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Severn Vale School
An Academy

Anti-bullying and Conflict Resolution Policy

Date of Policy	September 2026
Date of Next Review	September 2027
Staff Responsible	Assistant Headteacher - LkB
Reference	Staff shared area/policies
School/Governor Policy	School

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Ofsted Good rating

ANTI-BULLYING AND CONFLICT RESOLUTION

How do we define bullying and conflict?

Definition of bullying

Severn Vale School shares The National Anti-Bullying Alliance definition of bullying:

'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'

Severn Vale is an anti-bullying school; bullying is not accepted in our community. Bullying of any kind is unacceptable and will not be tolerated. We wish to create a learning environment for every student in which all partnerships are based on mutual respect. All students have the right to enjoy their learning and leisure time free from any form of bullying or harassment. We take all incidents of bullying seriously and it is our duty to take measures to prevent and tackle any bullying, harassment or discrimination. All staff must be prepared to respond to incidents of bullying. Action will be taken to support the person being bullied and to change bullying behaviour.

Bullying can take many forms including:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching, or any use of violence
Race	Racial taunts, graffiti, gestures
Sexual or Sexist	unwanted physical contact or sexually abusive comments. Including sexist bullying (gender)
Homophobic	sexual orientation (transphobic, homophobic or biphobic bullying)
Verbal	name- calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, such as email and internet chat room misuse. Mobile phone threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

In addition, Severn Vale School actively promotes with all members of its community the 'Golden Rule'

'Treat others as you would like to be treated yourself'

Focus of Antibullying work at Severn Vale School

We continue to focus our Antibullying work with all stakeholders at Severn Vale School on 3 key areas.

1. The difference between conflict and Bullying
2. The difference between banter and Bullying
3. Bullying as a group behaviour

We will fully engage with the Antibullying Alliance's Antibullying week on 16th-20th November. This year's focus is 'Break the silence'

The school has introduced the SHARP system as an anonymous online method of communicating incidents of bullying.

Conflict

The school recognises that conflict can arise through personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individual or groups of students.

To prevent conflict developing into bullying, the school use various strategies including restorative justice.

There are several ways to identify peer conflict. When a conflict occurs, everyone involved has equal power in the relationship. Both individuals might be emotional and upset, but neither is seeking control or attention. They also are respectful of each other even though they disagree.

When people experience conflict, they often feel remorse and then take responsibility for their actions. Students involved in conflict often want to solve the problem so that they can start having fun again. They are intent on reaching an agreement so that the relationship feels restored.

Conflict happens occasionally and is usually not serious or emotionally damaging to either person.

What constitutes conflict:

- Equal power in the relationship (i.e. derogatory comments, insults, abuse, threats are made by both parties)
- Both children feel upset
- Both or one child feels remorse
- One or both want to solve problem and restore relationship
- Happens occasionally or sporadically and is not necessarily persistent or continuous • Usually not emotionally damaging long term

Conflict is an important part of growing up, but bullying is not. Conflict teaches students how to give and take and how to resolve 'people based' situations. Through peer conflict students also learn how to come to an agreement and how to solve problems. In contrast bullying has a greater impact on young people's health and mental health.

The school recognise that it is good for students to learn conflict resolution skills. These skills promote listening and working together, expressing their own views, with both parties come to an agreement or resolution.

Conflict resolution assumes that both people are responsible for the problem and need to work it out. In this situation, both students can make compromises and the conflict is resolved. In many cases, when students have a conflict, it is best to allow them the opportunity to seek opportunities to resolve these themselves first and the to seek support from pastoral staff if the situation cannot be resolved or escalates further.

The school acknowledges that occasionally some students and parents will misinterpret conflict that a child is experiencing as bullying. In such cases the school will respond in an appropriate way, that makes it clear to the parties involved that what is taking place is conflict and therefore requires some form of resolution or intervention.

