an incident of bullying is identified, The Ferry Centre follows these steps:

1. **Recording:** The incident is logged immediately on **the 'Reporting of bullying incidents'** form.
2. **Support for the Target:** Staff talk with the student who was bullied to validate their feelings and develop immediate safety strategies.
3. **Intervention for the Initiator:** Staff work with the child who bullied through 1:1 sessions to understand the impact of their actions and learn healthier interaction strategies.
4. **Multi-Agency Approach:** If bullying persists, a meeting is triggered involving key workers, carers, social workers, and staff to create a formal Action Plan.
5. **Senior Oversight:** The Head of Education/Head of Provision follows up with all parties to ensure they feel the situation was handled fairly.
6. **Escalation:** Persistent bullying that constitutes a safeguarding risk may lead to the involvement of the Police, and may require temporary separation of the parties.

7. Ongoing Therapeutic Support

We recognise that bullying is rarely resolved by a single conversation. It requires ongoing work to address the underlying feelings driving the behavior. This is supported by the Thrive approach, in which all The Ferry Centre staff are trained.

Reporting of bullying incidents

Name of child:	Name of staff reporting:
Date, time and location:	Witnesses:
Nature of incident: specific behaviours(eg. name- calling, cyberbullying, threats, physical)	
Child's statement:	
Impact: How the bullying affected the child (emotional, physical, academic) and if injury occurred (use body maps if needed)	

Prejudice: Any links to protected characteristics (race, disability etc)
Actions Taken: All steps taken by staff, including conversations with parents/agencies, and dates/times.
Outcomes & Follow- Up: Resolution status (resolved, unfounded, ongoing), review dates, and planned support