



## Anti Bullying Policy and Strategy

**Date of Next Review:** November 2026

**Review by:** Senior Leadership Team

**Final Approval:** Senior Leadership Team

### 1. Context

The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

- **Faith** – a belief that everyone is created by God and has intrinsic value
- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values underpin our intent to develop highly productive relationships and a strong sense of identity and belonging. We believe that character development goes hand in hand with striving for academic excellence and our high expectations of excellent behaviour will allow students to leave us happy and healthy, with a strong moral compass.

### 2. Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

### 3. Introduction

Our Intent aims to enable every student to realise their unique potential through highly productive relationships and a strong sense of identity and belonging. Character development should enable all students to leave us happy and healthy with a strong moral compass. This policy should support all students to have a positive experience of school where individual differences are celebrated and everyone is nurtured to grow.

### 4. Definitions:

**Conflict:** negative interactions between students where power is equal.

**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'. (Anti Bullying Alliance) **Cyberbullying/Online bullying:** any bullying behaviours exhibited online.

**Protected Characteristics:** The Equality Act (2010) is designed to ensure that individuals are not discriminated because of a 'protected characteristic'. These are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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## 5. Principles

All members of the community have equal worth and value.

- Our process will be guided by our five core values: faith, justice, responsibility, truth and compassion.
- All students involved in incidents of bullying will receive ongoing support.

## 6. Policy

We will:

- Explicitly teach behaviour for learning so every member of the community understands our expectations.
- Be explicit about our definitions of bullying, conflict and unkind behaviours and provide information for families.
- Ensure all members of the community understand that there is no tolerance for racist or phobic language or actions.
- Provide a range of methods for students and parents to report bullying.
- Investigate any report of bullying.
- Communicate with students and families regarding the investigation and its outcome.
- Sanction in line with our Behaviour Policy and Extraordinary Sanctions document, which includes sanctioning behaviour that happens outside of school that has a direct impact on interactions within the school community.
- Provide support for all students involved in incidents of bullying.
- Provide opportunities for learning to reduce the risk of future incidents of bullying.

## 7. Responsibilities

### School Leadership Team:

- Implement the policy.
- Review the policy regularly, in line with local and national guidance.
- Monitor the efficacy of the processes through regular quality assurance.
- Provide opportunities for student and parent voice.
- Monitor attendance to ensure it is not masking bullying.

### School staff:

- To be alert to changes in behaviour, attitude or demeanour which might be indicative of bullying.
- Engage in training regarding bullying, conflict and child on child behaviour.
- Listen to students if they disclose bullying, conflict or negative child on child behaviour and report immediately via MyConcern.

### Governing Board:

- Monitor the instances of bullying and the Academy's responses.

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## Strategies for Responding to Bullying

### Appendix 1: Reporting Bullying

Bullying can happen between any members of the community. The Anti Bullying Alliance definition of bullying tells us that it:

- Is hurtful
- Is intentional
- Is repetitive
- Involves an imbalance of power

If you are worried that you, or someone you know, is being bullied, please report it immediately. Every report will be taken seriously.

Students:

If you, or someone you know, is being bullied, please tell someone you trust. This could be a friend, a parent or another adult.

You can report bullying incidents in school in the following ways:

- 1) Tell a trusted adult in school either face to face or via email.
- 2) Visit your Head of Year and complete a blue form.
- 3) Talk to a friend or a Student Ambassador who can help you to tell a member of staff.
- 4) Email [itsnotok@bishopstopford.com](mailto:itsnotok@bishopstopford.com). All emails received which will be read and responded to by a member of the Safeguarding Team.

Parents:

If you are concerned that your child, or a child that you know, is being bullied, this should be reported at the earliest opportunity to the school by:

- 1) Emailing the form tutor or Head of Year
- 2) Emailing the Deputy Head and DSL, Mrs Clare Smith: [csmith@bishopstopford.com](mailto:csmith@bishopstopford.com)
- 3) Using the safeguarding email address: [safeguarding@bishopstopford.com](mailto:safeguarding@bishopstopford.com)

