Thinking Schools Academy Trust

"Transforming Life Chances"

Anti-Bullying Policy

Goodwin Academy

Policy owner	Mr A Murphy
Adopted	October 2026
Review date	October 2027
Applies to	All students, staff, governors, volunteers and visitors

Contents

Page	Content
3	1. Vision and commitment
3	1.1 Our BEST and RRS ethos
3-4	2. Policy aims
4	3. Trauma-informed approach
4-5	4. Prevent, Empower and Repair
5	4.1 Respect Influencers
6	5. Understanding bullying & 5.1 Bullying and conflict
6	6. Forms and types of bullying
6-7	7. Roles and responsibilities
8	8. Reporting bullying
8	9. Responding to a report
9	10. Supporting students affected by bullying
9	11. Supporting students who display bullying behaviour
9-10	12. Restorative practice
10	13. Consequences and safeguarding responses
10	14. Online bullying and conduct beyond the school gates
10	15. Prevention, curriculum and wider culture
11	16. Recording, monitoring and evaluation
11	17. Equality, SEND and reasonable adjustments
11	18. Working with parents, carers and external agencies
12	19. Confidentiality and information sharing
12-13	20. Linked policies, guidance and support
14	21. Reporting Process

This policy should be read alongside the Academy's Conduct and Relationships Policy, Safeguarding and Child Protection Policy, Equality Policy, SEND Policy and Online Safety guidance.

1. Vision and commitment

Goodwin Academy is committed to providing a safe, respectful and inclusive community in which all students can learn, participate and thrive without fear of bullying, discrimination or harassment. Our anti-bullying work is rooted in BEST: Brilliance, Enrichment, Society and Thinking, and RRS: Ready to learn, Respectful to all and Safe at all times.

Academy life is underpinned by positive relationships, clear expectations and mutual respect. Being Respectful to all and Safe at all times are non-negotiable expectations. Bullying of any kind is unacceptable. All concerns will be listened to, taken seriously, recorded appropriately and responded to promptly, fairly and consistently.

Preventing bullying requires more than responding to individual incidents. It requires a whole-school culture in which students think carefully about their choices, contribute positively to Society, enrich the experiences of others and demonstrate Brilliance through respectful leadership. Concerns must be reportable safely and harm must be followed by effective support, accountability and repair.

1.1 Our BEST and RRS ethos

BEST and **RRS** provide a shared language for preventing bullying and promoting positive relationships:

Brilliance: We show courage, integrity and leadership by modelling respect and speaking up safely.

Enrichment: We create opportunities for every student to belong, participate and contribute.

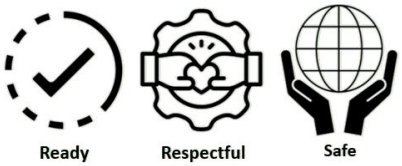
Society: We take collective responsibility for a kind, inclusive and respectful community.

Thinking: We consider the impact of our words and actions, reflect on mistakes and make better choices.

Ready: Students feel secure, supported and ready to learn.

Respectful: Everyone is treated with dignity, fairness and acceptance.

Safe: Physical, emotional and online safety are protected at all times.



2. Policy aims

- Ensure every member of the Academy understands that bullying is unacceptable.

- Create a culture in which students are Ready to learn, Respectful to all and Safe at all times, and feel connected and confident to report concerns.
- Prevent bullying through education, positive relationships, visible leadership, early intervention and the consistent promotion of BEST.
- Provide clear, accessible and trusted reporting routes.
- Ensure reports are investigated, recorded on Arbor and followed up consistently.
- Support students who experience bullying and protect them from further harm or retaliation.
- Hold students who display bullying behaviour accountable while helping them use Thinking to understand impact, repair harm and make respectful, safe choices.
- Work constructively with parents, carers and relevant agencies.
- Monitor patterns and use evidence, including student voice, to improve practice.

