



Studley St Mary's C.E Academy

Anti-bullying Policy

Updated: September 2025

Review frequency	Every 3 years
Review date	Autumn 2028 or when required by statutory changes
Date adopted by AGC	Autumn 2025
Member of staff responsible	Head Teacher & Senior Mental Health Lead

Links to other policies:

- PSHE
- Safeguarding
- Computing (e-safety)
- Teaching and learning
- Behaviour
- Data Protection
- Mental Health and Well-being policy

And also refer to:

- Keeping Children Safe in Education – Government Guide updated annually



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1. Policy Statement of intent

At Studley St Mary's, we are committed to preventing, identifying and responding to bullying. Our vision of 'Walking alongside', and open culture allows students' voices to be heard and through the use of effective policies and procedures, we ensure a safe and supportive environment for all.

It must be noted that at Studley St Mary's we recognise the impacts of bullying on a person's physical and mental well-being.

Definition of bullying:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-bullying alliance, 2025)

At Studley St Mary's we use the acronym **STOP** to support the understanding of bullying:

Several
Times
On
Purpose

Types of bullying:

(As set out by the Anti-bullying alliance, 2025 - [Our definition of bullying](#))

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.



2. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Studley St Mary's approach to preventing, identifying and responding to bullying. It should be read in conjunction with other relevant school policies.

It is important to note the related policies:

- PSHE
- Safeguarding
- Computing (e-safety)
- Teaching and learning
- Behaviour
- Data Protection
- Mental Health and Well-being policy

3. Policy Aims

- Increase understanding and awareness of what bullying is.
- Increase understanding and awareness of the types of bullying.
- Enable staff to identify and respond to early warning signs of bullying.
- Enable staff to understand how and when to access support when working with young people who have or are experiencing bullying.
- Provide the right support to students and know where to signpost them and their parents/carers for specific support.
- Raise awareness amongst staff and gain recognition from SLT that staff may be subject to bullying and that they are supported in relation to looking after their wellbeing.
- Share pupil voice on anti-bullying

4. Key Staff Members

This policy aims to ensure all staff take responsibility to promote an anti-bullying culture; however, key members of staff have specific roles to play:

Senior Mental Health Lead and Head teacher

- Mental Health Lead
- Designated Safeguarding Lead
- SENDCO
- Head of Mental Health First Aid Champions
- PSHE Coordinator

Mental Health Champions (individual members off staff available to all children and staff for support at any time who have received mental health training via place2be).

If a member of staff is concerned about any signs of bullying or the wellbeing of a student, in the first instance they should speak to the **Designated Safeguarding Lead**.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.



If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. Data

At Studley St Mary's we recognise 'at-risk groups' of bullying. This means children that have a higher chance of being bullied due to their background. Studley St Mary's is an inclusive school for all children but in line with the anti-bullying alliance (2025) has recognised the following groups as being 'at-risk'.

- Children in Care (CiC)
- Young carers
- Children with Special Education Needs and Disabilities (SEND)
- Children who do or may identify as LGBT+
- Race or ethnic minorities

6. Prevent, Identify, Respond and Support

At Studley St Mary's, we follow the following steps for anti-bullying:

Prevent: We aim to prevent bullying through a listening and caring ethos, PSHE lessons, protective behaviours, online safety, targeted assemblies, campaigns and pupil voice.

Identify: We identify bullying behaviour through warning signs, adult supervision at break and lunch times and reports of said bullying.

Respond: We respond to bullying by reporting to our Designated Safeguarding Leads and record this electronically through CPOMS. We ensure the child/ children's safety is paramount and that they are listened to.

Support: We support on a case by case basis which may outline some of the following: internal intervention, external agencies, training, collaborative approach with parents, the support of key adults as well as providing pupils with further education around the effects of bullying.

7. Teaching about anti-bullying

The skills, knowledge and understanding our students need to keep themselves and others both physically and mentally healthy as well as safe are included as part of our PSHE curriculum and the mental health champions. Assemblies using Public Health and My Happy Mind Resources, alongside campaigns such as November's 'Anti-bullying' are a key role in teaching our children at Studley St Mary's.

We follow the guidance issued by the PSHE Association to prepare us to teach anti-bullying.
<https://pshe-association.org.uk/topics/bullying-discrimination>

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. At Studley St Mary's we use My Happy Mind in order to help children, including SEND identify their emotions throughout the school day. Our PSHE curriculum is designed and



updated to give children the knowledge and skills to understand what bullying is, the impacts of bullying and how to seek help.

8. Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, staff room, toilets etc.) and through our communication channels (newsletters, website) we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- How to keep themselves safe
- Why should they access it
- What is likely to happen next

9. Pupil Views

At Studley St Mary's we value our children's views on anti-bullying. Please see below for their thoughts and comments:

- We know to go to our trusted adults and use our support network if we think someone is being bullied or is upset.
- We know that we can ask for help and go to a safe space.
- We know that we can support our friends by asking them to play with us.
- We know that PSHE is an important lesson to talk and share.
- We know that there are different types of bullying and it can even happen online.
- We know that our school values like courage, honesty and respect can help us if we think someone is being bullied.

Here are some kind phrases or questions you might say to someone who is upset or hurt.

- Are you okay?
- Would you like me to tell an adult for you?
- Are you being hurt?
- Try your best – always!
- What is wrong?
- Give them a compliment
- Don't let people bring you down.
- Do you want to play?

10. Warning Signs



Staff may become aware of warning signs, which indicate a student is experiencing bullying. These warning signs should always be taken seriously and staff observing any of these warning signs should alert Designated Safeguarding Leads and record on CPOMs.

Below are some warning signs that a person may be experiencing bullying. Please note that other signs and more than one sign can be displayed.

Physical signs of bullying

- Bruises, cuts and marks that cannot be explained
- Issues with their sleep
- Complaining of headaches or stomach aches
- Bedwetting

Emotional signs of bullying

- Isolating themselves and not talking to the family
- Feeling withdrawn and spending more time alone
- Changes in eating habits
- Changes in behaviour such as feeling more angry than usual
- Avoiding social media
- Not seeing their friends after school or at weekends
- Anxiety and nervousness that wasn't displayed previously

11. Targeted Support

We recognise some children and young people are at greater risk of experiencing bullying. For example, those who are in care, young carers or those who have special educational needs.

We work closely with a range of organisations who support the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with CAMHS and other agency services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural difficulties;
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the child's needs. E.g. emotions intervention, organised games.
- Ensure young people are referred to support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.



- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

We also have access to external services, which include but are not limited to the following:

- **Kick** is a mentoring service where children from Years 3-6 can be referred by school.
- **Connect for Health** is the school nurse service and a referral form is submitted by school, although parents and GPs can also refer directly. The team deal with things like self-care and hygiene, sleep issues, anxiety, diet, school avoidance etc. They liaise with parents but can have direct contact with the child to offer advice and support.
- **MHST** (Mental Health in Schools Teams) provides low intensity mental health interventions and support. Support can vary from individual sessions, group session and teacher support. A referral is made from teacher and/or parents.

Local Support:

In Warwickshire, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Anti-bullying alliance support:

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support>

1. Support for Staff

At Studley St Mary's, we have zero tolerance of bullying. Throughout the school year, staff have access to:

- regular informal check ins with Senior Leadership
- behavioural support plans.

As a school that is part of the Diocese of Coventry Multi Academy Trust, the Trust offers Employee Assists, which is a confidential counselling service for all employees.

12. Managing Disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.



All disclosures should be recorded confidentially on CPOMS including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Logged as category "child on child abuse"

This information will be shared with the Designated Safeguarding Leads and Class Teachers if appropriate.

13. **Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will first be discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first; however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague, this ensures one single member of staff is not solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents should be informed about any referrals unless it puts the child in danger. All child protection procedures should be followed. Whereby, a child is not at risk, parents should be informed if deemed appropriate for the actions.

14. **Whole School Approach**

At Studley St Mary's we ensure that all children have opportunities throughout the day to reflect and seek support.

All classrooms have a safe box or toy. This ensures that children can share worries and concerns when they may not be able to articulate them. Adults in school check the box at the end of every school day and use the 'talk or tear approach' (children are encouraged to discuss their thoughts, concerns, worries or questions but if they do not feel this is necessary they can tear it up).

1. **Working with parents/carers**

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place?
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?



We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed are added to the pupil's electronic record.

2. Supporting parents

We recognise that family plays a key role in influencing children and young people's knowledge of bullying, therefore, we will work in partnership with parents and carers to promote anti-bullying.

- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes or other appropriately trained health or education practitioners;
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

Appropriate parental links in regard to support and understanding are below:

- <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support>
- <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- <https://offline.youngminds.org.uk/>

15. Supporting Peers

When a student is experiencing bullying, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who may be experiencing bullying and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:



- Where and how to access support for themselves
- Safe sources of further information about bullying
- Healthy ways of coping with the difficult emotions they may be feeling

At Studley St Mary's we recognise how important it is for our children to be prepared for life and understand that although an anti-bullying culture is formed, this can still happen.

16. Training

As a minimum, all staff will receive regular training about recognising and responding to bullying issues in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we will host staff training sessions for all staff to promote learning and understanding about specific issues related to bullying.

Suggestions for individual, group or whole school CPD should be discussed with the PSHE Lead who can also highlight sources of relevant training and support for individuals as needed.

17. Policy Review

This policy will be reviewed every three years as a minimum. The next review date is **Autumn 2028**. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of **The Mental Health Lead & Head Teacher**.