Treasure House (London) CIC
Anti-Bullying Policy

Approved by:	Naomi Long	Date: 19th November 2018
Last reviewed on:	22nd September 2025 by NLS/HW	
Next review due by:	22nd September 2026	

1. Our Ethos and Commitment

At Treasure House (London) CIC, our vision is to create a nurturing, safe, and therapeutic environment where every young person is empowered to thrive. We celebrate individuality and difference, and we are uncompromising in our commitment to protecting all members of our community from bullying in any form.

Some students are more likely to have been the target of bullying in the past due to the attitude that young people have towards those who are different from themselves. Children with SEND can often lack the social communication skills to report such incidents so it is important that staff are alert to the potential bullying that individuals face whether in school or outside.

We believe every student has the right to learn, grow, and develop positive relationships, free from fear, intimidation, or exclusion. Our approach is holistic and restorative, recognising that building self-worth and resilience is key to long-term wellbeing.

2. Policy Aims

- To prevent all forms of bullying, including child-on-child abuse, through education, vigilance, and a strong culture of respect.
- To ensure all incidents of bullying are reported, recorded, and responded to swiftly, transparently, and supportively.
- To actively involve students, parents, and staff in the ongoing review and development of our anti-bullying strategies.
- To promote positive, respectful relationships and personal development for all, in line with Ofsted 2025 expectations.

3. What is Bullying?

Bullying is any repeated behaviour—deliberate or unintentional—that causes emotional or physical harm, distress, or discomfort. It is an abuse of power and can be perpetrated by individuals or groups, in person or online.

Types of bullying include (but are not limited to):

- Physical (e.g. hitting, pushing, interfering with or damaging property)
- Verbal (e.g. name-calling, teasing, threats)
- Social (e.g. exclusion, spreading rumours, humiliating others)
- Cyber (e.g. abusive messages, online exclusion, sharing harmful content)
- Discriminatory (e.g. targeting due to SEND, race, gender, sexuality, religion, appearance)

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We recognise that some pupils, especially those with SEND or social communication needs, may be more vulnerable to bullying or find it harder to report.

4. Roles and Responsibilities

4.1 Staff

- Model high standards of respectful personal and social behaviour, as we expect from our students, at all times
- Be alert to signs of bullying, including subtle changes in behaviour or mood
- Encourage open conversations about bullying and wellbeing and the damage bullying can cause
- Maintain curiosity about what could be happening in a young person's world that might constitute bullying, particularly where the young person may not recognise this themselves
- Respond promptly and effectively to all concerns, whether from students, parents or professionals, following safeguarding procedures where appropriate
- Record all incidents using the Bullying Incident Report Form (see appendix)
- Support both the victim and the perpetrator, recognising underlying needs, taking action to ameliorate any situation through education and therapeutic support
- Receive annual, needs-led training on anti-bullying, safeguarding, and restorative approaches

4.2 Students

- Treat others with kindness and respect, celebrating difference
- Report bullying or concerns to a trusted adult as soon as possible
- Work with members of staff to find positive and effective ways to deal with bullying
- Support and include peers who may be vulnerable or isolated, protect yourself from the Bystander Effect, understand that your voice is powerful
- Violence is never the solution
- Participate in whole-school activities promoting respect and inclusion

4.3 Parents and Carers

- Look for changes in their child's behaviour or mood
- Encourage open dialogue about friendships and school life
- Report concerns to the school promptly, keep a written record of any possible incidences of suspected bullying
- Work collaboratively with staff to resolve issues restoratively

4.4 Leadership and Governance

- Ensure robust implementation and monitoring of this policy
- Review incident data termly to identify patterns and inform improvement
- Engage students and parents in policy review and anti-bullying education

5. Prevention and Education

- Anti-bullying education is embedded across our curriculum and in regular one-to-one and group discussions
- We teach assertiveness, empathy, and conflict resolution skills
- Staff provide targeted support and interventions for pupils identified as vulnerable
- We celebrate diversity and challenge stereotypes as part of our PSHEE programme

6. Reporting, Recording, and Responding

- All bullying concerns are taken seriously and investigated fully
- Staff, students, and parents can report concerns in person or via email
- All incidents are recorded centrally using our Management Information System including the information from the form below which may be requested by students or parents (see appendix)
- The Headteacher/DSL monitors the log to identify patterns and ensure follow-up

2

- Appropriate support is provided to victims, and restorative or proportionate sanctions applied to perpetrators
- Where bullying may be a safeguarding issue, staff follow our safeguarding procedures without delay

7. Child-on-Child Abuse

We recognise that harmful behaviour can be perpetrated by peers. Our safeguarding policy outlines how all such concerns are escalated, investigated, and recorded as potential safeguarding incidents.

8. Monitoring, Evaluation, and Review

- The policy is reviewed annually, or sooner if legislation or Ofsted expectations change
- Incident logs are analysed termly to inform preventative work
- Student and parent feedback is actively sought and used to improve practice
- Policy updates are shared with all stakeholders and published on our website

9. Staff Training

- All staff receive annual anti-bullying and safeguarding training at INSET
- Additional training is provided in response to identified needs or new risks

10. Appendices

Appendix A. Bullying Incident Report Form

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Bullying Incident Report Form

Date of Incident: _____

Time: _____

Location: _____

Student(s) Involved: _____

Reported by (Name/Role): _____

Type of Incident:

☐ Physical
☐ Verbal
☐ Social/Relational
☐ Cyber
☐ Discriminatory
☐ Other (please specify): _____

Description of Incident:
(Please provide factual details of what happened, including any relevant context)

_____
_____
_____

Witnesses (Names and statements if available):

_____
_____

Immediate Action Taken:
(e.g., staff intervention, separation, medical attention)

_____
_____

Parents/Carers Informed:

☐ Yes ☐ No

By whom: _____

Method (circle): Phone / Email / In person / Letter

Date: _____

Further Actions/Follow-up:
(Investigation notes, support offered, interventions, etc.)

_____
_____

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Outcome:
(Sanctions, restorative action, ongoing monitoring, etc.)

_____

_____

Recorded by (Staff Name/Signature): _____ Date: _____

Reviewed by (DSL/Head/Signature): _____ Date: _____

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