



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

Anti-Bullying Policy

Policy Title:	Anti-Bullying Policy	Owner:	Andrew Kelly
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Rationale

Policy Aims

The Academy is a place where every person has the right to be themselves, and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

The core aims of this policy are as follows:

1. To promote a safe, inclusive and respectful learning environment for all students.
2. To communicate the school's definition of bullying.
3. To raise awareness of the different types of bullying.
4. To explain the role of all stakeholders in identifying, challenging and reporting bullying.
5. To outline our approach to investigating and resolving instances of bullying.

In fulfilling these objectives, we aim to cultivate an environment free from fear, intimidation, and harassment, in which students can fully embody the school's values of 'Excellence', 'Responsibility' and 'Compassion'.

Influences

Our school's anti-bullying policy is shaped by a combination of best practices, guidelines and partnerships with key organisations. We have drawn upon the following expertise and research:

- **Anti-Bullying Alliance** – The ABA's comprehensive framework, which emphasises the creation of a positive school culture where bullying is universally challenged, has significantly shaped our policy. This has led to strategies focusing on prevention, intervention, and support. We've adopted the ABA's whole-school approach, which involves all stakeholders.
- **Government Legislation and Guidelines:** Our policy is also informed by national and regional anti-bullying legislation and guidelines, including the Department for Education's guidance on 'Preventing and Tackling Bullying (2017)' and 'Keeping Children Safe in Education (2023)'. This ensures compliance with legal requirements and alignment with national standards for safeguarding children and promoting their welfare.
- **Educational Research and Best Practices:** We aim to update our policy based on the latest research in educational psychology and best practices in bullying prevention and response, ensuring that our strategies are both effective and evidence-based.
- **Awareness and Training Programs:** Several organisations have been instrumental in providing training programs for our staff and educational materials for our students, helping to raise awareness about the importance of empathy, respect, and inclusivity.

Whole School Approach

The implementation of this policy is a collective effort, requiring the commitment and collaboration of the entire school community. To effectively address bullying, we have adopted a 'whole school approach'. This approach involves the active participation and collaboration of all stakeholders in preventing and responding to bullying. By engaging the entire school community, we can create a united, informed, and proactive environment that not only addresses bullying when it occurs but also

works diligently to prevent it. The rationale behind this approach is grounded in our understanding that bullying is not just an issue between individuals, but a systemic problem that requires a comprehensive and cohesive response.

Bullying

Definition of Bullying

In alignment with the Anti-Bullying Alliance, our school defines bullying as "***the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.***" Bullying can take many forms: it can be physical, verbal, emotional, or online. It includes actions such as hitting, name-calling, spreading rumours, threatening, excluding someone from the group, or abusive messages/cyberbullying.

Types of Bullying

There are several types of bullying, each with its unique characteristics and potential impacts. Here's an overview of the different types:

- **Physical Bullying:** This involves physically hurting someone or damaging their belongings. Common examples include hitting, kicking, pushing, tripping, and other forms of physical assault. It can also involve taking or damaging someone's things.
- **Verbal Bullying:** This type of bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. It's characterized by the use of language to cause harm or demean others.
- **Emotional/Psychological Bullying:** This includes any form of manipulation, intimidation, or exclusion that affects the emotional well-being of the individual. Examples include spreading rumours, social exclusion (deliberately leaving someone out), and blackmail. It aims to undermine someone's self-esteem and sense of belonging.
- **Cyberbullying:** This is bullying that occurs online or through any form of digital communication. Examples include sending threatening emails or messages, posting harmful content on social media, or sharing someone's personal or sensitive information without their consent (doxing).
- **Sexual Bullying:** This involves unwanted physical contact or abusive comments with a sexual nature. It can include sexual assault, harassment, lewd comments, or the spreading of explicit or doctored images or videos.
- **Prejudicial Bullying:** This type of bullying is based on prejudices towards certain groups or individuals. It can be related to race, religion, gender, sexual orientation, disability, or any other characteristic that is used to target and discriminate against someone.
- **Indirect Bullying:** Sometimes known as relational bullying, this involves actions that harm someone's reputation or social standing. This can include spreading rumours, encouraging others to exclude or reject someone, and other forms of social manipulation.