Types of Bullying

- Name calling/taunting/mocking/hurtful remarks and personal comments
- Pushing/shoving/hitting/kicking/biting
- Spreading malicious gossip or rumours
- Racist and sexist behaviour
- Harassment and making threats (including following people and displaying intimidating body language)

- Child on Child Sexual Assault or Harassment
- Writing insulting graffiti about another person on property, furniture or buildings
- Dares – making someone do something they don't want to
- Laughing at a hurt or upset person
- Pressuring children to join in inappropriate behaviour
- Exclusion from social groups
- Verbal pressure to conform
- Using personal knowledge of another person to provoke a reaction
- Making unpleasant comments about another person's family or friends
- Taking belongings/defacing the property of others
- Extortion
- Intimidation
- Incitement
- Homophobic and transphobic bullying (see below)
- Cyberbullying (see below)

Please be aware that this list is not an exhaustive one and is subject to change.

Diversity and Respect

Severn Vale School is a community that celebrates diversity and respects individuality. Members of the community should express their views, beliefs or convictions respectfully, mindful that others may have different perspectives. Any abuse, offensive language, bullying behaviours or violence towards any member of the school community especially involving protected characteristics (race, religion, sexual orientation, gender or disability) will be treated very seriously and may lead to exclusion or police involvement

Homophobic and Transphobic Bullying

Homophobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people.

The following people may experience in a school context:

- Young people who are lesbian, gay or bisexual.
- Young people who are transgender
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are thought to be transgender
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Young people who have transgender friends or family members
- Staff, who may or may not be lesbian, gay, bisexual or transgender.

Generally, homophobic and transphobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "you're such a gay boy!" or "those trainers are so gay!"
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using online facilities such as, social media, gaming platforms and e-mails to spread rumours about someone or exclude them. This also includes text messaging, social media messaging, including video, picture and audio messages.

Homophobic and Transphobic Language:

Casual homo/trans phobic language is common in schools but, if it is not challenged, students may think that this type of bullying is acceptable. It is therefore important to challenge homo/transphobic language when it occurs:

- The whole school community know that prejudice of this kind will not be tolerated in the school.
- When an incident occurs, students should be informed that homo/trans phobic language is offensive, and will not be tolerated.
- If a student continues to make remarks, staff will explain in detail the effects that this bullying has on people
- If a student makes persistent remarks, staff and Head of Year should talk to him or her in more detail about why their comments are unacceptable. The student should be made to understand the sanctions that will apply if they continue to use such language.
- If the problem persists, involve a senior leader who may consider inviting the parents/carers to school to discuss the attitudes of the student.

Any homophobic/transphobic bullying will be dealt with according to this policy as with any form of bullying. Severn Vale School is also committed to Stonewall's Education Champions programme.

Cyber bullying

This is an aggressive, intentional act carried out by a group or an individual involving the sending or posting of harmful or cruel text or images using the internet or other digital communication devices against a person who cannot easily defend him/herself. Cyberbullying has been defined by the Anti-Bullying Association as taking the following forms:

- Text messages: unwelcome texts that are threatening or cause discomfort
- Pictures or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed
- Mobile phone calls which are persistent or contain abusive messages or statements. This could also take the form of stealing another person's phone and using it to harass others to make them believe the victim is responsible
- Threatening e-mails often sent using a false name or somebody else's name
- Chatroom bullying: menacing or upsetting responses to another person in a web-based chatroom or on gaming sites
- Instant messaging via Social Media (Snapchat, Instagram, TikTok, Whatsapp etc): unpleasant messages sent as children conduct real time conversations online
- Bullying via websites: use of defamatory blogs, personal websites, community based websites (i.e. Facebook etc) and online personal polling sites
- Sexualised bullying online which can constitute sexual harassment

The school recognise that online safety is categorised into four areas of risk. One area is 'conduct'. Conduct includes the personal online behaviour that increases the likelihood of, or causes, harm to a young person. For example, making, sending and receiving explicit images (e.g sharing explicit images and online bullying).

