



## **LEARN - TRAIN - REFLECT - ACHIEVE**

‘Reality Strikes Academy provides alternative education that combines academic learning with football coaching to help young people reengage with education, through a trauma informed, nurturing environment. The vision is to foster holistic personal and emotional growth to create positive pathways into the future for young people.’

## **REALITY STRIKES ACADEMY**

### **ANTI – BULLYING POLICY**

**2026-27**

**Date Reviewed:** August 2026

**Next Review Date:** September 2027

## Contents

- Introduction
- Definition of Bullying
- Aims
- Prevention
- Reporting bullying
- Response and investigation
- Support for pupils
- Staff responsibilities
- Monitoring and review
- Roles

## Important Contacts

| Role                                            | Name          | Contact details                                                                                         |
|-------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------|
| Designated Safeguarding Lead (DSL)              | Reuben Bowen  | <a href="mailto:Reuben.bowen@realitystrikes.co.uk">Reuben.bowen@realitystrikes.co.uk</a><br>07446802436 |
| Deputy Designated Safeguarding Lead (DDSL)      | Sam Woodhall  | <a href="mailto:sam.woodhall@realitystrikes.co.uk">sam.woodhall@realitystrikes.co.uk</a><br>07359713896 |
| Chair of Governors                              | Richard Woods | <a href="mailto:richardwoods8@icloud.com">richardwoods8@icloud.com</a><br>07969394852                   |
| Governor for Safeguarding and Quality Assurance | TBC           | TBC                                                                                                     |
| Director/Proprietor                             | Sam Woodhall  | <a href="mailto:sam.woodhall@realitystrikes.co.uk">sam.woodhall@realitystrikes.co.uk</a><br>07359713896 |

## **Introduction**

At Reality Strikes Academy, we are committed to providing a safe, nurturing, and inclusive environment where every pupil feels respected, valued, and supported. Bullying in any form is not tolerated. We take a trauma-informed, relational approach to address behaviours that cause harm and promote empathy, accountability, and positive social interaction.

This policy outlines how we prevent, identify, respond to, and monitor bullying, ensuring a proactive stance that aligns with our mission to support children with additional needs through care, structure, and opportunity.

## **Definition of Bullying**

We define bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

Bullying can be:

- Physical – hitting, pushing, kicking
- Verbal – name-calling, threats, teasing
- Emotional – spreading rumours, exclusion, manipulation
- Online (Cyberbullying) – using digital platforms to cause harm
- Prejudicial – targeting someone based on race, gender, disability, sexual orientation, religion or other protected characteristics

Conflict is not always bullying. However, any behaviour that causes repeated distress will be addressed seriously and supportively.

## **Aims**

- To create a school culture where bullying is never acceptable
- To educate pupils about respectful relationships, empathy, and emotional regulation
- To equip staff to identify and respond to bullying effectively
- To provide clear procedures for reporting, investigating, and resolving incidents
- To support both the victim and the perpetrator in a restorative and trauma-aware manner

## **Prevention**

We take proactive steps to prevent bullying by:

- Embedding our nurture-based, trauma-informed curriculum, with a focus on social and emotional development
- Promoting positive behaviour and restorative practice across the school
- Offering mentoring, key adult support, and regular check-ins for vulnerable pupils
- Providing staff training in identifying and responding to bullying and relational trauma
- Using assemblies, PSHE, and pastoral sessions to explore diversity, empathy, and inclusion
- Encouraging peer support, buddy systems, and student voice

## **Reporting Bullying**

All reports of bullying will be taken seriously. Pupils, parents, and staff are encouraged to report concerns in the following ways:

- Speaking to a trusted adult (teacher, key worker, DSL)
- Using the school's worry box or digital form (if available)
- Parents contacting the school via email or phone

We are committed to confidentiality and protection for those who report concerns.