3. Trauma-informed approach

Goodwin Academy is committed to being a trauma-informed school where students feel safe, connected, supported to manage emotions and able to learn from experience. This supports students to become Ready to learn, Respectful to all and Safe at all times. Behaviour can communicate need, and trauma or adversity may affect relationships, regulation and responses to challenge.

A trauma-informed approach does not excuse bullying or reduce the Academy's responsibility to protect students. It combines high expectations with informed support, addresses immediate harm and considers factors that may contribute to repeated behaviour.

- ✓ **Protect:** restore physical and emotional safety and prevent further harm.
- ✓ **Relate:** build trusted relationships and ensure access to supportive adults.
- ✓ **Regulate:** support students to manage heightened emotions before reflection or restorative work.
- ✓ **Reflect:** use Thinking to understand behaviour, impact, responsibility and better future choices.

4. Prevent, Empower and Repair

Goodwin Academy transforms anti-bullying from isolated activity into a consistent, evidence-informed culture strategy built around Prevent, Empower and Repair.

PREVENT
Build a culture of respect

Respect is built into daily life through RRS expectations, adult modelling, curriculum learning, assemblies, tutor activities, BEST rewards, supervision and early intervention. Students learn to recognise bullying, challenge unkindness safely, include others and report concerns.

EMPOWER
Develop credible pupil leadership

Trained Respect Influencers demonstrate Brilliance as role models, support Enrichment, contribute positively to Society and use Thinking to make responsible choices. Students are encouraged to be upstanders, contribute to student voice and help peers access adult support.

REPAIR
Strengthen restorative follow-up

Adult follow-up must be timely, consistent and meaningful. Restorative practice uses Thinking and reflection to help students understand impact, take responsibility, rebuild respectful relationships and restore safety. It will only take place when appropriate, safe and agreed by the student affected.

4.1 Respect Influencers

Goodwin Academy empowers students through the recruitment and training of Respect Influencers, who use their credibility and positive influence to support others and strengthen the culture of the Academy. The role actively promotes our BEST values and RRS expectations through student leadership. Respect Influencers are recruited from every year group, from Year 7 to Year 13, and are drawn from a diverse range of backgrounds and friendship groups, helping to ensure that peer support is representative, accessible and trusted by students across the Academy.

Respect Influencers:

- Champion Ready, Respectful and Safe expectations, kindness, inclusion and positive choices;
- Demonstrate Brilliance as visible role models who use peer influence responsibly;
- Provide a trusted listening ear for friendship difficulties, unkindness or bullying;
- Help students access a trusted adult, Student Services or another reporting route;
- Promote Enrichment, Society and student voice through campaigns, assemblies and culture-building activities; and
- *Never investigate incidents, mediate serious allegations independently or promise confidentiality.*

Respect Influencers receive training in anti-bullying, safeguarding boundaries, restorative practice, communication, teamwork, responsible peer influence and project leadership. They are supervised by designated staff and pass concerns about harm to an adult promptly.

5. Understanding bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically, verbally, emotionally or online. It generally involves an actual or perceived imbalance of power.

- Repetition or a pattern, although one serious incident may require a safeguarding response.
- Intent to cause harm, humiliation, fear, exclusion or distress.
- A targeted individual or group.
- A power imbalance based on social status, numbers, age, strength, information, technology, identity or vulnerability.

5.1 Bullying and conflict

Not every disagreement, friendship difficulty or isolated unkind act is bullying, but each still requires an appropriate response. Staff consider context, impact, repetition, intent and power imbalance. A single serious incident may constitute harassment, discrimination, violence, abuse or a safeguarding concern. The Academy uses the term "a student who has displayed bullying behaviour" rather than labelling a child as "a bully".

6. Forms and types of bullying

- **Verbal:** name-calling, insults, threats, taunts, mimicry, discriminatory language, rumours or retaliatory comments.
- **Physical:** hitting, kicking, pushing, unwanted touching, intimidation, damage or theft, extortion or threats of violence.
- **Social or relational:** deliberate exclusion, isolation, humiliation, manipulation, coercion or damage to reputation.
- **Online or cyber:** harmful messages, posts, images, recordings, impersonation, group-chat exclusion, harassment or sharing private information.
- **Prejudice-related:** behaviour connected to race, religion or belief, disability, SEND, sex, sexual orientation, gender reassignment, appearance, culture, family circumstances or another aspect of identity.