Understanding the different types of bullying is critical for effectively addressing and preventing these behaviours. Each type of bullying requires a specific approach in terms of intervention and support for both the victims and the perpetrators.

Recognising the Potential Signs of Bullying

Recognising the signs of bullying is a critical step in addressing and preventing it within our school community. Bullying can be subtle and children often do not report it, making it crucial for educators, parents, and peers to be vigilant in noticing potential indicators. This section outlines key signs that may suggest a child is either experiencing bullying or engaging in bullying behaviour.

Signs a Child May Be Being Bullied

- **Changes in Emotional Behaviour:** Look for signs of anxiety, distress, low self-esteem, withdrawal, or reluctance to attend school. Children might appear more sensitive than usual, especially around discussions of school or social activities.
- **Physical Indicators:** Unexplained bruises, cuts, or other injuries can be a sign. Also, notice if the child frequently 'loses' personal items or comes home with damaged possessions.
- **Academic Changes:** A sudden drop in grades or loss of interest in schoolwork can be a red flag. This could also include avoiding certain classes or activities where bullying might occur.
- **Social Dynamics:** Changes in friendship patterns, reluctance to participate in social activities, or being isolated from peers during school hours can indicate a problem.
- **Behavioural Changes at Home:** Look for changes in eating or sleeping patterns, increased secrecy, or more aggressive or regressive behaviour at home.
- **Physical Symptoms:** Frequent complaints of headaches, stomach aches, or feeling sick, especially before school, could be a sign of distress related to bullying.

Signs a Child May Be Bullying Others

- **Aggressive Behaviour:** This can include physical or verbal aggression, not necessarily directed at their usual peers, and can also be observed in interactions with siblings and adults.
- **Dominating Behaviour:** A child who is overly concerned with being in control, dominating others, and having things their own way can be a sign.
- **Impulsive or Easily Frustrated:** Children who bully others may have difficulty following rules, display impulsivity, and get frustrated easily.
- **Lack of Empathy:** A lack of understanding or concern for the feelings of others can be indicative of a child who bullies.
- **Behavioural Issues at School:** This can include frequent trips to the principal's office, detentions, or other disciplinary actions for aggressive or disruptive behaviour.

It is important to remember that these signs can be indicative of a range of issues, not just bullying. However, if you notice any of these signs, it is important to investigate further in a sensitive and non-confrontational manner. Early intervention is key to effectively addressing bullying and supporting all students involved. The school is committed to providing a safe and nurturing environment for all students and encourages anyone who notices these signs to report them to a teacher, counsellor, or administrator immediately.

Expectations

The Role of Students

Students can report bullying to **any** member of staff. However, in the first instance, they are often encouraged to contact the following individuals:

- Form Tutor
- Subject Teacher
- Head of Year / Assistant Head of Year
- Anti-Bullying Coordinator

Students can also report bullying by contacting the following email address:

tspaantibullying@thesharedlearningtrust.org.uk

The Role of Staff

Staff members play a pivotal role in shaping the school environment and are key to the successful implementation of the anti-bullying policy.

Prevention of Bullying

- **Creating a Safe Environment:** Staff should cultivate an inclusive and respectful atmosphere in the classroom and throughout the school. This involves setting clear expectations about behaviour and demonstrating through their own actions the importance of kindness and respect.
- **Education and Awareness:** Form tutors are responsible for teaching students about bullying, including its forms, effects, and why it is unacceptable. This information is covered as part of the RSHCE curriculum and is supported by school-wide programmes and activities.
- **Early Identification:** Staff should be trained to recognise early signs of bullying and intervene proactively. This includes being aware of subtle forms of bullying like social exclusion or online harassment.

Challenging Bullying

- **Intervening Appropriately:** When bullying is observed or reported, staff must intervene immediately. This intervention should be firm and clear, demonstrating that bullying behaviour is not tolerated. For more information on the school's response process, please see Appendix B.
- **Support for Victims and Perpetrators:** Provide appropriate support for both the victim and the perpetrator. For victims, this means offering a safe space to speak, emotional support, and assurance of protection. For perpetrators, it involves understanding the reasons behind their behaviour and providing guidance or disciplinary actions as necessary.

