



Anti-Bullying Policy

The Futures Trust and Stoke Park School are committed to safeguarding and promoting the welfare of children and young people and require all staff, volunteers, and visitors to share this commitment.

Head of School: Ann- Marie Smith

Designated Safeguarding Lead: Mani Samra

School E-Safety Co-ordinator: Mani Samra

Date of last review: September 2025

Frequency of review: Annually

Date of next review: September 2026

Statement of Intent

At Stoke Park School our central aim is to enable all students to Build Brighter Futures. Our Values are:

- Students First – all staff, governors & parents totally focused upon the education of all our students.
- It's about Learning – students, all staff, governors & parents totally focused upon developing and improving the learning of students underpinned by harmonious and trusting relationships.
- No Barriers – no excuses, only support, to ensure students, all staff, governors & parents maximise the academic achievement of students whilst enabling them to develop and flourish as well-rounded individuals.
- Our commitment to our students is very clear. We expect to teach our students to the highest of standards; to support them to be successful and to prepare them for a further education pathway which is aspirational and meets their individual needs. An important part of this is to keep them safe and happy when they are here with us at Stoke Park School. High standards of student behaviour and discipline, alongside recognition of achievements can provide a positive environment in which teachers can teach and students can learn. Our students want to behave appropriately, and we aim to support them and help them to do so.

In our community everyone is expected to help by thinking about their behaviour and by trying to set a good example to others. Students, teachers, and support staff all share the school and need to live with each other by getting on together and by putting matters right when there are difficulties. Good Schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

The aims and objectives of this policy

- To make it possible for students to experience the school as a caring, supportive learning environment, free from bullying.
- To create an atmosphere of tolerance, mutual respect, co-operation, and consideration of others to enable students to feel safe from fear and threats.
- To ensure that all students feel valued, ensuring progress in students' attainment, students' attitudes, and their social, moral, spiritual, and cultural development.
- To accept that it is everyone's responsibility to prevent all forms of bullying.
- To involve all staff, students, and parents in promoting and following the policy and in the referral of bullying incidents

Other policies

This policy should be read in conjunction with the following.

- Behaviour and Rewards Policy
- Equality Statement
- Child Protection and Safeguarding Policy
- E-Safety Policy

What Is Bullying?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Usually there is a power imbalance that makes it hard for the victim to defend themselves”.

Bullying can take a range of forms and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, SEND, disability or whether the child is adopted, looked after, or has caring responsibilities.

Bullying can be:

- Social / Emotional - being unfriendly, excluding or attempting to exclude from friendship groups, tormenting, intimidation, making threatening gestures.
- Physical - pushing, kicking, hitting, punching, slapping or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments, sexting
- Homophobic - focusing on the issue of sexuality or gender (transphobic)
- Verbal - humiliation, teasing, name-calling, sarcasm, spreading rumours, teasing, making insulting remarks.
- Cyber-bullying by electronic media to include all areas of internet misuse such as emails, internet chatrooms, instant messaging, the posting of threatening, abusive, defamatory or humiliating material including sexting images or videos to social media sites or personal websites, hi-jacking of email accounts for malicious use, the misuse of mobile telephones to make threats, send abusive texts or calls, the misuse of mobile phone cameras and associated technology to cause distress, fear or humiliation. Bringing a phone into school is a privilege.
- Repeated misuse of a mobile phone in school will result in the loss of this privilege. Such misuse includes using social media to insult, intimidate and spread rumours, all of which detract from our focus on learning. Please see the mobile phone sanctions in the Behaviour and Rewards Policy
- Child on Child abuse can include bullying, cyberbullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.
- being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures) pushing, kicking, hitting, punching or any use of violence racial taunts, graffiti, gestures.
- unwanted physical contact or sexually abusive comments because of, or focussing on the issue of sexuality name-calling, sarcasm, spreading rumours, teasing.

- All areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls.
Misuse of associated technology, i.e., camera and video facilities
- Child on child abuse is any form of physical, sexual, emotional, and financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Bullying can be one type of child-on-child abuse.

