Anstee Bridge Behaviour and Anti-Bullying Policy

achieving for children

Version control

Applies to	Achieving for Children wide
Review Board	Anstee Bridge
Signed off by	Sheldon Snashall Associate Director Pupil Support Service, Achieving for Children)
Reviewing arrangements	This policy will be reviewed every three years to judge its effectiveness, or updated sooner in accordance with changes in legislation.
Date policy first created	May 2020
Current version date	October 2026
Next review date	October 2029
Equality analysis completed	N/A
Relating policies and procedures	Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Children Act 2004, Education and Inspections Act 2006, School Information (England) Regulations 2008, Equality Act 2010, Education Act 2011, Schools (Specification and Disposal of Articles) Regulations 2012, The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, The Education (Independent School Standards) (Amended) (England) Regulations 2014, Working Together to Safeguard Children 2023, Keeping Children Safe in Education 2025
Version	Version 3. October 2026

Contents

Introduction 3

Definition of bullying 3

Forms of bullying include, but not exclusively, the following 3

1. Aims and objectives 4

Mission statement 4

2. Background and context 5

3. Implementing the policy 5

Power to use reasonable force 5

Behaviour 6

The responsibilities of staff 6

Behaviour expectations and protocol 6

Procedures for managing behaviour 7

Strategies 8

When only one student attends a lesson 8

Building relationships 9

4. Monitoring and reviewing 9

5. Relating policies and procedures 9

Legislative links 9

Introduction

Anstee Bridge is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the Anstee Bridge community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

We meet in September and hold reviews at Christmas and a final review prior to the graduation in Summer Term.

Definition of bullying

Bullying is an act of aggression, causing embarrassment and/or pain. Bullying is deliberately hurtful. Repeated bullying will undermine someone and make it difficult for the victim to defend themselves. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

Bullying can also take place online and can include making any posts which are or could be construed as aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring Anstee Bridge or (particularly for staff or volunteers) into disrepute. This applies both to public pages and to private posts, eg, parent chats, pages or groups.

Forms of bullying include, but not exclusively, the following

- Physical violence such as hitting, pushing, scratching or spitting at another pupil or any other form of physical attack.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Verbal teasing or spreading rumours about another pupil or their family, name calling, insulting, suggestive or abusive language.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Offensive remarks; making racist, sexist or homophobic jokes or sexually aggressive remarks. This is the most common form of bullying.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber: any type of bullying that is carried out by electronic medium such as text message bullying, picture or video clip bullying via mobile phone cameras, email bullying, bullying through instant messaging (IM) and social networking sites.

As well as these ten main types of bullying there are other forms of bullying of certain targeted groups which need to be recognised. These include the following.

Racist bullying: physical, verbal, written, social exclusion, online or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.

Faith-based bullying: physical, verbal, written, social exclusion, online or text abuse or ridicule based on differences of religion.

Sexual bullying: bullying that has a specific sexual dynamic such as unwanted or inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution or display of pornographic material aimed at an individual, graffiti with sexual or sexist content aimed at an individual.

Gender bullying: bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender such as use of sexist language, negative stereotyping based on gender.

Transphobic bullying: stems from a hatred or fear of people who are transgender. Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Physical, verbal, written social exclusion, online or text abuse or ridicule of another person perhaps for their behaviour, clothing or appearance.

Homophobic bullying: bullying motivated by prejudice against lesbian, gay or bisexual people (LGBTQ+ or those perceived to be LGBTQ+ such as physical, verbal, written, social exclusion, online or text abuse or ridicule based on sexual orientation.

Special education needs and disability (SEND) bullying: physical, verbal, written, social exclusion, online or text abuse or ridicule based on disability or learning difficulties.

Extra-familial harm and contextual safeguarding: harm occurring outside the family home in community or online spaces by peers or non-family members, such as criminal exploitation or county lines, child sexual exploitation, serious youth violence, gang affiliation, online harm, and radicalisation). In line with Achieving for Children (AfC) policy, young people are recognized as being at risk rather than being a risk.

1. Aims and objectives

Mission statement

- Pupils have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- We will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

2. Background and context

Anstee Bridge is an alternative creative provision, based under Pupil Support in Education within Achieving for Children. It was established in 2008 and adheres to all of Achieving for Children's policies and procedures.

As part of Anstee Bridge's processes, any safeguarding issues raised have been and are immediately communicated to the relevant designated safeguarding lead (DSL) at the young person's school and is therefore is then handled within the school's own processes.

3. Implementing the policy

The young people are supervised at all times whilst in the Anstee Bridge rooms. Relationships between staff, volunteers and the young people encourage the disclosure of any issue that might impact on wellbeing. Any disclosures relating to bullying or observations of behaviour that cause concern are investigated fully and immediately in accordance with AfC safeguarding and child protection procedures.

In the first instance, staff will talk with the young people. Serious issues are referred to, and will involve schools, parents and carers (as with any other serious breach of the behaviour expectations). Referrals to the Single Point of Access (SPA) or MASH are made promptly if there are concerns about a young person's safety or risk of harm.

Incidents that happen off site can impact on the attendance and wellbeing of the young people. We will try to ensure that the young people are able to pursue their time at Anstee Bridge regardless of conflicts that might exist elsewhere. Sometimes arrival and leaving times are staggered. The young people can be accompanied on and off the site; parents and carers are involved.

During their time at Anstee Bridge, the young people will explore what healthy relationships look like, and through scenarios, they rehearse appropriate responses. All bullying incidents will be recorded in their file and they are regularly reviewed.

Power to use reasonable force

Whilst members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, we would always try to de-escalate situations to avoid the use of restraint.