Reporting Bullying

- **Clear Reporting Procedures:** Staff must be familiar with the school's procedures for reporting bullying incidents. Details of how to report an incident of bullying via CPOMS can be viewed via Appendix C. For more information on the timeframe for resolving cases of bullying, please see Appendix D.
- **Confidentiality and Sensitivity:** Handle all reports of bullying with confidentiality and sensitivity. The privacy of all students involved must be respected to ensure their safety and well-being.
- **Communication with Parents:** Staff should inform parents of both the victim and the perpetrator in a timely and appropriate manner, ensuring that the situation is being addressed and outlining the steps being taken.

Continuous Professional Development

- **Training and Resources:** Staff are scheduled to partake in specialised CPD to ensure they are equipped to handle bullying effectively. This includes understanding the latest trends in bullying, such as cyberbullying, and learning about best practices in intervention and prevention.

The Role of Parents and Carers

Much like students, parents and carers can report bullying to **any** member of staff. However, to support us in resolving each case in an effective and timely manner we would encourage parents/carers to inform at least one of the following:

- Form Tutor
- Subject Teacher
- Head of Year / Assistant Head of Year
- Anti-Bullying Coordinator

Parents and carers can also report bullying by contacting the following email address:

tspaantibullying@thesharedlearningtrust.org.uk

Preventing and Responding to Bullying

Preventing Bullying

Recognising the importance of proactively preventing bullying, we have implemented a comprehensive set of measures.

- Bullying is addressed in form time, assemblies and through the RSHCE curriculum.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Staff have been trained to be vigilant and identify and challenge bullying and derogatory language.
- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.

- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.
- Displays and posters around the school reinforce key messaging around bullying and the importance of diversity.
- Working with the wider community such as the police where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Reporting and Recording

When a case of bullying is disclosed, it is important to respond swiftly and sensitively. In the first instance, please consider the following questions and act accordingly, with respect to the anti-bullying policy.

- Are all the pupils involved safe?
- Have you reassured the victim that their case will be taken seriously?
- Did you explain to the victim that they are not at fault and that the actions of the perpetrator were unacceptable?
- Have you asked the victim how they're feeling and how they would like the situation to be resolved?
- Have you informed the victim what you plan to do next?

Once the safety and wellbeing of those involved has been established, staff must report all cases of bullying via CPOMS.

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include the child's Head of Year, Assistant Head of Year or the Anti-Bullying Coordinator.

Support and Sanctions

Our school's anti-bullying policy is grounded in a comprehensive approach that involves both support and sanctions for perpetrators of bullying. This dual strategy is based on the understanding that bullying behaviour often stems from complex social, psychological, and environmental factors. Addressing these root causes is essential for long-term change and the wellbeing of all students.

As a school, we offer a range of sanctions and support:

- **Sanctions:** After-school detentions, internal seclusions, fixed term exclusions and permanent exclusion.
- **Support:** Restorative conversations, anti-bullying workshops, parent meetings and reports.

The combination of sanctions and support in addressing bullying reflects our commitment to not only stop the behaviour but also to understand and remedy its causes. This approach is integral to our overarching aim: to create a safe, inclusive, and nurturing learning environment for all students. A full breakdown of the sanctions and support we provide can be available via the school's 'Bullying Consequence Ladder' (see Appendix E).

Useful Links

Safeguarding

'Keeping Children Safe in Education'	https://www.gov.uk/government/publications/keeping-children-safe-in-education-2
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Help Lines

National Bullying Helpline	Tel: 0300 323 0169
ChildLine (Under 18)	Tel: 0800 1111
Samaritans (Over 18)	Tel: 116 123
Family Lives (Parent/Carers)	Tel: 0808 800 2222

Supporting Organisations

National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/contact.html
ChildLine	https://www.childline.org.uk/
Samaritans	https://www.samaritans.org/
Anti-Bullying Alliance	http://www.anti-bullyingalliance.org.uk/
The Diana Award	http://www.diana-award.org.uk/
Kidscape	http://www.kidscape.org.uk/
MindEd	http://www.minded.org.uk/
NSPC	http://www.nspcc.org.uk/
Young Minds	http://www.youngminds.org.uk/
Young Carers	http://www.youngcarers.net/
Victim Support	https://www.victimsupport.org.uk/

