

The Federation of
Stoke Hill Schools



Anti-Bullying Policy

Date Approved: April 2026

Review Date: April 2027

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Policy Statement

Stoke Hill Federation is an inclusive Federation that recognises bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning, have serious consequences for mental health and damage communities.

Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood (DfE).

Every member of our school communities has the right to feel safe and secure during their time at school, on school visits, and when travelling to and from school, free from humiliation, oppression and physical, mental, emotional, or cyber abuse. The Federation will do all in its power to enable each pupil to achieve their full potential academically, socially, and personally through learning and playing in a secure and safe environment.

We aim to ensure that any incidents that do take place are dealt with promptly and effectively.

Legislation

Bullying is referenced in the following legislation and protecting children from bullying is part of a school's statutory compliance and safeguarding duties:

- Educations and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Keeping Children Safe in Education (updated annually)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education

Definition of Bullying Behaviour

According to the Department of Education, there is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks, and instant messenger)
- social

We recognise that not all conflict or unkind behaviour is bullying. Bullying behaviour is distinct from occasional disagreements, fallouts between friends, one-off name-calling, or isolated incidents of unkindness or teasing. However, we take any behaviour that impacts the safety, dignity, or well-being of a pupil extremely seriously. We are committed to identifying and addressing any patterns of behaviour that are deliberate, repeated, and intended to cause harm or distress. Our focus is on

creating a safe, respectful, and inclusive environment, and we will always respond promptly and proportionately to concerns raised by children, staff, or parents.

We do NOT refer to a child as a bully, rather that they are showing bullying behaviour. We are conscious that the child showing bullying behaviour is likely to need some pastoral support as well as the child receiving.

Bullying Prevention & Awareness

Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our schools to a minimum. Through assemblies and PHSE lessons, pupils are given regular opportunities to discuss what bullying is. This includes discussing incidents that may not be described as bullying such as friends falling out or one-off arguments. Pupils are taught 'STOP' – Several Times On Purpose, to help understand the difference.

Positive Relationships

School values and related behaviours are regularly promoted in assemblies and displayed throughout our schools. Through pupils exhibiting the values, and staff reinforcing them, bullying should be significantly reduced, for example by:

- Being kind, helpful and polite to others – treating others as we would like to be treated
- Being respectful of others; their opinions, feelings, and property
- Respecting everyone's right to speak and to be heard
- Working quietly to avoid disturbing others
- Caring for the school environment and those in it by being tidy, clean, and organised
- Using materials and equipment wisely and safely
- Moving around the school and grounds safely and sensibly

In addition, through PSHE, anti-bullying week and other opportunities, children are taught about positive patterns of relationships and friendships so that children can recognise when friendships are superficial or relationships are imbalanced.

Relational Behaviour Policy

Our schools have a Relational Behaviour Policy which includes rewards and sanctions which are used consistently, alongside positive relationships, to promote positive behaviour and prevent inappropriate behaviour.

Pupil Voice

We encourage children to be confident and skilful in communicating their needs and feelings all the time, and especially when they don't like the way they are being treated or spoken to. While we do not promote tattletelling (to get others in trouble), we do encourage victims and witnesses of bullying behaviour to Start Telling Other People in order to prevent further incidents.

Pupils are taught to tell an adult in school if they are concerned that they or someone else in school is being bullied.

Record Keeping

Through careful recording in CPOMS (our online system for reporting concerns) and monitoring of incidents we are able to identify patterns of behaviour over time which could be considered (or develop into) bullying. All allegations of bullying are logged and investigated. If the bullying is confirmed then an additional tag is added to the log. This means when reporting on and analysing bullying incidents we can be more accurate.

Parents

Parents have an important part to play in managing any incidents of bullying and we encourage parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school,

- feeling ill regularly, or not completing work to their usual standard;
- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc;
- Inform the school if they feel their child may be a victim of bullying behaviour. Their complaint will be taken seriously, and appropriate action will follow;
- If they feel a child has bullied their child, to not approach that child in person or online, but inform the school immediately;
- Refrain from advising their child to fight back or to repeat the perpetrator's behaviour. This will only make the situation worse;
- Tell their child it is not their fault they are being bullied;
- Reinforce the school policy on bullying and ensure their child is not afraid to ask for help;
- If they know their child is involved in bullying, discuss the issues with them and inform the school. The matter will be dealt with appropriately.

Staff

Staff have regular updates regarding child on child abuse/bullying as part of their safeguarding knowledge transfer. This may be through staff meetings, posters, newsletters, and CPD. Staff are responsible for listening to a child's concerns, recording appropriately and following up to ensure no allegation of bullying is dismissed.