Similarly, we would not conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. We would work in partnership with the police (the police youth team are part of Anstee Bridge's extended team) if the situation arose.

This policy links to:

Online safety policy

Anstee Bridge E-Safety: parents booklet v.1

Behaviour

The responsibilities of staff

Responsibilities and partnerships is a team approach. Effective support for young people is underpinned by shared expectations and communication between staff and volunteers. Staff, parents and carers will communicate regularly and will ask them to inform us about matters which might influence behaviour.

Our staff and volunteers will:

- foster in our young people self-esteem, self-respect and respect for others
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- discuss bullying, so that every young person learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens
- be alert to signs of distress and other possible indications of bullying
- listen to the young people who have been bullied, take what they say seriously and act to support and protect them
- report suspected cases of bullying to Katherine Greening or Laura Jarvis
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures and report to the young person's school
- provide advice and support
- act as a conduit between home and school making sure information is shared
- staff and volunteers will promote positive behaviour through role modelling and positive feedback

Behaviour expectations and protocol

By promoting positive behaviour and ownership, the young people appreciate and respond to praise and rewards both privately and publicly. Strategies for positive encouragement include:

- praise postcard sent home once a term to a young person who has made a positive contribution to anstee bridge
- verbal praise for good work or good behaviour
- display of the young people's work in our room and exhibitions and at tea parties throughout the year
- positive communication to parents
- positive communication to schools
- positive comments in young person's evidence folder
- giving active one-to-one time

- working to a student's strengths
- positive role modelling by staff and volunteers
- nominating the young people for Jack Petchey prizes
- encouraging the young people to be active participants in creating a safe, calm learning environment

Procedures for managing behaviour

Arriving late in the morning or after breaks - *Action*: remind them that lateness will not be tolerated. Phone call or text from parents if running late. Taken aside and reminded about the agreement that was signed on enrolment at Anstee Bridge regarding time keeping.

Persistent lateness - *Action*: if persistently late, a parent and school will be called to discuss if placement is right for the young person and return to school that day.

Eating during workshops - ***Action***: remind them that food is eaten at break times. Except when staff judge suitable and offer refreshments during the session.

Using phone during workshops - *Action*: NO use of phones are permitted during a workshop unless with consent from the Anstee staff.

Continued use of phone - *Action*: if persistently using a phone during the session at Anstee Bridge a parent and school will be called to discuss if placement is right for the young person and return to school that day.

Use of inappropriate language - *Action*: bad language is not acceptable.

Not participating in workshops - *Action*: if a student is not participating, a member of staff will take them out of session for a one-to-one and gauge from the conversation the next steps for engagement in the activity.

Persistent disruption - *Action*: the student will be spoken to by staff and if no improvement then by the Head of Centre. If the student is still being disruptive then they will be asked to leave and parents/carers and their school will be contacted and a meeting will be arranged to discuss their placement.

Racist or discriminatory comments - *Action*: this will never be tolerated. The young person will be taken away from the group immediately and spoken to. Parents and school will be involved and will discuss the incident and details will be put in their file.

Inappropriate behaviour at break time - *Action*: the student would be spoken to by a member of staff and if the behaviour continues the head of centre will speak to them. If the student continues to be disruptive they will be asked to leave and parents or carers will be informed and the school. A meeting will then be arranged to discuss the student's behaviour.

Arriving under the influence of alcohol or drugs - *Action*: this will not be tolerated. If staff suspect that a student is under the influence of drugs or alcohol their parent or carer will be contacted immediately and arrangements made for the student to be collected and taken home. The school would be informed and a meeting arranged to discuss this behaviour.

Suspicion of possession or use of drugs or alcohol during the Anstee session - *Action*: this will never be tolerated. The young person will be taken away from the group immediately and spoken to. If confirmed, parents and school will be involved and will discuss. The incident and details will be put in their file.

Strategies

If the young person doesn't want to come into the room or engage in sessions:

- generate enthusiasm
- show that you are pleased to see them
- refer to previous sessions where they engaged well
- take them to the next door room to talk
- give them time
- reinforce expectations gently
- remind them to communicate; if there is a problem at home or school, always text or call, or ask a parent or carer to
- maintain expectations; keep it light - don't over-dramatise
- pick a student who you think will comply and work on getting them in, the others often follow
- reward them for being in the right place at the right time
- refusal to engage in the workshop: take them seriously, listen to their reason
- as a last resort, find something they want to do if they don't want to join in
- show them compassion and respect
- communicate that they are great artists who will benefit from participating
- if they come in mid-conversation give them a minute to finish it
- be receptive to turn-off points
- meet them halfway – eg, alternate between giving them a choice and directing activities
- compromise, give them a little of what they want, then what you want
- offer the occasional treat: hot chocolate, biscuits
- compliment them when you can
- show human kindness, be attentive and responsive

When only one student attends a lesson

- This is an opportunity to build a relationship with the individual and tailor the learning to their needs. They are often better within the group after a one-to-one session.

Building relationships

- Always greet the young people
- Recognise individuality and get to know their interests
- Find opportunities to give compliments
- Set individual success criteria
- Be flexible
- Remind them to go to the toilet before the session starts

4. Monitoring and reviewing

Once a term, Anstee Bridge has quality assurance monitoring visits overseen by the Associate Director of Pupil Support, Sheldon Snashall, accompanied by an independent member of staff within education.

5. Relating policies and procedures

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006 School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011 Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Working Together to Safeguard Children 2023

Keeping Children Safe in Education 2025

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

www.gov.uk/government/publications/searching-screening-and-confiscation

www.gov.uk/government/publications/keeping-children-safe-in-education--2

www.gov.uk/government/publications/send-code-of-practice-0-to-25