Legal stance on Cyber-bullying

Cyber-bullying is generally criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act of 2003 makes it an offence to send, by public means of a public electronic communication network, a message or other matter that is grossly offensive or one of an indecent, obscene, or menacing character. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

We encourage parents to be aware of what their child is posting and uploading online and to monitor the use of social media. We advise all parents to contact the police if incidents of cyber-bullying occur outside of school hours. Advice for parents and students on how to tackle cyber-bullying is available from reception in our "Keeping yourself Safe" leaflet and via the link below:

[https://www.thinkuknow.co.uk/parents/article-repository/Reporting-to-socialmediasites-/
/](https://www.thinkuknow.co.uk/parents/article-repository/Reporting-to-socialmediasites-/) Statutory stance on child on child abuse

All members of staff are aware of the school's policy and procedures with regards to child-on-child abuse as outlined in the Child Protection and Safeguarding Policy. Stoke Park School will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by recognising that children can abuse their peers and ensuring that abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but the Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

Stoke Park School will work to prevent child-on-child abuse by:

- Promoting school values through “PRIDE” and “it’s about learning”.
- Creating a culture of support and trust
- Responding appropriately to all reports of abuse
- Working with both internal and external support agencies and groups, e.g., the school counsellor, the NSPCC, Early Help, Children’s Services, and the Police.
- Ensuring students are taught and learn about safeguarding and related topics, so they understand abuse can be perpetrated by peers, online or in person, by strangers or by someone known to them.
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to pastoral staff about their concerns.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

If an allegation of child-on-child abuse is made:

- The member of the school community who has heard the disclosure must tell the DSL and record the allegation but is not to investigate it.
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

Stoke Park School will work with outside agencies and seek expert and professional up to date guidance and practical support on specific child on child safeguarding issues, where these issues cannot be resolved using the Pastoral team’s wealth of experience and knowledge. Key issues identified by the Pastoral team at Stoke Park School include cyberbullying, sexting, domestic violence, drugs, gangs, and youth violence, CCE, CSE and mental health. Students will be educated on these issues and given strategies to ensure they can keep themselves safe in all situations.

Stoke Park School will adhere to guidance set out in Keeping Children Safe in Education (2025) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child-on-child abuse. All staff have been made aware that 'upskirting' is a criminal offence.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- doesn't want to go on the school / public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic)
- begins to truant.
- becomes withdrawn anxious or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost".
- has unexplained cuts or bruises.
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone.

- is nervous and jumpy when a cyber-message is received, will not let parents see their cyber messages, gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
- If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.
- Cases of bullying will be recorded by staff and appropriate action will be taken to resolve the issue both for the benefit of the victim, the perpetrator, and the school community.
- Help, support, and counselling will be offered as is appropriate to both the victims and the bullies.
- Pastoral teams will be responsible for following up all incidents of recorded bullying and ensuring that action is taken and reviewed to the satisfaction of the victim.
- An attempt will be made to help the bully (bullies) change their behaviour.
- In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another adult if they choose, and to engage as necessary in a support programme to offer continuing support when they feel they need it.
- By taking disciplinary steps to prevent more bullying.
- Informing the victims' parents/carers
- By reviewing that the measures we put in place are effective.
- Assurance that the student was right to report the incident and reassurance that the bullying was not their fault.
- Encouragement to talk about how the student feels.
- Discussion of strategies to deal with and prevent future bullying.
- To offer options on how the bullying will be resolved.

- Referral to counselling with outside agencies or involvement in anger management or self-esteem group work.
- Referral to the Family Support centre.
- Having a QR code throughout the school that students can scan and report any concerns (Appendix A)

Proactive measures to prevent bullying:

At Stoke Park School we agree that prevention is better than cure and therefore we strive to create an inclusive, safe environment where students can openly discuss bullying and create a whole school ethos to reduce / eliminate incidents of bullying.

