



## Spa Education Trust Anti-Bullying Policy

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, July 2017 and “*Cyber bullying: advice for headteacher and school staff*”, November 2014 and *KCSIE 2024*.

### At Spa we

- Support all staff to promote positive relationships to prevent bullying and intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure pupils are aware all bullying concerns are dealt with sensitively and effectively
- Ensure pupils feel safe and are ready to learn
- Help pupils follow the anti-bullying policy
- Discuss concerns promptly with parents/carers.

### Definition of bullying

Bullying is “Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can occur both in person and online (sometimes called cyber bullying). Bullying is recognised by the Trust as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s and young people’s emotional development.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils/learners with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

At Spa we:

- Promote a culture of respect, consideration and care for others.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Develop pupils’ social and emotional skills, including their resilience.

- Develop pupils' communication skills
- Provide clear ways for pupils, staff and parents/carers to report concerns and access support
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Address bullying through the curriculum including the Computing, PSHE and Social Communication curriculums.
- Hold regular, small group sessions for explicit, targeted teaching including Young Men's groups and Young Women's groups
- Address bullying through a broad range of approaches such as displays, assemblies and the school council.
- Challenge all instances of language and behaviour that are derogatory or offensive and support pupils to understand why such language and actions are unacceptable.
- Regularly update and evaluate our approaches to online safety and provide relevant advice and teaching about staying safe online.
- Have a high level of supervision throughout the day, including Clubs and breaks and include details of behaviours in pupils Behaviour Management Plans
- Train all staff to identify all forms of bullying including prejudice-based and discriminatory bullying as well as cyber bullying, follow the school policy and procedures to record and reporting incidents.
- Record and monitor concerns via CPOMS about bullying incidents and develop strategies to prevent bullying from occurring including identifying those that could be safeguarding issues, including harassment or prejudice-based language.
- Support students to resolve issues around bullying.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Support all of our pupils to develop their social communication skills and are aware that pupils with ASD may use language without understanding its meaning or intent.

### **Involvement of pupils**

At Spa we:

- Regularly ask pupils for their views on being safe at school.
- Make sure all pupils know how to share any worries or anxieties about bullying.
- Make sure staff advocate for pupils who are unable to communicate any concerns about bullying.
- Make sure pupils know there are consequences for those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school.
- Provide support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Explicitly teach pupils what respectful friendships and relationships are and how to identify if they are being exploited.
- Ensure pupils are aware of cyber bullying and how to report it.

### **Liaison with parents and carers**

At Spa we:

- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Regularly offer parent/carers sessions on online safety

## **Monitoring and Review**

SMT review all incidents on CPOMS, every day. Incidents of racist, sexist, homophobic or negative behaviours towards a protected group are flagged as safeguarding incidents for further follow up and intervention. Negative interactions between pupils are monitored to ensure that any patterns of behaviours are identified and addressed.

Some pupils may experience considerable difficulties with communication and social interaction which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed

We are also always mindful of the intent behind language pupils with ASD may have, however we ensure that our pupils are taught not to use offensive language and offensive language is not tolerated.

All incidents are reviewed on a half-termly basis and any instances of bullying and the responses and interventions implemented are reviewed and reported on.

## **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Safeguarding policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum policies such as PSHE and Computing

## **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Trustees, the Executive Headteacher, Head of Schools, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head of Schools to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Trustee with lead responsibility for this policy is: Holly McAlpine

The named member of staff with lead responsibility for this policy is Georgina Quigley at Spa Bermondsey and Erin McCarthy at Spa Camberwell.

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)

- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Nest <https://thenestsouthwark.org.uk/>

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- CEOP Education: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- The UK Council for Child Internet Safety (UKCCIS) <https://www.gov.uk/government/organisations/uk-council-for-internet-safety>
- Parentzone: <https://parentzone.org.uk/home> and Parentzone Local <https://www.pzlocal.org.uk/>

## LGBT

- Barnardos <https://www.barnardos.org.uk/get-support/support-for-young-people/lgbt>
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Metro Charity <https://metrocharity.org.uk/>
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Schools Out <https://lgbtplushistorymonth.co.uk/>

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of>
- Southwark Information Advice and Support Services: <https://localoffer.southwark.gov.uk/sias/>
- Council for Disabled Children [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

## Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Show Racism the Red Card: <https://www.theredcard.org/>
- Tell MAMA: [www.tellmamauk.org](http://www.tellmamauk.org)
- Anti-Muslim Hatred Working Group: <https://www.gov.uk/government/groups/anti-muslim>
- Educate Against Hate <https://www.educateagainsthate.com/>

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls: <https://www.endviolenceagainstwomen.org.uk/>
- Anti-bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childnet Project DeShame (Online Sexual Harassment and Bullying):  
<https://www.childnet.com/what-we-do/our-projects/project-deshame/>