



storybrook

Anti-Bullying Policy





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This policy is fully aligned with Behaviour and Relationships Policy, following a trauma-informed, relational approach to supporting our pupils. This policy should be read alongside the Behaviour Blueprint.





1. Introduction

At Storyybrook School, relationships and kindness are at the heart of every interaction. In line with our Behaviour and Relationships Policy, we are a relational, trauma-informed setting where behaviour is understood as communication. Alongside this, Storyybrook School believes that every young person has the right to live each day in school without fear of experiencing bullying. We acknowledge that bullying is never acceptable and, while we recognise that behaviour may arise from unmet needs or trauma, all pupils have the right to feel safe, valued and protected during their time at school, and beyond (see appendix 1 for information about off-site bullying).

While behaviour is understood as communication, harmful behaviours such as bullying are addressed explicitly to ensure safety and accountability.

We take a proactive and responsive approach to mitigate and manage bullying, working closely as a community to create an environment in which everyone feels accepted and valued, and where they are able to thrive in all aspects of their development.

For this reason, we strive to ensure that:

- all members of the school community follow the agreed Code of Conduct;
- there is good order and that the school is well organized;
- adults who are responsible for supervising young people carry out their duties effectively;
- all members of our community treat one another with respect and value our Equality and Diversity Policy;
- we promote learning about citizenship, rights and responsibility so that it is clear that bullying is a form of anti-social behaviour which cannot and is not acceptable;
- instances of bullying are addressed quickly and effectively, and used as a teachable moment for anyone involved;
- an effective School Council cycle is implemented so that young people are able to address issues affecting their welfare.

2. Aims

- Maintain a safe, predictable and nurturing environment
- Prevent bullying through strong relationships
- Support pupils to develop self-regulation and empathy
- Respond consistently using relational and restorative approaches
- Promote respect, inclusion and belonging
- Establish and maintain a caring ethos so that bullying is less likely to occur
- Encourage discussion about bullying so that it does not become a hidden activity
- Listen to students when they talk about or report bullying





- Provide good adult role models, i.e., never misusing authority as power to humiliate or dominate

3. Equality and Diversity Statement.

At Storyybrook School we are committed to providing services and an environment for learning and development, which reflect the breadth and diversity of society. Throughout our work and relationships with the Local Authorities, parents/carers, young people and between staff, we always aim to ensure there is no discrimination relating to age, gender, sexual orientation, ethnicity, gender assignment or disability. All children and young people have a right to a broad and balanced range of experiences, both in terms of the school curriculum and the enhancement activities that reflect in a positive way the range of cultures and experiences of the whole community.

4. Safeguarding

Storyybrook School is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent children from harm, abuse, and exploitation. When there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a bullying incident should be addressed as a child protection concern under the Children Act 1989. Staff will follow safeguarding procedures and involve the DSL where required. Child-on-child abuse, discrimination and harmful behaviours are taken seriously and addressed in line with safeguarding policies. However, external support can be given to students whether or not it is deemed a child protection concern. Where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the students who may be experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

5. Definition of Bullying

Bullying is considered deliberate, repeated behaviour intended to hurt another person physically or emotionally, often involving an imbalance of power. It includes physical, verbal, emotional, cyber and prejudice-based behaviours.

Bullying at Storyybrook is defined as:

Persistent, offensive, abusive, intimidating or insulting behaviour which results in the victim feeling either upset threatened, humiliated or vulnerable.

For our pupils, this definition can be simplified to:

When a person repeatedly does or says something to someone for the purpose of hurting them physically or emotionally.

Bullying can mean many different things and present itself in a variety of ways, such as:

- being repeatedly called names or teased by others





- encountering physical harm such as pushing, hitting, kicking etc
- having rumours spread about you
- being ignored or left out
- people taking things from you (hiding them; theft)
- cyberbullying (using mobile phones, computers etc) - see appendix 2

These behaviours usually occur repeatedly over a period of time and cause those being directly impacted to feel targeted. Bullying can be aimed at, but is not solely limited to, groups of people based on their race, gender, religion, SEND, sexual orientation, or culture.

Storybrook recognise that not all conflict is bullying; it is essential that context is considered when addressing incidents. Some behaviours reflect dysregulation or may be considered ‘one-off incidents’; these will be responded to appropriately in line with our Behaviour and Relationships Policy but may be monitored to identify patterns.