The school has an acceptable user policy regarding student use of the internet to try and prevent cyberbullying and minimise its impact.

Cyberbullying can be carried out by student against other students or against members of staff. Cyberbullies target members of staff as well as other students.

The school will not routinely investigate incidents arising from students' use of social media outside school. However, where online activity impacts the welfare of students or staff, disrupts school life, constitutes bullying,

harassment or discrimination, or brings the school into disrepute, the school reserves the right to investigate and respond appropriately. Parents should be aware that concerns regarding the impact of social media on young people continue to grow nationally, with the UK Government introducing restrictions on social media use for under-16s from Spring 2027. These measures reflect the serious safeguarding, wellbeing and behavioural risks that can arise from inappropriate online conduct.

In some cases the school may respond to incidents of cyberbullying by reporting them to the police. This will always be done on a case-by-case basis, however, when necessary, the school will pass these cases on in accordance with the Harassment Act 1997 and the Misuse of Communication Act 2003.

Hate Incidents

The school takes incidents of prejudice seriously;

Guidance from Gloucestershire and National Police indicates that strands of targeted prejudice can include;

- Disability
- Gender identity (including Transgender)
- Race
- Religion
- Sexual Orientation

A hate incident is defined as:

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice. (College of Policing, 2014: 3)

Examples of Hate incident have been defined by the Police as taking the following forms:

- Verbal abuse like name-calling and offensive jokes
- Bullying or intimidation by children, adults, neighbours or strangers
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things / belongings
- Offensive Graffiti

Hate incidents can be carried out by a student against other student(s) or against members of staff or the public.

In all instances of perceived Hate incidents, the incident will be logged by the relevant Head of Year, the police and Local Authority will be contacted and if necessary advice sought.

Victims of Hate incidents are encouraged to report incidents to the Police or alternative reporting routes such as the Victim Support Charity in accordance with Local Authority Guidance.

Child on Child Abuse

In line with the DFE's guidance laid out in Keeping children safe in education 2026: September 2026. Severn Vale School recognise that that children can abuse other children (often referred to as Child on Child abuse). And that it can happen both inside and outside of school or college and online. The school understands that it is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

Staff are trained to be aware that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. Staff are regular reminded, that if they have any concerns regarding Child on Child abuse they should follow the School's Safeguarding & Child Protection Policy on Child on Child abuses and speak to their designated safeguarding lead (or deputy DSL).

The different forms of Child on Child abuse can take:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying),
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents,
- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and initiation/hazing type violence and rituals.

(KCSIE 2026)

Severn Vale school takes a zero-tolerance approach to any form of Child on Child abuses. Incidents of such abuse will be responded to in line with the school's Safeguarding Policies and may well include the referral of students to external agencies such as the Police, Social Care or other appropriate support organisations.

Aims and Objectives of Anti-bullying work at Severn Vale School

- To challenge bullying and incidents of prejudice
- To not disregard incidents of bullying in any form and to challenge such incidents accordingly.
- To help and support the victims of bullying and incidents of prejudice
- To understand the reasons why people bully and work to change their behaviour
- To work with parents and the wider community to develop an holistic approach to tackling bullying, hate and conflict between students
- To appropriately punish and educate and support students guilty of bullying, hate incidents and conflict to enable them to change their behaviour.
- All members of the community are actively encouraged to speak out about any incidents of bullying or prejudice.
- To promote a culture of listening within the school and maintain an environment in which students feel safe.
- To maintain a zero tolerance approach to Child on Child abuses, which may include bullying.

Work is being conducted to review and evaluate are responses to incidents of alleged bullying. Pastoral leaders led by LKB will review bullying data termly to identify patterns and plan interventions.

Key antibullying messages are scheduled into assembly and line up presentations to keep messaging consistent on all antibullying topics.