Cyber Bullying

Childnet	http://www.childnet.com/
Internet Watch Foundation	http://www.iwf.org.uk/

Think U Know	http://www.thinkuknow.co.uk/
UK Safer Internet Centre	http://www.saferinternet.org.uk/
The UK Council for Child Internet Safety (UKCCIS)	http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Department for Education – ‘Cyberbullying: Advice for Headteachers and School Staff’	http://www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

Changing Faces	http://www.changingfaces.org.uk/
Mencap	http://www.mencap.org.uk/
Anti-Bullying Alliance – ‘SEN & Disability’	https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
Department for Education – ‘SEND Code of Practice’	http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Race, Religion and Nationality

Anne Frank Trust	http://www.annefrank.org.uk/
Kick It Out	http://www.kickitout.org/
Report It	http://www.report-it.org.uk/
Stop Hate	http://www.stophateuk.org/
Educate Against Hate	http://www.educateagainsthate.com/
Show Racism the Red Card	http://www.srtrc.org/educational

LGBTQ+ and Gender Inequality

Barnardo’s LGBT Hub	http://www.barnardos.org.uk/
Metro Charity	http://www.metrocentreonline.org/
EACH	http://www.eachaction.org.uk/
Proud Trust	http://www.theproudtrust.org/
Schools Out	http://www.schools-out.org.uk/
Stonewall	http://www.stonewall.org.uk/
Bold Voices	https://www.boldvoices.co.uk/

Support and Advice for Parents and Carers

Anti-Bullying Alliance	https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers
BBC Parent Toolkit	https://www.bbc.co.uk/bitesize/articles/zv7mh4j
Family Lives	https://www.familylives.org.uk/
Contact	https://contact.org.uk/
The Child Exploitation and Online Protection Centre (CEOP)	http://ceop.police.uk/
Internet Matters	https://www.internetmatters.org/
Ofsted Parent View	http://www.parentview.ofsted.gov.uk/
Red Balloon Learner Centres	http://www.redballoonlearner.co.uk/about.htm
Welldoing	http://welldoing.org/
Counselling Directory	http://www.counselling-directory.org.uk/bullying.html
Parents Against Child Exploitation (PACE)	https://paceuk.info/for-parents/telephone-support/
Report Harmful Content	https://reportharmfulcontent.com/
Stop It Now	https://www.stopitnow.org/
Department for Education	https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix

Appendix A – Anti-Bullying Student Charter

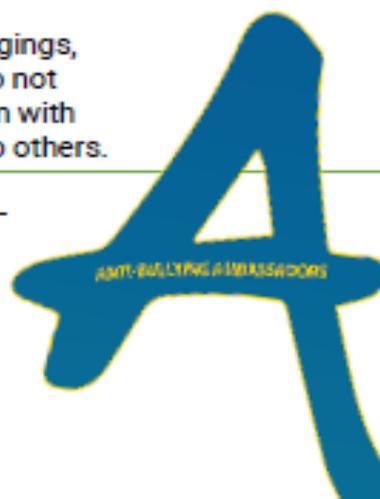


Anti-Bullying Student Charter

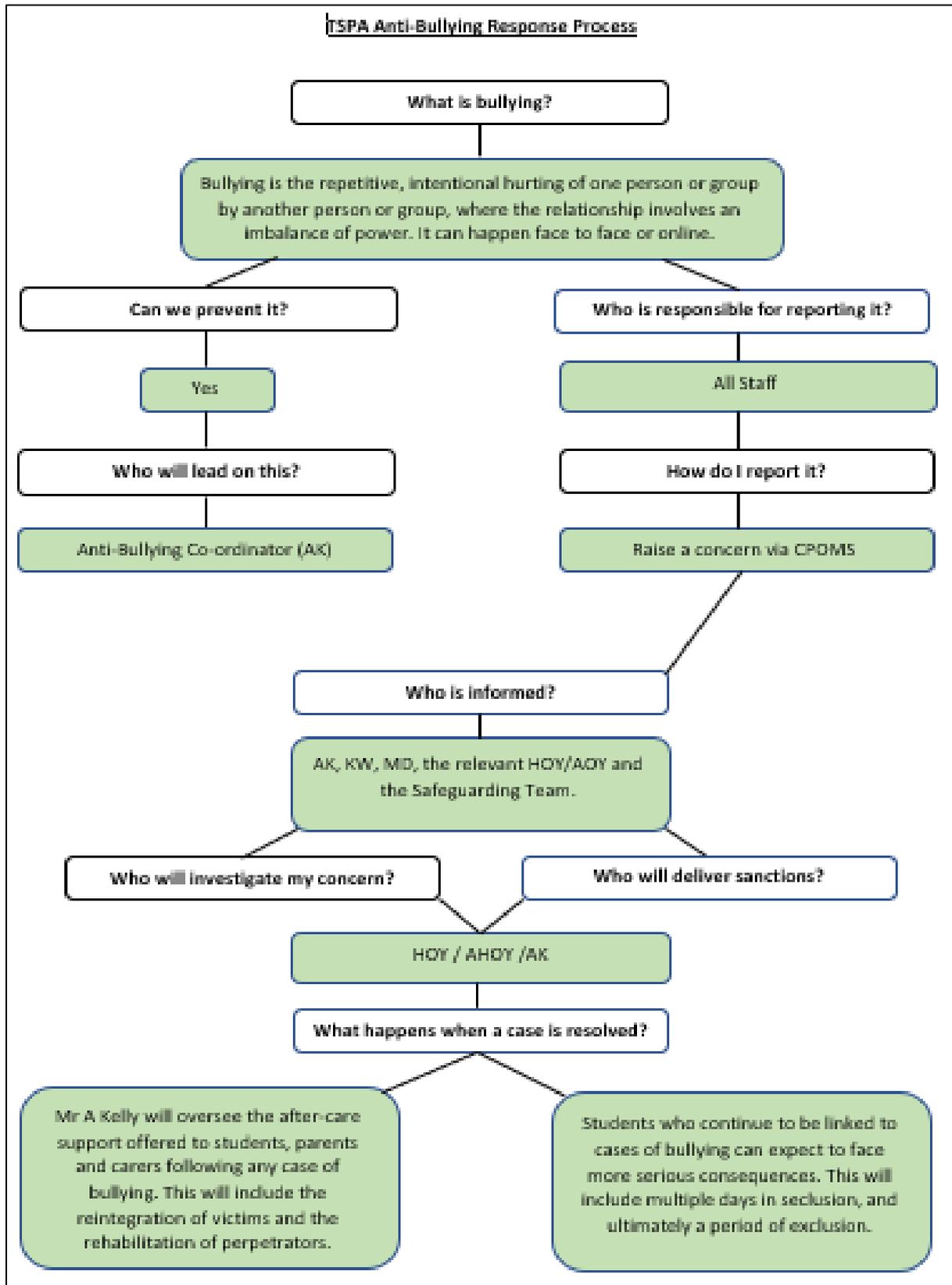


S	<i>Say something -</i> We all have a responsibility to report any incidents of bullying.
T	<i>Treat others as you wish to be treated -</i> Fairly, with dignity and without discrimination.
A	<i>Appropriate use of language –</i> At all times, especially when referring to someone's race/religion/ability/ gender/sexuality.
N	<i>Never turn a blind eye –</i> Pledge to be an up-stander against bullying behaviour by supporting your fellow students.
D	<i>Diversity is key –</i> We embrace diversity and encourage difference here at TSPA we believe everyone should feel comfortable with who they are.
U	<i>Use of social networks –</i> Be positive and appropriate online, we do not tolerate cyberbullying.
P	<i>Privacy must be respected –</i> We do not interfere with others belongings, we do not spread rumours, and we do not reveal secrets or personal information with the intent of causing harm or upset to others.

This student charter, developed by TSPA's Anti-Bullying Ambassadors, works in partnership with the academy's formal anti-bullying policy and is accessible for all.



