



The Poplar Adolescent Unit  
Therapeutic Education Department

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## ANTI- BULLYING POLICY

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Reviewed	September 2025
Review Date	September 2029

## **Anti-Bullying Policy**

It is our belief that bullying may have been an issue for many youngsters who come to Poplar.

In order to provide an environment in which individuals can feel safe, Poplar rejects all forms of bullying and is committed to support all those affected by incidents of bullying and involved in bullying.

### **What is bullying?**

We believe bullying is any form of unreasonable behaviour which may cause unhappiness to another member of the community.

Bullying affects bystanders as well as victims of the bullies themselves; all have a part to play.

It can be physical assault, verbal abuse or social exclusion. It is often deliberately hurtful behaviour.

Bullying can be a single act, but repetition is a common feature.

Bullying is a conscious or unconscious act which can involve intimidation, exploitation of vulnerability, misuse of power and forcing others to feel inferior, subservient or excluded. To emphasise the recent significance given to 'Peer on Peer Abuse', a separate policy is in place; '*Harmful sexual behaviours – peer on peer abuse*' (Poplar, 2021)

Racist bullying will be treated as a racist incident and will be recorded as such in line with *Dealing with Prejudice- Related Incidents: Guidance for Schools (ECC)*

Bullying related to disability will be treated as an incident of discrimination and will be recorded as such in accordance with the Public Sector Equality Duty (April 2011).

### **Effects of bullying?**

Bullying is distressing and painful and can seriously affect self-esteem, causing youngsters to lose motivation, interest and curiosity in their everyday lives.

Fear may pervade all areas of life leading to the adoption of avoidance techniques which may cause further distress to the youngsters and their families. It is common for the victim to feel that they must be the 'bad' person and in the wrong. Ultimately this could lead to depression, psychosomatic illness, extreme self-harm or suicide.

## Dealing with bullying at Poplar Adolescent Unit

In line with Essex County Council Anti-Bullying Policy (2005), Poplar has adopted the 'Support Group' approach. See attached document.

1. We aim to create an atmosphere where bullying is not acceptable.
2. We encourage respect for others and individual responsibility so that it is possible for people to speak out.
3. Pupils are reminded of their responsibilities in keeping themselves and others safe particularly in the acceptable use of IT resources whilst on the unit.
4. We reject the behaviour and not the individual and so recognise that the bullied and those that bully need support.
5. Bullying is a community issue and so one of the main means of addressing it is through the community meeting. This takes place daily, but an additional meeting can be called by any member of the community at any time.
6. Bullying is one issue that is addressed through group work and role play.
7. The involvement of families is encouraged to address bullying issues.
8. Individual support is always available and youngsters are made aware of this.

This policy has been further updated with:

- *'Preventing and tackling bullying Advice for headteachers, staff and governing bodies'* (DfE: July 2017)
- *'Approaches to preventing and tackling bullying Case studies'* (DfE: June 2018 CooperGibson Research)
- [Bullying at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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## **The Support Group Approach**

### **Step one – meet with the target**

After a bullying incident has been referred for Support Group Intervention, the facilitator will talk to the targeted pupil about his/her feelings. No questions are asked about the incident(s) but information is needed about who was involved.

### **Step two – convene a meeting with the people involved**

The facilitator arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and either friends of the target or good role models. A group of six to eight young people is recommended.

### **Step three – explain the problem**

The facilitator tells the group about the way the target is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress.

### **Step four – share responsibility**

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the target feel happy and safe.

### **Step five – ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the target could be helped to feel happier. The facilitator gives out some positive responses but she does not go on to extract a promise of improved behaviour.

### **Step six – leave it up to them**

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to 'catch up' with each of the group the following week to see how things are going.

### **Step seven – meet them later**

About a week later the facilitator discusses with each pupil, including the target, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

## **Useful links:-**

- Amnesty International: [www.amnesty.org.uk](http://www.amnesty.org.uk)
- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Bullying Online - A multi award winning anti-bullying charity. The website is user friendly and regularly updated. Practical help on all aspects of cyberbullying for pupils and parents ([www.bullying.co.uk](http://www.bullying.co.uk))
- Chatdanger – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting ([www.chatdanger.com](http://www.chatdanger.com))
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Equaliteach: <http://www.equaliteach.co.uk/>
- GIRES (Gender Identity Research and Education Society): [www.gires.org.uk](http://www.gires.org.uk)
- Holocaust Memorial Day Trust: [www.hmd.or.uk](http://www.hmd.or.uk)
- INSTED Consultancy: [www.insted.org.uk](http://www.insted.org.uk)
- Internet Safety Zone – Has useful information for parents, teachers and children on cyberbullying and how to tackle it ([www.internetsafetyzone.co.uk](http://www.internetsafetyzone.co.uk))
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Mermaids (Support and information for gender variant children and teens): [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
- Refugee Week: [www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Show Racism the Red Card: [www.theredcard.org](http://www.theredcard.org)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Websafecrackers IH8U – A website for children and young people focusing on cyberbullying and how to deal with phone abuse. It's free to email, chat, phone or text them for advice ([www.websafecrackerz.com](http://www.websafecrackerz.com))
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies (DfE, July 2017) [Preventing and tackling bullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)