Procedure for dealing with complaints of bullying

How to deal with bullying and who to tell:

Each year in term 1, we will teach all our students to take the following action if they feel they are being bullied:
● If you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
● If the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their Form Tutor, Head of Year, pastoral mentor or any member of staff
● Use SHARP System to report your concerns discreetly

Roles and responsibilities

Luke Brown, Assistant Headteacher, is the named member of the Senior Leadership Team responsible for coordinating anti-bullying work at Severn Vale School. However, every member of the school community has the responsibility to treat bullying seriously.

Named member of Staff

- Will co-ordinate all aspects of anti-bullying work across the school.
- Will provide training for all staff on strategies to deal with issues of bullying, conflict, hate incidents and Child on Child abuse.
- Will liaise with members of teaching staff to develop anti-bullying work as and when appropriate.
- Has overall responsibility for ensuring that parents and students are aware of anti-bullying procedures.
- Will provide reports to the Governing Body on anti-bullying and conflict work done as well as analysis of data recorded across the school.

Governors

- Bullying and anti-bullying work should be included on the governor's agenda and discussed at least once a year.

SLT

- Will discuss anti-bullying work as and when appropriate.
- Will ensure that the named member of staff is supported in co-ordinating anti-bullying work across the school.
- Will actively seek to promote a culture free from bullying and prejudice.
- Will report termly to students on the effectiveness of the anti-bullying work.
- The Assistant Headteachers responsible for Key Stages will support their respective Heads of Year in dealing effectively with any incidents of bullying or prejudice.

Head of Years

- Will ensure that all notifications of bullying or hate incidents in their year group are accurately reported and recorded.
- Support their year team in dealing effectively with any incidents of bullying or prejudice.
- Ensure incidents of racism and those classed as hate incidents are reported to the Local Authority.

Teaching and Support Staff

- Staff should always listen to and deal with any bullying or prejudice that they become aware of using the range of procedures outlined below, using their professional judgement about the best course of

action in each individual case. They should use the resources available on the school intranet as and when appropriate.
- Once an incident is reported, staff should aim to take action within a 48 hour period.
- Staff have a responsibility to pass on details of bullying incidents to the relevant Head of Year and the Assistant Headteacher, responsible for that Key Stage, as appropriate.
- Staff have a responsibility to communicate incidents of bullying and conflict between students to parents which can be done either through a telephone call, meeting or using one of the standard letters available to all staff on the staff shared area of the school intranet.
- Staff have a responsibility to teach about bullying, its effects and strategies for dealing with it via tutorial time and as part of the Futures curriculum.

Students

- Should follow the 'Golden Rule' at all times and follow the School values.
- Help to make Severn Vale a 'Telling' school by doing the following things: o Victims of bullying or prejudice should always report bullying to their parents, a member of staff, via the anti-bullying box located outside the main reception area or someone else who will report it for them.
    - Students should always report any bullying or prejudice that they know about or have witnessed to a member of staff
    - Students should encourage the victim to tell someone, doing nothing is not acceptable behaviour
    - Students should show their disapproval of bullying and tell the bully to stop if it is safe to do so. • Should do their best to support a person being bullied to make sure they are not isolated, if appropriate. This can also be supported by a member of staff.
- Should remember all they have been taught about the hurt listening to and spreading rumours can cause.

Parents/Carers

- Parents have a responsibility to report any incidents of concern and to work co-operatively and supportively with the school to resolve issues between students accepting the use of both punitive and preventative measures against bullying to achieve a long term solution to the problem.
- Parents of students who are bullied or who are victims of prejudice on the way into or on the way home from school should either refer the matter to the school **or** to the local police.
- Parents should understand that the school can and will involve the local police with issues that overlap both home and school life.

Strategies and Procedures

Students who have been bullied or feel that they are victims of prejudice will be supported by:
- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- Reassuring student
- Offering continuous support
- Restoring self-esteem and confidence

Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the students

Strategies for dealing with issues of bullying and conflict at Severn Vale School are outlined below. Strategies combine punitive and preventative approaches. Paperwork recommended for use with these strategies is available for staff via the staff shared area of the school intranet. Heads of Year report all incidents of bullying and prejudice. These strategies and procedures are guidelines for staff who are asked to use their professional judgement and judge the best action for each case individually.