To summarise, incidents will be assessed as below:

- 1 incident → record as behaviour
- Pattern → monitor
- Repeated + targeted → classify as bullying

6. Our Approach: Regulate → Relate → Repair → Reflect

School leaders and staff are responsible for deciding how best to respond to the issues that affect the students at Storybrook School.

Staff are aware that bullying is a highly distressing and damaging form of abuse and is always taken seriously at our school. Staff will take immediate steps to intervene, to protect and reassure the victim and to mediate, and, support the perpetrator(s) in understanding the impact and consequences of their behaviours, ensuring we provide adequate support and learning.

All responses to bullying follow our whole-school approach:

Regulate - ensure safety and calm

Relate - rebuild connection and trust

Repair - address harm and restore relationships

Reflect - support learning and future behaviour

This ensures responses are consistent, compassionate and developmentally appropriate, ensuring clear expectations are outlined to prevent future incidents.





7. Dealing with incidents

The nature and level of support will depend on the individual circumstances and the level of need. School staff will decide which intervention would be best for each student. Where prevention has failed, and bullying has taken place, we will deal with it carefully.

Our two key aims are:

- to protect the victim's self-esteem and self-confidence and to keep them safe
- to modify and support the attitude and behaviour of the perpetrator(s)

When dealing with accusations of bullying at Storybrook, staff will:

- refer to pupil's individual plans i.e. behaviour support plans, risk assessments, or documentation regarding their regulation and needs;
- establish if the incident(s) is persistent and/or targeted

If it is established that there has been an incident of bullying, then staff will:

- talk with the victim in a supportive manner, ensuring they feel listened to, encouraged to share, and valued; all information will be logged factually using CPOMS;
- talk with the perpetrator(s) (solution-focused approach) considering the impact on the victim, their actions, and the restoration process;
- implement anti-bullying intervention programmed. 1:1 session that will be specific to the individual such as building empathy, self-esteem etc.
- ensure follow-up meetings with both the victim and the perpetrator are arranged to confirm that the problem has been solved; The victim's voice is central in determining whether this is the case. Where a situation has not been resolved, further work will be done. These follow up meetings will again be logged on CPOMS;
- where necessary, contact agencies if on-going support is needed either for the perpetrator or the victim or when continued work is called for.

Staff will ensure:

- immediate regulation and safety are put first
- investigation and recording are completed thoroughly, taking the views of all involved
- support for the victim is put in place immediately
- support and education for the pupil displaying bullying behaviour is put in place immediately
- restorative conversations are undertaken, with the consent of the victim
- logical consequences are implemented, where appropriate i.e. repairing damage to items, restorative conversations, loss of specific privilege (for





example, if a pupil has used technology to bully another, they will lose the use of this for a specified amount of time)

Consequences are never punitive but support learning and repair. The desired outcome of any intervention from a member of staff at Storyybrook is to ensure the ongoing emotional and physical safety of all pupils.

Should the situation continue, the Headteacher will further consider the matter and take appropriate action. Parents/ carers will be fully involved and we ask for their full support in these matters with the knowledge that all our families are willing to take an active role for the good of all our pupils.

8. Prevention

Storyybrook aims to create an environment that prevents bullying and where all children understand the meaning and impact of bullying. As part of our Anti-Bullying Policy, we aim to raise awareness through the curriculum and give pupils the opportunity to talk about and deal with bullying in general. Opportunities to explore the subject of bullying will be provided through:

- Personal Development Time
- PSHE (including a focus on e-safety)
- our Integrated Curriculum
- strong relationships and trusted adults
- explicit teaching of behaviour and expectations
- restorative practices
- clear routines and consistent adult responses
- promotion of school values: Belonging, Respect, Resilience, Inclusion, Integrity, Love

The aim of our broad, balanced innovative curriculum is to ensure students leave out school with tolerance and respect for others, emotional resilience, good social skills, and the best outcomes possible.

Our curriculum promotes:

- the maintenance of positive and healthy relationships
- becoming emotionally resilient
- being kind
- becoming tolerant and respectful of individuals
- achieving the best possible outcomes

Additional prevention strategies include:

- our code of conduct being published, visible, and regularly discussed;
- ensuring young people's consultation and participation is formalised through





- student voice;
- providing all students with at least one trusted key adult and discussions will take place informally and during keyworker time on the nature of bullying and incidents;
- staff continuously highlighting and valuing examples of kind behaviour, both in school and in the wider world. (e.g. in the media, news, entertainment);
- creating an ethos of positive and safe behaviour, where students treat one another and the school staff with respect;
- increasing levels of supervision in parts of the school where bullying may be more likely;
- openly discuss differences between people that motivate bullying, such as religion, ethnicity,
- disability, gender, sexuality, gender, SEND, or appearance related differences;
- providing effective staff training on Anti-bullying laws, procedures, and prevention;
- accessible and clear ways for students to report bullying so that they are assured that they will be listened to, and incidents acted upon.