- By proactively seeking to celebrate success to create a positive school culture
- By providing a comprehensive PSHE and RSE programme that includes opportunities to explore bullying as a topic, that encourages open discussion on issues related to prejudice and discrimination and examines the topic of social media and its misuse.
- By the promotion of E-safety across the school through ICT, PSHE, tutorials and assemblies and actively engaging parents in strategies to keep their child safe online.
- Whole school teaching methods encourage all students to work cooperatively in lessons and extra-curricular activities.
- By raising awareness of the issues of bullying, to restate expectations of behaviour and to promote Anti-bullying week.
- By always encouraging positive behaviour, through the implementation of student non-negotiables and rewarding positive attitudes and behaviours.
- The use of Sixth Form students as mentors on duty at breaks and lunchtimes and Sixth Form students working as year 7 Tutor Buddies and classroom support assistants to support students.
- Where appropriate Form Tutors provide opportunities for discussion on issues related to relationships and consideration of strategies for dealing with difficulties
- Student voice discussions on the topic of bullying
- Every opportunity is taken to reinforce the policy and state the school's opposition to bullying within assemblies.

Anti-Bullying Approaches

Stoke Park is a community where everyone can work effectively, free from aggression, bullying and any form of harassment. We understand that the key to developing this environment is to foster an ethos of open dialogue where students feel safe and equipped to recognise bullying and to know how to act upon it.

We are a 'TELLING' school. This means that anyone, who knows that bullying is happening, is expected to report it to a member of school staff. Senior Leaders monitor reports of all forms of bullying on a daily basis.

How should ALL staff deal with bullying?

- If a pupil is concerned, intimidated, or worried by the behaviour of another pupil then the situation must be dealt with, not ignored. This would include being subject to a repeated pattern of behaviour, utilising the acronym STOP (Several Times on Purpose).
- It is important to make time to listen. This may mean suggesting an alternative time when you can do so – either with yourself or another trusted adult. The question should always be asked as to whether this is a persistent issue if not explicitly 'serious'.
- If the situation appears to be a single, small-scale event, a brief record and warning should be a sufficient response, as bullying represents an ongoing targeting of individuals or groups.
- If the event is deemed to be serious or persistent, A brief record of any incident should be recorded on SIMS (Bullying Persistent) with a description of what has occurred. This is to maintain an overview of each pupil in case the aggressor has been involved in this kind of behaviour to other pupils to identify systematic issues.
- If you consider the bullying to be motivated by prejudice such as racism, homophobia, or sexism then it should be logged also on CPOMS after being investigated by the pastoral team. Any wider safeguarding concerns such as vulnerability to extreme ideology can then be addressed.
- Condemn the behaviour as unacceptable, not the person. Operate a connection before correction approach.
- Remember that it is vital to support the victim(s), not just to identify the bullies. When appropriate restorative justice conversations or further education will be delivered.

If a parent /carer approaches you to raise a bullying concern:

- Listen to what the parent/carers has to say.
- Explain to the parent/carers that you will pass on the information to the relevant pastoral team who will contact them for more details, and that all bullying incidents that are reported are taken seriously and investigated fully.
- Inform the pastoral team in writing (preferably email).

We must respond to bullying by educating students about its unacceptability and how to respond to it whether a victim or an onlooker. We must deal with incidents, which are observed or reported, in a sensitive, effective, and consistent way. If students are to feel able to report these concerns, then they must be treated seriously. We must create an environment of consideration, respect, and openness.

When a situation requires investigation or follow-up try to ensure that any victim is safe, supported, and able to communicate concerns whilst at school. Both parties should be allowed to give their view of events and asked to record these in writing on an incident report sheet. This may need help from an adult or external agency in some cases. All discussions should be recorded and kept in the pupil's file.

Parents of both victim and perpetrator should be informed of the situation before the child goes home if possible and kept abreast of investigations. It may be appropriate to have a meeting with the parent if the problem is a reoccurring one. Make clear statements to pupils and parents that bullying of any kind is not acceptable either in the school or outside the school. Events of a serious nature that occur outside of school that involve students may also lead to the involvement of relevant external agencies such as the police.