Restorative Justice (RJ)

RJ is recommended for dealing with nearly all incidents of bullying and conflict. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. RJ is an important tool in allowing a productive and proactive discussion to take place surrounding behaviour of all kinds including bullying and conflict. RJ involves a member of staff discussing the incident with both the victim(s) and perpetrator(s). Key questions which should be addressed by RJ include:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been harmed?
- What can you do now to repair the harm that has been done?

Mutual Respect Contracts

The Mutual Respect Contract is a set of agreements and promises made between two students or a group of students who have been involved in bullying or conflict. The contract is signed by all identified parties involved in the presence of a member of staff and a copy is held by the school as well as being sent home to parents.

BfL consequences

Sanctions such as Referral Room isolation for a set number of days are used by the school to punish bullying. Persistent and severe instances of bullying will be dealt with through suspension or referral to the Gloucestershire Alternative Provision School at the Raikes Centre or Russet House.

Students who choose to break the terms of their Mutual Respect Contracts will be issued with appropriate consequences.

Persistent bullies, or bullies whose behaviour places other students at significant risk, will themselves be at risk of permanent exclusion.

Behaviour Interventions

The SEND and Inclusion teams provide support for the victims of bullying and for those guilty of bullying in a variety of ways including the use of self-esteem and self-confidence workshops, assertiveness training and anger management programmes. Students can be referred to the SEND Inclusion Team by Heads of Year and senior leaders based on their own judgement following discussion with the student and parent(s)/carers or at the request of a parent/carer or another member of staff.

Work within the curriculum and during the annual National Anti-Bullying Week

Staff will raise awareness of the distinction between conflict and bullying whilst exploring strategies to prevent it through tutor time and Futures lessons. The following specific lessons are included in each year group:

Year 7:

- Police visit looking at bullying in a variety of forms, including online, and how to prevent it
- Topic on SVS values (focus is on positive attributes and behaviours)

Year 8:

- Topic on relationships, including...
- What makes a good friend?
- How can friendships be built and maintained?
- Managing conflict in relationships
- Topic entitled 'Everybody's Somebody' exploring discrimination, prejudice and equality.

Year 9:

- Topic on Relationships (including abusive, coercive and unhealthy relationships)
- Topic on Influence (explores issues around negative role-modelling, misogyny, self-esteem, etc)
- Lessons on British Values, Identity and discrimination/prejudice.

Year 10:

- The role of the media in polarizing society
- Emotional resilience
- Abusive relationships

Year 11:

- Lesson on the importance of emotional vulnerability and the need to talk about our struggles
- Online safety including risk of exploitation online
- Rights and Responsibilities topic - importance of equality, diversity etc
- Emotional resilience

Whilst few lessons focus on the specific theme of bullying, the majority of Futures lessons are designed to build self-esteem and empowerment, whilst also valuing everyone for who they are. Every lesson begins with a 'well-being starter' that gives students strategies to manage big feelings in the moment or look after their long-term emotional health. These messages are also reinforced through the school's 6 Lines for Life (used across the school in both lessons, signage and line-up), and during the annual National Anti-Bullying Week.

Additional Pastoral Care (APC)

There is an additional layer of pastoral support for students who are vulnerable. This includes victims of bullying and any other students who are felt to be vulnerable. It involves additional support from the Head of Year and the Assistant Headteacher of the respective Key Stage. The support provided is reviewed regularly. More information on the APC protocols can be found in the School's Approach to Well Being guidance.

Work with the local police

For certain incidents the local police will be informed and/or involved in the process. This collaborative work enables Severn Vale to deal effectively with issues within school which have arisen due to matters outside. Our work with the police is an integral part of our extended school service and this policy has been fully endorsed by our community liaison officer.