9. Roles and Responsibilities

All staff will:

- model calm, respectful behaviour;
- follow the regulate-relate-repair-reflect approach;
- record and respond consistently, feeding back to the Headteacher;
- be watchful; observe the social relationships between pupils in the school
- make sure other staff are aware of any difficult situation between pupils, particularly at transition times;
- communicate concerns to parents/ carers, wherever appropriate;
- keep risk assessments and behaviour support plans up-to-date;
- support pupils' self-esteem and well-being;
- create a safe space for children to communicate concerns.

In addition, leaders will:

- monitor behaviour data;
- ensure consistency and support staff;
- regularly review, and assess the impact of, policies.

Pupils will:

- follow school rules: Ready, Respectful, Safe;
- report concerns (with ongoing support).

Parents/carers will:

- work in partnership with school;





- educate their children around the impact of bullying;
- promote the school values;
- share information on e-safety with their child(ren) - see appendix 3

10. Code of Conduct

All staff at Storybrook School are committed to empower, motivate, and inspire all our students to overcome barriers to learning and reach their true potential. It is our job to ensure all pupils feel safe and supported at school and this is part of our Code of Conduct.

Should any concerns be raised around staff by a pupil or parent/ carer, this will be investigated immediately by the Headteacher. If a member of staff is found to have committed 'deliberately hurtful behaviour to students repeated over a time.' i.e bullying, this will be treated as an allegation of professional abuse and will be reported to the LADO and investigated using the Child protection/Allegation of Professional Abuse Procedures.

If this behaviour is witnessed by a member of Storybrook staff, they are obligated to report it to the Headteacher/ Designated Safeguarding Lead; Storybrook School also has a separate 'Whistle Blowing Policy'

11. Monitoring and Review

Bullying incidents are logged and reviewed regularly to identify patterns, improve practice and ensure pupils feel safe. This will be done via our internal CPOMS system and may be escalated further, depending on the severity of the situation.

The Leadership Team will:

- hold weekly review meetings to discuss and assess incidents
- track patterns in incidents i.e. location, pupils involved, times of day
- implement interventions early
- identify triggers