Bullying may occur in lessons, social times, on journeys, during visits, online or outside school where it affects safety, wellbeing or education.

7. Roles and responsibilities

Academy Governing Body

- Ensure a safe, inclusive and non-discriminatory environment.

- Monitor implementation and impact.
- Hold leaders to account.

Headteacher and Senior Leadership Team

- Set a clear culture in which bullying is not tolerated and BEST and RRS are modelled.
- Ensure staff training and agreed procedures.
- Review serious or persistent cases and monitor trends.

Assistant Head: Conduct and Relationships

- Lead implementation and review.
- Ensure reports are allocated, investigated, recorded and followed up.
- Coordinate strategy, staff development, student voice and Respect Influencers.

Heads of Year and Student Pastoral Officers (SPOs)

- Respond promptly and establish safety.
- Gather information, liaise with families and agree support.
- Record actions and outcomes on Arbor.
- Monitor and escalate where necessary.

Form Tutors

- Build trusted relationships and notice changes.
- Listen, reassure, report and record promptly.
- Support check-ins and plans.

All Staff

- Model BEST and RRS, and challenge harmful conduct.
- Take every report seriously and never dismiss concerns as banter.
- Do not promise confidentiality.
- Protect immediate safety and report concerns.

Students

- Live BEST and RRS in daily choices.
- Report bullying affecting themselves or others.
- Act as respectful, safe upstanders.
- Engage honestly with investigation, support and repair.

Parents and Carers

- Raise concerns promptly.
- Work in partnership and avoid direct confrontation with other children or families.
- Support agreed plans.

8. Reporting bullying (Further information on page 14)

A student may report for themselves or someone else. Reports may be verbal or written through:

- Any trusted member of staff;
- A Form Tutor, Head of Year or SPO;
- Student Services;
- The online "Report It" facility;
- A designated worry or reporting box, where available; or
- A Respect Influencer, who will help the student approach an adult.

  - Student will be asked to complete a "Student Incident Report Form".

Anonymous reports will be considered wherever sufficient information is available. Students will not be disadvantaged for reporting in good faith. Retaliation, intimidation or victimisation will be treated seriously.

9. Responding to a report

The response will be proportionate and guided by RRS, fairness, safeguarding and individual need. Thinking and reflection support decision-making.

1. Listen and reassure: Listen calmly, thank the student and explain next steps.

2. Establish immediate safety: Assess risk, separate students where necessary and identify trusted adults or safe spaces.

3. Report and record: Pass the concern to the appropriate Head of Year, SPO, safeguarding or senior leader and record it on Arbor.

4. Investigate: Gather accounts and consider relevant evidence lawfully and proportionately.

5. Assess: Consider repetition, intent, impact, power imbalance, context, protected characteristics, SEND, history and safeguarding risk.

6. Agree action: Plan safety, support, education, restorative work, parental contact, consequences or referral.

7. Communicate: Inform students and parents or carers of relevant action, subject to confidentiality.

8. Follow up: Check that the behaviour has stopped, safety is restored and no further action is needed.

Where a report is not substantiated, the Academy may still provide support, address related conduct or friendship concerns and continue monitoring.

10. Supporting students affected by bullying

- A named trusted adult and regular check-ins;
- A safety or support plan;
- Access to a safe space;
- Pastoral, inclusion, safeguarding or wellbeing support;
- Help to report online content or preserve evidence;
- Proportionate adjustments to seating, movement, social times or timetable;
- Peer support through a trained Respect Influencer or buddy;
- Coaching, confidence-building or regulation support;
- External services; and
- Monitoring to ensure bullying and retaliation stop.

Restorative work is voluntary, safe, carefully prepared and adult-led. A student affected by bullying will not be required to meet the other student.

