



Anti-Bullying Policy 2025/26

Approved by: Karen Pickles
Designated Safeguarding Lead
Date: 1st September 2025

POLICY REVISION RECORD (annual reviews)

Date	Section	Revision	Updated by
21/08/19	7.3	Additional helpline added	Karen Pickles
02/06/20	update KCSIE 2020	updating all references to KCSIE	Karen Pickles
06/07/21	update KCSIE 2021	updating all references to KCSIE	Karen Pickles
05/07/22	update KCSIE 2022	updating all references to KCSIE	Karen Pickles
09/09/23	Re-written policy	Re-styled to include all above as required and KCSIE 2023	Karen Pickles
01/09/24		Reviewed and checked with KCSIE 2024 and NMS 2022	Karen Pickles
01/09/25		Reveiwed and checked with KCSIE 2025 and NMS 2022	Karen Pickles

1. Statement of Intent

Berkeley Guardians provides a warm, caring and safe environment. Bullying is unacceptable. Everyone—staff, host families, pupils and parents—shares responsibility for prevention, reporting and swift response.

2. Aims

- Reject and challenge bullying behaviour.
- Maintain clear, trusted reporting routes.
- Support victims, bystanders and those who bully.
- Build respect, resilience and empathy (KCSIE 2024; NMS 2022).

3. Legislative Framework

This policy references:

- Keeping Children Safe in Education (DfE Sep 2024)
- Preventing and Tackling Bullying (DfE Jul 2023)
- National Minimum Standards for Boarding Providers (DfE Dec 2022), Standards 5 & 10
- Children Act 1989/2004; Equality Act 2010

4. Definition of Bullying

Repeated, intentional harm—physical or emotional—by an individual or group against someone less powerful, often motivated by protected characteristics. Bullying methods include:

- Direct (hitting, name-calling, exclusion)
- Indirect (rumours, social isolation)
- Cyber (abusive messages, harmful posts, image-sharing)

One-off fights or equal-power disagreements are not bullying.

5. Types of Bullying

- Physical: kicking, hitting, property damage
- Verbal: insults, threats, sexist/homophobic slurs
- Social/Indirect: exclusion, gossip, peer pressure
- Cyber: offensive texts, hate sites, impersonation
- Prejudice-based: targeting race, faith, gender, sexual orientation, disability or care status

6. Roles & Responsibilities

DSL

- Oversees anti-bullying strategy, training and incident logs
- Liaises with parents, schools and safeguarding partners

Staff & Host Families

- Model respect; spot and stop bullying
- Record incidents; inform the DSL
- Support all parties; involve parents and schools

Pupils

- Treat others kindly; follow codes of conduct
- Report bullying to a trusted adult or the DSL

Parents & Guardians

- Reinforce anti-bullying at home
- Notify Berkeley Guardians of concerns
- Collaborate on support and follow-up

7. Reporting & Responding

- **Intervene** to ensure safety; reassure the pupil.
- **Record** details on the Bullying Incident Log.
- **Notify** DSL, parents (unless safeguarding prevents) and school's DSL.
- **Investigate**: gather statements and evidence.
- **Resolve**: agree action plan—apologies, mediation, supervision or sanctions.
- **Support**: counselling, peer mentoring or external referrals.
- **Escalate** to child-protection and external agencies if harm is suspected.

8. Preventative Strategies

- **Training & Induction**: Annual workshops for staff and host families on bullying, peer-on-peer abuse and e-safety.
- **Pupil Education**: Homestay induction on respect, diversity and online safety.
- **Clear Guidelines**: Anti-bullying summaries in host family and pupil handbooks.
- **Partnerships**: Regular liaison with schools and safeguarding networks.
- **Culture of Respect**: Host-family discussions on differences, prejudice-free language and peer support.

9. Signs & Symptoms

Watch for:

- **Behavioural:** reluctance to travel, truancy, clinginess
- **Emotional:** withdrawal, anxiety, sleep issues, self-harm talk
- **Physical:** bruises, damaged belongings, appetite changes
- **Social:** isolation, aggression, bullying siblings
- **Academic:** sudden performance drop, poor concentration
- **Online:** distress after device use, saved messages, money requests

10. Pupils with SEND & Vulnerabilities

Children with learning or communication needs, high achievers or talents may be more vulnerable. We will:

- Heighten vigilance and adapt reporting routes.
- Tailor support plans in partnership with schools and specialists.

11. Contact Details

Designated Safeguarding Lead Karen Pickles, Director & DSL

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