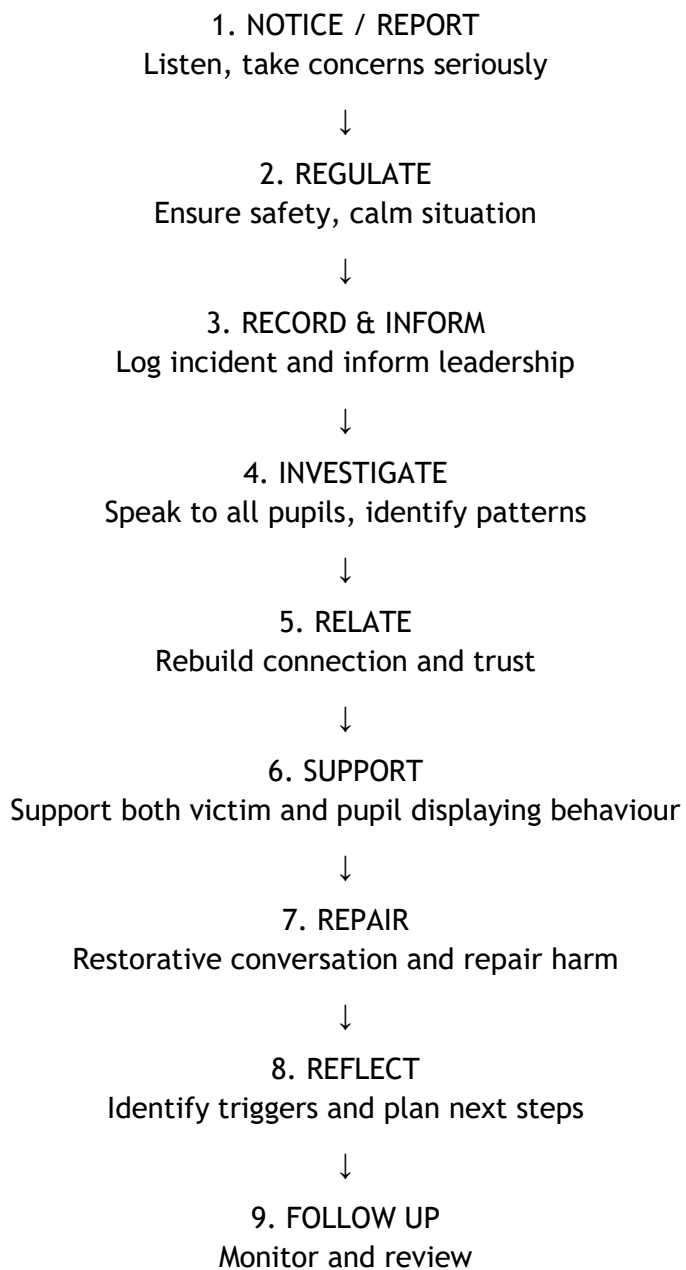
12. Summary of Key Principles

- Behaviour is communication
- Relationships come first
- Bullying is never acceptable
- Support and accountability go together
- Every child deserves to feel safe





Staff Response to bullying at Storybrook:





Appendix 1: Bullying which occurs outside school premises

Staff members have the power to intervene when reports of students' behaviour is reported to them, even if this is not on school premises.

Section 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and not under the lawful control or charge of a member of school staff, but *only if it would be reasonable for the school to regulate students' behaviour in those circumstances.*

Where bullying outside school is reported to school staff, it will be investigated and acted on in the same way as bullying in school. The Headteacher will also consider whether it is appropriate to notify the police, or their local authority of the action taken against a student.



Appendix 2: Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur outside school. The Education Act 2011 states that when an electronic device, such as a mobile phone, reportedly used for bullying, has been removed by a member of staff (with authorisation by the Headteacher) that data or files can be examined, and deleted, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to a legal offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. Where there is no criminal offence, Cyber-bullying will be dealt with using the strategies set out in the policy above.



Appendix 3 - E- Safety

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of Storyybrook school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum.

Students are taught in all lessons to be critically aware of the materials/ content they access on-line and be guided to validate the accuracy of information and to acknowledge the source of information used and to respect copyright when using material accessed on the internet. As a school, we actively promote high levels of digital literacy. Digital literacy seeks to include knowledge and understanding of the applications and implications of digital technologies, in contrast to the skills focus of the computer literacy. Digital literacy is considered a key aspect of contemporary citizenship to enable individuals to fully participate in the digital economy and the democratic process, and knowledgeably engage with debates relating to the networked society, such as those relating to personal privacy.

Parents/ carers are asked to support Storyybrook staff in educating and overseeing their child's online usage.

Key E-Safety Measures for Parents

- **Establish Parental Controls:** Activate safety settings on browsers (e.g., Google SafeSearch) and app stores, and use tools such Google Family Link to manage screen time and app access;
- **Create a Shared Digital Space:** Encourage using devices in communal areas of the home, such as the kitchen or living room, to monitor activity.
- **Open Dialogue:** Regularly talk to your child about what they are doing online, what sites they enjoy, and encourage them to report if they feel upset or unsafe;
- **Understand Digital Risks (The 4 Cs):** Be aware of risks regarding *Content* (inappropriate material), *Contact* (stranger danger), *Conduct* (cyberbullying), and *Commerce* (unauthorised in-app purchases);
- **Consider Age Appropriateness:** Note that most social media platforms (TikTok, Snapchat, Instagram, WhatsApp) have a minimum age limit of 13+, which is important for safeguarding younger children.

Children with Social, Emotional, and Mental Health (SEMH) needs may be more



vulnerable to online grooming, cyberbullying, or overstimulation from fast-paced apps. It is important that the following are considered when children are using technology at home:

- **Routine and Time Limits:** Set firm, predictable limits on screen time to manage emotional regulation.
- **Identify Triggers:** Be aware of games or social media interactions that increase anxiety or frustration.
- **Encourage Support:** Ensure the child knows they can talk to a trusted adult if they feel uncomfortable, without fear of losing device access, which helps build trust and safety.

Resources for Further Support

- **Think U Know:** Provides resources from CEOP for children aged 5-16.
- **NSPCC Online Safety:** Offers comprehensive advice for parents.
- **Childline:** Free support for children and young people.
- **Report Remove:** A tool for removing nude or sexual images shared online.