11. Supporting students who display bullying behaviour

- A clear explanation of behaviour, impact and RRS expectations;
- Appropriate consequences under the Conduct and Relationships Policy;
- Thinking through reflective or restorative conversation;
- A behaviour, pastoral or support plan;
- Parent or carer meetings;
- Targeted work on empathy, prejudice, online conduct, relationships, regulation or conflict;
- Increased supervision where required;
- Pastoral, SEND, inclusion or safeguarding support;
- External or multi-agency support, and
- Signing non-contact agreements.

Understanding context does not remove responsibility. Stopping behaviour, protecting those affected and preventing recurrence remain the priorities.

12. Restorative practice

Restorative practice may support repair but is not automatic and does not replace safeguarding action or consequences. It is only used when risk has been assessed and the student affected feels safe and willing.

- What happened?

- What were you thinking and feeling?
- Who has been affected and how?
- What responsibility do you need to take?
- What is needed to restore respect, safety and trust?
- What will you do differently in future?

Students will never be pressured to forgive, minimise harm or accept unwanted contact. Agreements are recorded and reviewed.

13. Consequences and safeguarding responses

Consequences are proportionate, predictable and consistent with the Conduct and Relationships Policy. They protect the community, establish boundaries, teach better choices and prevent recurrence.

Responses may include loss of social time, reflection, detention, report, removal from an activity or area, internal inclusion, suspension or, in the most serious and persistent cases, permanent exclusion. Decisions consider seriousness, frequency, impact, intent, aggravating factors, history and individual needs.

Significant harm, threats, violence, coercion, discriminatory abuse, harmful sexual behaviour, criminal conduct, weapons, extortion or sustained intimidation will be referred immediately to the DSL and senior leaders. External agencies may be contacted.

14. Online bullying and conduct beyond the school gates

Online bullying is treated as seriously as face-to-face bullying. Students must not use digital communication to harass, threaten, humiliate, impersonate, exclude or spread harmful content. The Academy may respond to off-site conduct that affects safety, wellbeing, education or orderly operation. Parents and carers should preserve evidence, report content to platforms, use blocking and privacy tools, contact Police where necessary and notify the Academy promptly.

15. Prevention, curriculum and wider culture

Prevention is everyone's responsibility. BEST and RRS are made visible through:

- Consistent Ready, Respectful and Safe language and expectations;
- PSHE, Relationships and Sex Education, computing and relevant curriculum learning;
- Assemblies, tutor activities, campaigns and awareness events;
- Respect Influencers and student leadership;
- Staff visibility and supervision;

- BEST recognition and rewards for Brilliance, Enrichment, Society, Thinking, upstanders and role models;
- Education about prejudice, protected characteristics, healthy relationships and online safety;
- Safe reporting routes;
- Staff training; and
- Student voice, environment reviews and incident analysis.

16. Recording, monitoring and evaluation

All suspected or confirmed bullying concerns, actions and outcomes must be recorded accurately on Arbor using the appropriate category. Records identify students, behaviour, location, relevant protected characteristics, action, communication, support, consequences and follow-up.

- Repeated behaviour or individuals needing support;
- Higher-risk locations, times, year groups or contexts;
- Prejudice-related or online patterns;
- Retaliation or recurrence;
- Timeliness and consistency of response; and
- Impact and confidence in reporting.

Evaluation uses incident data, student voice, staff and family feedback, safeguarding information and Respect Influencer work. It also considers how successfully BEST and RRS are understood, modelled and experienced.

17. Equality, SEND and reasonable adjustments

The Academy meets its equality, safeguarding and SEND duties. Prejudice-related bullying is recorded and addressed. Students with SEND or communication needs may receive reasonable adjustments such as a trusted adult, visual prompts, processing time, a scribe, alternative communication or modified meetings. Adjustments do not reduce expectations that bullying must stop.

18. Working with parents, carers and external agencies

Parents and carers will normally be informed when their child is directly involved, unless this would create safeguarding risk. Relevant action and support will be explained while protecting other children's confidentiality. The Academy may work with Early Help, children's social care, Police, health, youth, mental-health, online-safety or specialist services.