Signs of Bullying

Sometimes, children will disclose bullying verbally, but often it is identified through changes in behaviour. Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional/Psychological: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, EBSA.

Social: changing patterns or unequal dynamics in relationships, sudden interest in or avoidance of certain children.

Responding to Bullying Behaviour

All cases of alleged bullying should be reported to the Head of School or a senior teacher/leader in their absence. It is preferable for the same member of staff to follow the whole process through to its conclusion.

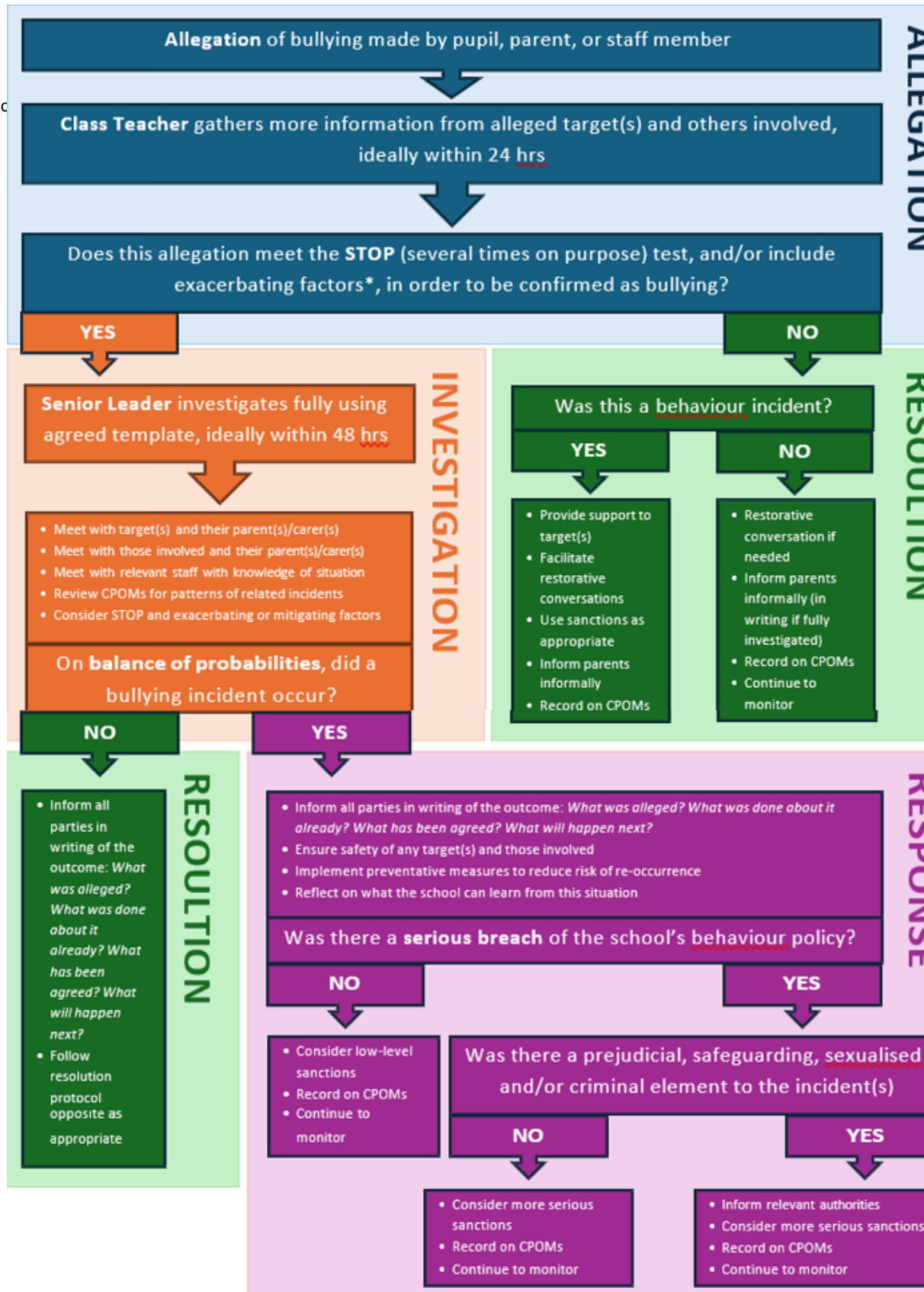
In any case of alleged bullying, the class teacher should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s), and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. An open-minded and honest approach is vital, and a common format is provided for this purpose (Appendix 1). This should then be escalated to the Head of School or Assistant Head of School if necessary.