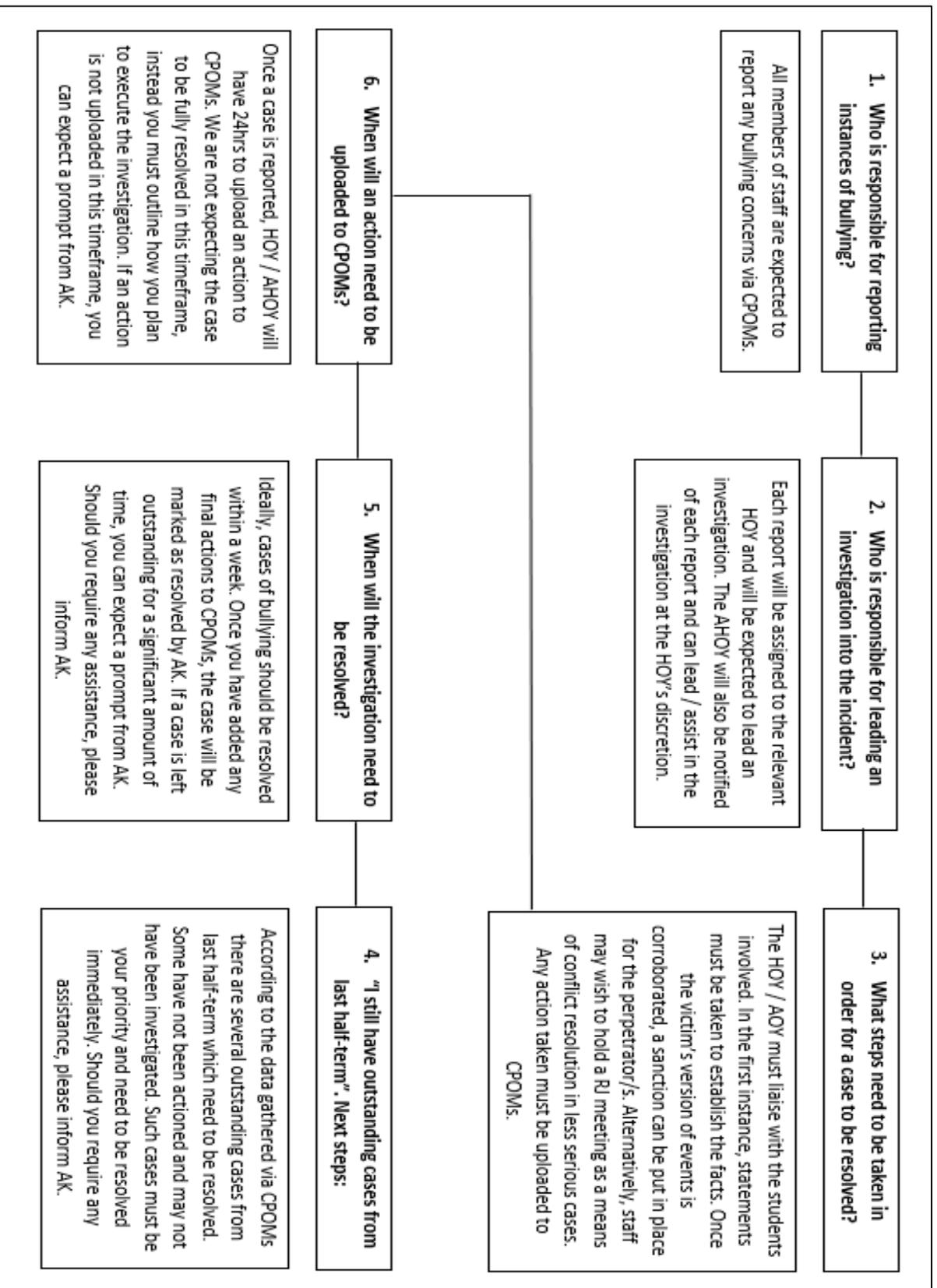
Appendix B – Anti-Bullying Response Process



Appendix D – CPOMS Reporting Process

To file a report, please follow the instructions below:

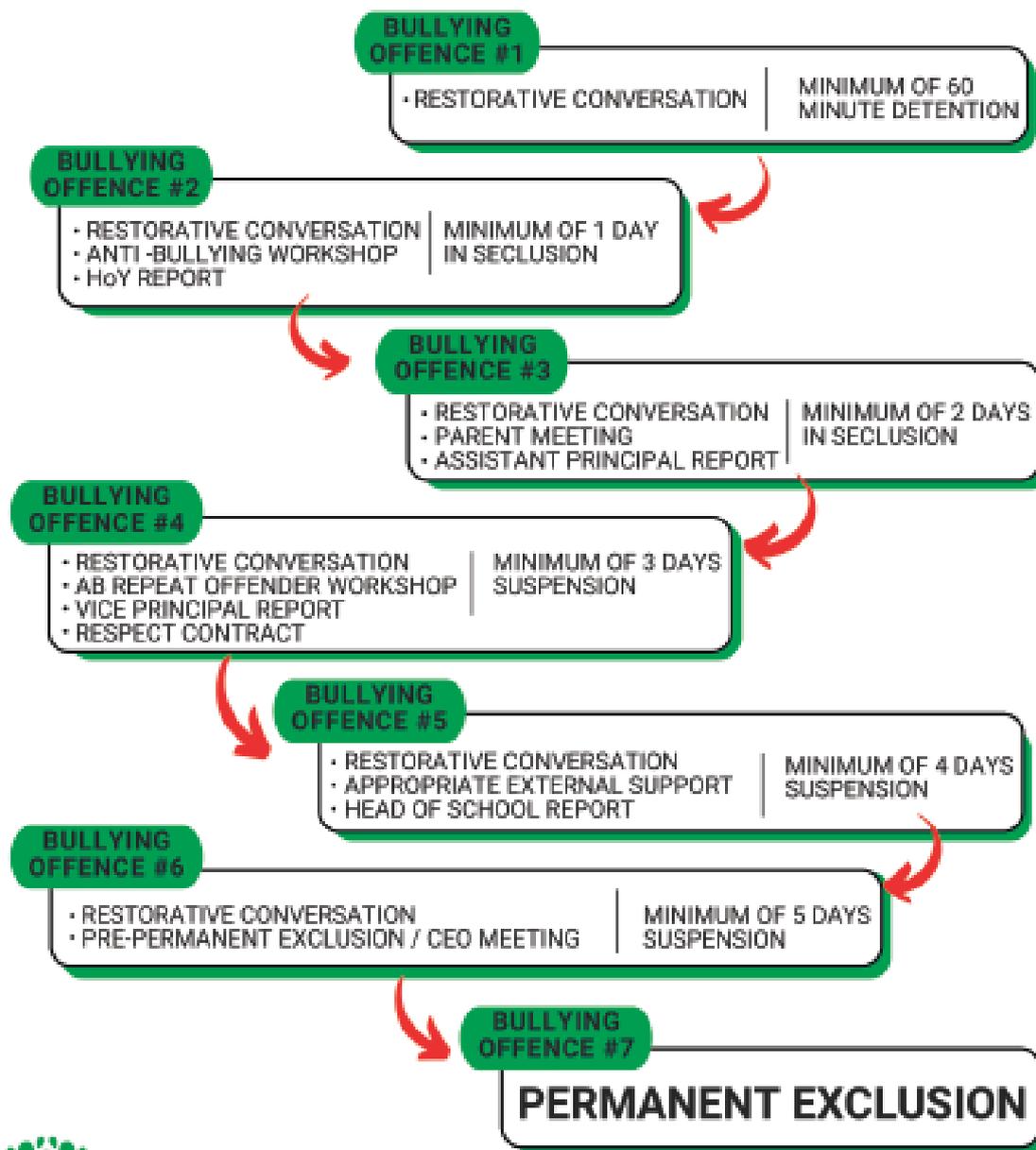
1. Log-in to CPOMS using your username and password.
2. On your 'Dashboard', click 'Add Incident'.
3. Complete the incident form as you would when recording any other safeguarding concern. Please include as much detail as possible.
4. Click on the 'Bullying' icon to alert members of the Safeguarding and Pastoral team (including the Anti-Bullying Coordinator).
5. Assign the case to the relevant year team.
6. Click 'Submit Incident' to report your concern.



BULLYING CONSEQUENCES

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power

The following consequence and support escalation will be applied to all bullying cases:



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EXCELLENCE, RESPONSIBILITY, COMPASSION