19. Confidentiality and information sharing

Staff must never promise secrecy. Information is shared only with those who need it to protect students, investigate fairly and provide support. Records are handled under data-protection and safeguarding procedures.

20. Linked policies, guidance and support

- Safeguarding and wellbeing of every student at Goodwin, Goodwin Academy

Policies, Goodwin Academy

- Conduct and Relationships Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- SEND Policy
- Online Safety guidance
- Suspension and Permanent Exclusion Policy
- Positive Handling guidance
- Complaints Policy

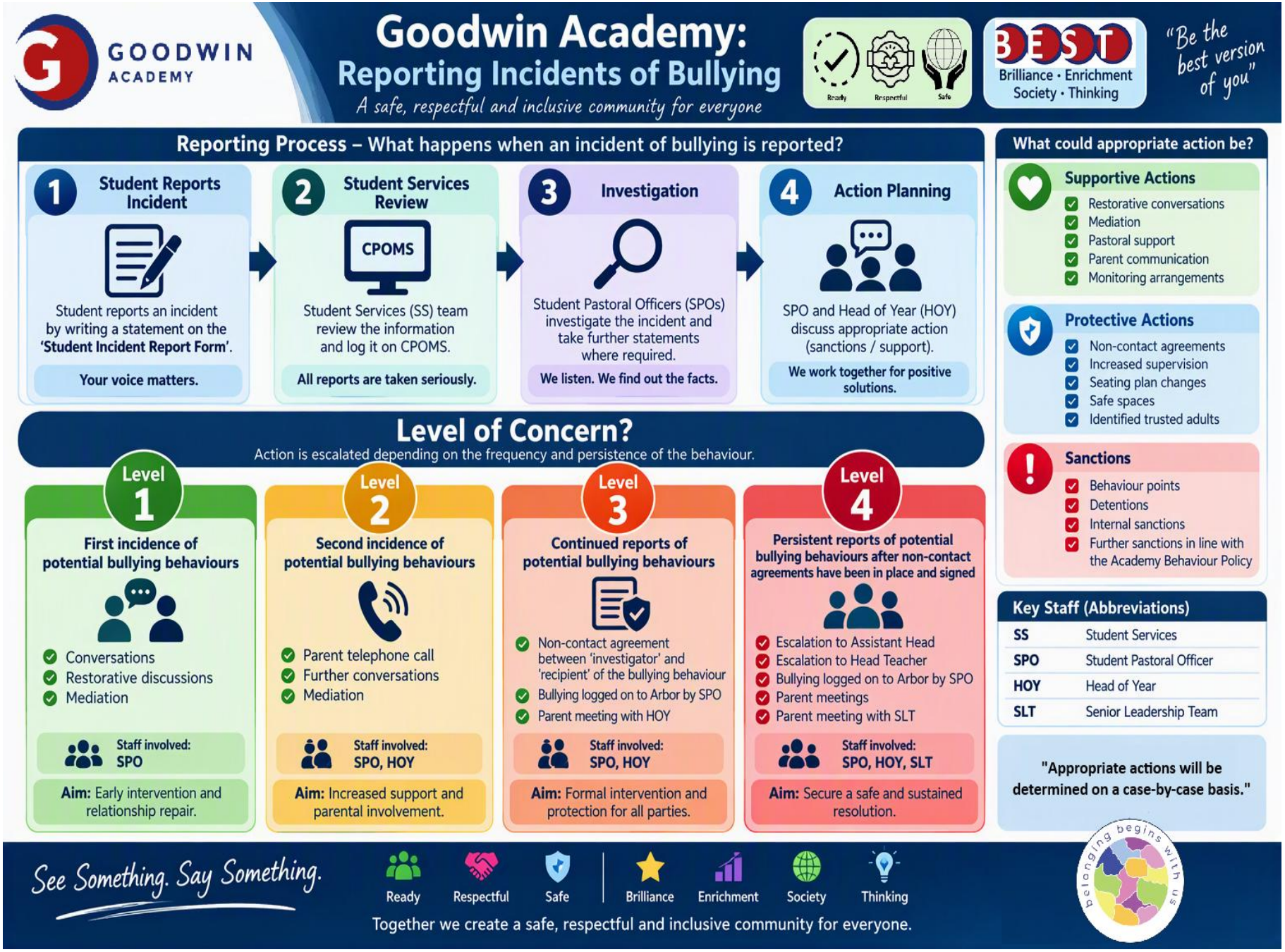
External support

- Stop bullying
- Bullying
- Gov.uk
- Anti bullying alliance
- Diana Awards
- Childline
- Internet Matters
- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)
- NSPCC
- Rape Crisis
- The Survivors Trust
- Internet Watch Foundation
- UKCIC Sharing nudes and semi-nudes advice
- Thinkuknow

- Anti-Bullying Alliance: anti-bullyingalliance.org.uk
- Childline: childline.org.uk | 0800 1111
- The Diana Award: diana-award.org.uk
- Internet Matters: internetmatters.org
- NSPCC: nspcc.org.uk
- UK Safer Internet Centre: saferinternet.org.uk
- Report Harmful Content: reportharmfulcontent.com
- CEOP Education: ceopeducation.co.uk

Goodwin Academy works with the following organisations regarding Anti-Bullying:

- Headstart
- Stonewall
- Diversity role models
- Diana Awards
- UNICEF


GOODWIN ACADEMY
Goodwin Academy:
Reporting Incidents of Bullying
A safe, respectful and inclusive community for everyone
Ready
Respectful
Safe
BEST
Brilliance • Enrichment
Society • Thinking
"Be the best version of you"
Reporting Process – What happens when an incident of bullying is reported?
1 Student Reports Incident
Student reports an incident by writing a statement on the 'Student Incident Report Form'.
Your voice matters.
2 Student Services Review
CPOMS
Student Services (SS) team review the information and log it on CPOMS.
All reports are taken seriously.
3 Investigation