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When bullying is reported, the school will:

| Action   | Detail   | Timeframe*  | Staff involved**   |
|--|--|---|--|
| Take statements from those involved.                     | This will include:<br><ul style="list-style-type: none"> <li>- The alleged victim (s)</li> <li>- The alleged perpetrator (s)</li> <li>- Witnesses</li> </ul> <p>Students will be offered the opportunity to complete these in quieter spaces away from other students.</p>   | Within 2 school days of a report being made.              | Head of Year, Head of Key Stage, DSL, other relevant staff |
| Review the evidence.                                     | Members of the pastoral team will read the statements and draw together a timeline of events. They will determine whether further investigation is needed.   | Within 3 school days of statements being collected.       | Head of Year, Head of Key Stage, DSL, DHT                  |
| Determine and complete the next actions.                 | These actions might include:<br><ul style="list-style-type: none"> <li>- Further investigation including the exploration of CCTV footage.</li> <li>- Follow up conversations with students or staff.</li> <li>- Engagement with other agencies, including emergency services and social care.</li> <li>- Conversations with members of the local community, including residents, bus companies and local shopkeepers.</li> </ul> | Within 3 school days of the review of the evidence.       | Head of Year, Head of Key Stage, DSL, DHT, IT, Site Team   |
| Identify the outcomes                                    | Determine what the school's actions will be in light of the evidence we have.  | Within 2 school days of the next actions being completed. | Head of Year, Head of Key Stage, DHT, HT                   |
| Communicate outcomes with families and students involved | While communication will run throughout the investigation, the outcome will be shared with students and their families as soon as it has been decided.<br><br>*Details of sanctions are only shared with those being sanctioned.   | Within 24 hours of the outcome being determined.          | Head of Year, Head of Key Stage, DHT, HT                   |
|  | Others involved in the allegation will be informed that a sanction has been put in place.  |   |  |

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| Application of sanctions, where appropriate     | Where sanctions are necessary, these will be communicated and served immediately.   | Within 24 hours of communication of the sanction.  | Head of Year, Head of Key Stage, DHT, HT |
| Put in place monitoring and support activities. | For both the alleged victim and the alleged perpetrator, monitoring and support activities will be put in place. These will run through the weeks following a report of bullying for two reasons:<br><br>1) To ensure all bullying behaviour has stopped;<br>2) To ensure students feel safe and settled in school. | These will be specific to each case, but are likely to run for 4-6 weeks after the report. | Head of Year, Head of Key Stage          |

Each report of bullying is taken seriously. If bullying behaviour resumes, it is crucial that students and their families report this again so that further steps can be taken.

\*These timeframes are placed in a sequence with each action assigned an appropriate number of days. These are the planned timeframes during term time. There may be variation for a range of reasons (eg student or staff absence, trips and visits or school holidays).

\*\*DSL –Designated Safeguarding Lead; DHT – Deputy Headteacher; IT – members of the IT team; HT - Headteacher

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| Anti Bullying Policy & Strategy   | 5 of 7 | Implementation Date: November 2025 | Version 3 |

## Appendix 2: School Response to Child on Child Bullying: Support and Sanctions

I have experienced bullying. I will be supported by:

- Having an opportunity to discuss the experience with a member of staff;
- Being given reassurance and establishing my trusted adults and safe place(s) in school;
- Having continued support with an identified member of staff;
- Being given the offer of self-esteem and confidence-building activities;
- Being referred to a peer mentor/other school intervention if available and appropriate;
- Being informed about the outcome of an investigation;
- Being offered the opportunity to take part in a restorative conversation.

I have demonstrated bullying behaviour towards others. I will be supported by:

- Having an opportunity to discuss the experience with a member of staff;
- Having continued support with an identified member of staff;
- Engaging with a positive behaviour programme;
- Being given reassurance about how to reintegrate within the community positively;
- Being referred to a peer mentor/other school intervention if available and appropriate;
- Being informed about the outcome of the investigation;
- Being sanctioned in line with our Behaviour Policy and 'Extraordinary Sanctions' document;
- Being offered the opportunity to take part in a restorative conversation

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### Appendix 3: Types of Bullying

- 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'. (Anti Bullying Alliance)
- There are different types of bullying behaviours. These may include, but are not limited to:
- Coercive: controlling, pressure to do things for others (inc purchase food or other items)
- Emotional: isolating/exclusionary, intimidation, threatening behaviour
- Indirect: this might include eye rolling, laughing at/towards someone, spreading rumours, leaving others isolated
- Online: Any manifestation of the behaviours above on an online platform, including social media. These behaviours can be motivated by:
  - Intolerance
  - Phobic behaviour
  - Discrimination
  - Ignorance/lack of understanding
  - Vulnerability
  - Difficulties in one's own life
- Physical: hitting, pushing, kicking or other inappropriate/unwanted physical contact
- Prejudice/discriminatory: this type of behaviour is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group.
- Verbal: name calling or deliberately calling someone by a different name, ridicule, aggressive comments
- Written: graffiti, notes, unkind words/images on property

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