Aggressors should be counselled and advised of correct behaviour and the consequences of further bullying. Whenever appropriate we should seek to reconcile opposing parties and seek appropriate apologies. We offer a Restorative Justice approach where a "no blame" environment can help both parties understand the behaviours, their impact and move forward constructively. This gives each party the opportunity to resolve the problem in a non-threatening manner known to work for both the victim and the perpetrator.

Bystanders and friends of the aggressor who support her/him should also be counselled about their role in condoning the unacceptable behaviour.

When a situation has been resolved, victims should be praised for their bravery if they have reported the incident and must be encouraged to tell of any further problems. The situation must be monitored regularly afterwards.

Further consequences for aggressors depending on the severity and whether this is an issue that is reoccurring will follow in line with other sanctions for inappropriate behaviour as outlined below. This may also include group or individual work with outside agencies to educate students about the impact of their actions on others.

Further support for victims may include:

- Referral for counselling support
- Referral for protective behaviours support or group/intervention from the inclusion or pastoral team
- Key adult in school who they can go to and/or engagement with the restorative Justice programme.
- Mentoring with a key adult

Sanctions for bullying

If necessary, the full range of sanctions detailed in the Behaviour and Rewards Policy can be used. In dealing with incidents of bullying special consideration should be made in cases regarding special needs or family difficulties and considering the needs of vulnerable students.

Each incident will be treated according to its severity using all available evidence and regarding evidence from previous incidents relating to the investigation. The Year Leader will log the incident on CPOMS and decide if the incident is a case of bullying. Sanctions will be consistently applied based on the type, frequency, and severity of the bullying incident.

We also discipline, yet try to help the bullies in the following ways:

- By talking about what happened, to discover why they became involved and to engage in a programme to address their behaviour.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- Informing the bullies' parents/carers.
- In serious cases, suspension or even exclusion will be considered.
- By continuing to work with the bullies to get rid of prejudiced attitudes as far as possible.
- Removal from the class/ group for an amount of time
- Police involvement • Fixed term exclusions.

Outcomes

- If possible, the students will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Instances of bullying will be tracked and reviewed by the school to help plan preventative measures.

Supported Restorative Conversation - These conversations are held between the member of staff and student(s) following an incident that requires repair. This is a more in-depth discussion at a planned time (such as during a detention). These may need support of a Head of Faculty, or relevant Pastoral team.

Prevention

- Stoke Park School's methods for helping children to prevent bullying through our ethos around the word "PRIDE".
- Through this we encourage students to treat everyone with Respect
- Encourage students to discuss how they get on with other people and to form positive attitudes towards other people.
- Organise the community to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- Use the learning opportunities to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. during tutor time and within the Bridge and Gateway curriculums.
- Deal quickly, firmly, and fairly with any complaints, involving parents where necessary.
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sex, etc.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our School.
- Review the School Policy and its degree of success.

Monitoring and review of the policy and practice

Stoke Park School will regularly monitor current practice through a range of systems to ensure that the policy and the school procedures are clear and effective in preventing and dealing with bullying incidents. The school will regularly evaluate and update the policy and practice to take account of developments in technology, for instance updating 'acceptable use' policies for computers. Monitoring will include student and parental surveys, analysis of behaviour, isolation, and exclusion data on a weekly basis by the Senior Leadership Team, feedback from student voice and Critical Friends meetings and staff meetings.

ANTI-BULLYING POLICY

The Governors of Stoke Park School take the issue of bullying very seriously and to this effect, have adopted this policy.

Appendix A


Do you have any worries but you're not sure how to share them?

Scan this QR code



STOKE PARK
— SCHOOL —







THE EQUALITY ACT

The Equality Act 2010 makes sure that people with particular characteristics are protected from discrimination. It is your right that you should not be treated differently based on:

- 1 Age
- 2 Disability
- 3 Gender reassignment
- 4 Marriage and civil partnerships
- 5 Pregnancy or maternity
- 6 Race
- 7 Religion or belief
- 8 Sex
- 9 Sexual orientation



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