Student Pastoral Officers (SPOs) investigate the incident and take further statements where required.
We listen. We find out the facts.
4 Action Planning
SPO and Head of Year (HOY) discuss appropriate action (sanctions / support).
We work together for positive solutions.
What could appropriate action be?
Supportive Actions
Restorative conversations
Mediation
Pastoral support
Parent communication
Monitoring arrangements
Protective Actions
Non-contact agreements
Increased supervision
Seating plan changes
Safe spaces
Identified trusted adults
Sanctions
Behaviour points
Detentions
Internal sanctions
Further sanctions in line with the Academy Behaviour Policy
Level of Concern?
Action is escalated depending on the frequency and persistence of the behaviour.
Level 1
First incidence of potential bullying behaviours
Conversations
Restorative discussions
Mediation
Staff involved: SPO
Aim: Early intervention and relationship repair.
Level 2
Second incidence of potential bullying behaviours
Parent telephone call
Further conversations
Mediation
Staff involved: SPO, HOY
Aim: Increased support and parental involvement.
Level 3
Continued reports of potential bullying behaviours
Non-contact agreement between 'investigator' and 'recipient' of the bullying behaviour
Bullying logged on to Arbor by SPO
Parent meeting with HOY
Staff involved: SPO, HOY
Aim: Formal intervention and protection for all parties.
Level 4
Persistent reports of potential bullying behaviours after non-contact agreements have been in place and signed
Escalation to Assistant Head
Escalation to Head Teacher
Bullying logged on to Arbor by SPO
Parent meetings
Parent meeting with SLT
Staff involved: SPO, HOY, SLT
Aim: Secure a safe and sustained resolution.
Key Staff (Abbreviations)
SS Student Services
SPO Student Pastoral Officer
HOY Head of Year
SLT Senior Leadership Team
"Appropriate actions will be determined on a case-by-case basis."
See Something. Say Something.
Ready
Respectful
Safe
Brilliance
Enrichment
Society
Thinking
Together we create a safe, respectful and inclusive community for everyone.
belonging begins with us