If the allegation of bullying is upheld, the Head of School (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation (if the child struggles to verbally apologise an alternative restorative approach can be used e.g. card or fixing what has been broken). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded in detail and as soon as possible on CPOMS. Parents of both parties should be informed. If the situation does not improve, the Head of School (or senior leader) should meet with the parent(s) of the child(ren) displaying bullying behaviour and agree

clear expectations and boundaries which will be shared with the pupils involved. Any further incidents might lead to intervention (e.g. through outside agencies), further planning (e.g. a Co-regulation Plan; a Risk Assessment) monitoring, support, and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

*exacerbating factors cc



We follow the Anti-Bullying Alliances' 3-step Response to Bullying Framework as follows:



STEP 1 – Safety of those directly involved

Bullying can have a long lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying. That is why our first step is about securing and ensuring the safety and wellbeing of those involved. Below are some questions that should be asked at this stage. It is important to have a record of these considerations. In most bullying situations you do not need to use outside agencies such as social workers or police however this should always be considered. Young people often tell us that at this stage they aren't asked what they would like to happen. So it's important to involve them along the way.

- A.** Are all pupils involved safe?
- B.** Is anyone's physical health or wellbeing at risk?
- C.** Have you needed to use the child protection policy?
- D.** Did you access any outside support?
E.g. NHS, police.
- E.** Have you recorded the incidents themselves (see Appendix A)?
- F.** Did you tell the pupil/s being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
- G.** Have you asked the pupil/s being bullied how they're feeling and how they think it can be resolved?
- H.** Have you informed the pupil/s being bullied what you will do next?

STEP 2 – Preventing the bullying from reoccurring

Once you've secured the safety of those involved, the next step is about working with the group of individuals involved to prevent the bullying from reoccurring. Bullying is a group behaviour. It rarely happens between two individuals in isolation. So it's important to consider the wider peer group at this stage. We use Salmivalli's Role Participant Scale here to help us identify the group and work with those involved. You can see Appendix B for more information about these roles. At step 2, you should work through the activities below to develop a peer strategy. Make sure you record your actions, involve pupils and keep your actions in regular review. you can use Appendix C to help you.

- A. Record names based on the roles involved in bullying** (See Appendix B), **how they were involved and what you could do to change their behaviour** (See Appendix C for template).
- B. Have you been clear what steps you are taking with those involved?**

- C. Have you developed a strategy together with the target and are they happy with your agreed way forward?**
- D. Have you sought agreement from all those involved about the way forward? Sometimes this could be done with a signed agreement by those involved or simply a conversation but it is important to record this agreement.**
- E. Have you regularly checked in with the target/s? Do they have a discreet way to report to you about how they are feeling at school regularly? Have you talked to parents/carers?**
- F. Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the Target/s? This is important to avoid sending a message to the target that the bullying is their fault.**



STEP 3 – School learning and reflection

This is an important step. It allows us to reflect upon our school practice to ascertain if there is anything we can do to prevent a similar situation in the future. Steps 2 and 3 can and should happen concurrently. You don't have to wait to 'fix' the issue amongst the group before you implement the learning and reflection step.

Spend some time on reflecting on the incidents. Ask yourselves:

- A. What has this incident taught us?**
- B. Does this reveal any issues in school?** E.g. do you have an issue with language in school or an area within the school which needs more adult supervision
- Do staff need any training? Remember to think across the whole staff team and include after school/breakfast club providers and break time staff.
- Do you need to refresh your school policy and procedures? Have you identified any gaps?
- Do parents have a good understanding of what bullying is and isn't? Do they know the school approach to anti-bullying?
- C. What needs to happen/who do you need to speak to in order to make this happen? By when and how?**

Key Resources

- [Kidscape](#)
- [Anti-Bullying Alliance](#)
- [NSPCC](#)
- Advisory Centre for Education (ACE) (Mon - Wed 10-1pm) 0300 0115 142
- Civil Legal Advice 0845 345 4345
- Family Lives 0808 800 222
- Youth Access 020 8772 990
- [Childnet — Online safety for young people](#)
- [CEOP Education](#)
- [Parenting and Family Support | Family Lives](#)
- [CEOP Safety Centre](#)
- [Preventing bullying - GOV.UK](#)

Appendix 1 – Reporting Form

Member of staff recording	
Date/time of report:	
Name of target (s)	
What happened? <ul style="list-style-type: none">• Type of bullying• Who was involved?• Where did it happen?• When did it happen?	
Was the bullying targeting any aspect of the child's character?	
How was the target affected at the time?	
Who was spoken to and what actions were agreed?	
Did you access any external support?	
Does this constitute a child protection issue? Do you need to record an injury?	
Review box. Regular reviews with dates and agreements.	