Communication

Communication about anti-bullying work is through the following:

- The school website
- Daily Line-Ups

- Assemblies
- Induction Evening for Year 6 students and parents
- Parents Evenings

Monitoring and Evaluating the Policy

This policy will be updated annually by Luke Brown, Assistant Headteacher and monitored by the Governors' Children, Families and Community Committee. The school will conduct surveys with all stakeholders annually to update its anti-bullying delivery.

Student Voice

Severn Vale believes that student involvement in the running of Anti-Bullying and Conflict Resolution are highly beneficial. Proposed amendments and refinements to the scheme are made in liaison with the Student Leadership Team.

Support and Further Information

Young Minds https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/

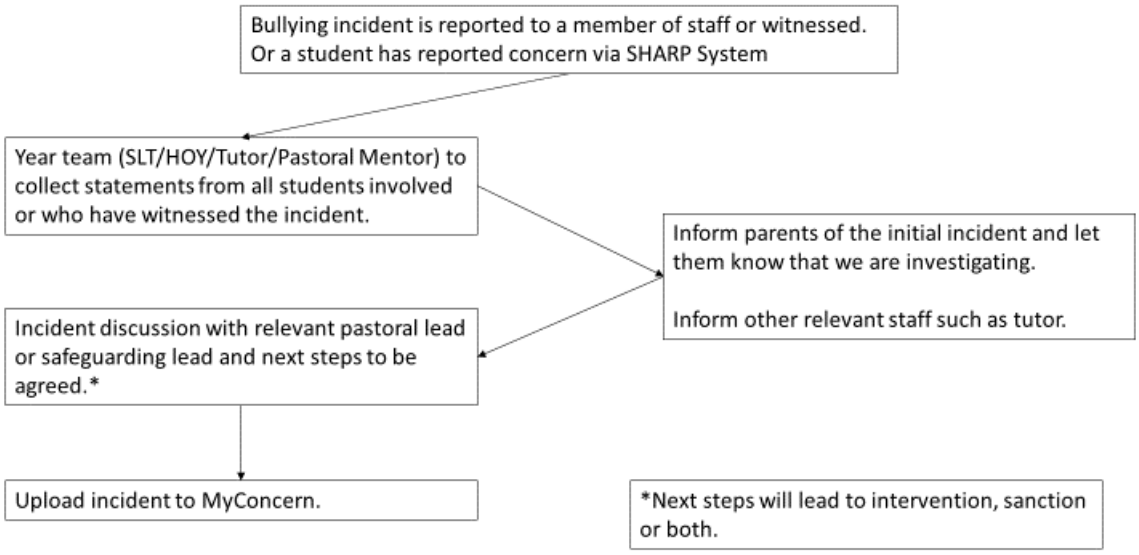
National Bullying Helpline
https://www.nationalbullyinghelpline.co.uk/

The Anti-Bullying Alliance
https://www.anti-bullyingalliance.org.uk/

The NSPCC https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

NSPCC helpline - Report Sexual Abuse, Sexual Harassment in Education or in the community: **0800 136 663** Email: help@nspcc.org.uk.

Appendix A – Process of responding to a bullying incident



Sanction based pathway

Appropriate sanction agreed by year team/SLT - recorded on sims/MyConcern

Serious incident:-

- Suspension
- Permanent exclusion
- Inform the police

Other type of incident:-

- Behaviour points
- Parked with SLT for break/lunch
- C4Auto
- Restorative meeting

Review and monitor reoffendors
Weekly, Monthly, Termly

Intervention Based pathway

Student requires additional support to address bullying behaviours

Intervention agreed by year team

- Early Help assessment
- Referral to WBMH intervention
- YES mentoring
- Pastoral Mentor
- Navigation hub referral
- Bridge youth services
- Mutual respect contract

*Not an exhaustive list

Personal plans and/or Risk assessment completed and shared as appropriate

Recorded and shared on MyConcern