## **Response and Investigation**

All reports will be investigated promptly and sensitively by a senior member of staff or the DSL. Actions may include:

- Speaking with all parties involved
- Gathering evidence, including witness accounts
- Providing immediate support to the victim
- Addressing the behaviour with the alleged perpetrator
- Recording the incident in the school's safeguarding system
- Implementing a restorative meeting where appropriate
- Involving parents/carers at an early stage

If bullying is confirmed, a support and action plan will be put in place, which may include:

- Therapeutic intervention
- Behaviour support
- Reflective work
- Consequences in line with the school's behaviour policy

## **Support for Pupils**

We offer tailored support for pupils who have been affected by bullying:

- 1:1 sessions with a key adult or wellbeing lead

- Access to therapeutic activities (e.g. sport, art, nature-based interventions)
- Peer mentoring where appropriate
- Monitoring of wellbeing and relationships

We also support pupils who have engaged in bullying behaviours to understand impact, take responsibility, and make positive changes.

## **Staff Responsibilities**

All staff are expected to:

- Model respectful behaviour
- Be vigilant to signs of bullying or relational breakdown
- Intervene early and report all concerns
- Work in partnership with families and external agencies as needed
- Reflect our trauma-informed, inclusive ethos in all interactions

The Designated Safeguarding Lead (DSL) will oversee all serious incidents and maintain records of bullying reports and outcomes.

## **Monitoring and Review**

Reality Strikes Academy monitors all bullying incidents and patterns through regular safeguarding reviews. This policy is reviewed annually and in response to new legislation, guidance, or significant incidents.

Feedback from pupils, parents, and staff is welcome to help improve our approach.

## **Roles and Responsibilities**

Governors

- - Ensure the school has an effective Anti-Bullying Policy in place and that it is reviewed annually.
- - Monitor the implementation and impact of the policy through regular safeguarding and wellbeing updates.
- - Hold the Director and school leaders accountable for creating a safe and inclusive environment for all pupils.
- - Ensure compliance with statutory responsibilities, including safeguarding and equality duties.

- - Support school leadership in promoting a culture of respect, empathy, and restorative practice.

#### Director (Proprietor – Sam Woodhall)

- - Oversee the development, implementation, and review of the Anti-Bullying Policy.
- - Ensure that all staff are trained and confident in identifying and addressing bullying behaviours.
- - Promote a trauma-informed, nurture-based ethos where respectful relationships are modelled and expected.
- - Investigate serious incidents of bullying where escalation is necessary.
- - Ensure appropriate records of bullying incidents are kept, monitored, and reported.
- - Liaise with external agencies if additional support or intervention is required.

#### Lead Teacher

- - Lead on the day-to-day implementation of the Anti-Bullying Policy within the school.
- - Ensure all staff understand the policy and know how to respond to reports of bullying.
- - Support staff in identifying early signs of bullying and relational conflict.
- - Coordinate support for both victims and perpetrators of bullying.
- - Maintain and review records of incidents to identify patterns or trends.
- - Model restorative conversations and positive conflict resolution strategies.
- - Deliver training, updates, or pupil sessions related to anti-bullying and respectful relationships.

#### Teachers and Support Staff

- - Be vigilant and proactive in identifying signs of bullying, both in-person and online.
- - Report all concerns or incidents to the Lead Teacher or DSL promptly.
- - Intervene early and appropriately using trauma-informed and restorative strategies.
- - Foster a classroom culture of inclusion, respect, and kindness.

- - Promote emotional literacy and social development through daily interactions and curriculum delivery.
- - Support pupils who are involved in bullying incidents, offering guidance, reassurance, and structure.
- - Work in partnership with parents, carers, and colleagues to address and resolve issues.

## **10. Key Contacts**

DSL: Sam Woodhall  
Email: [info@realitystrikes.co.uk](mailto:info@realitystrikes.co.uk)  
Phone: 07359713896

## **11. Linked Policies**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Online Safety Policy
- Equality and Diversity Policy
- Complaints Procedure

Approved by: Sam Woodhall, Proprietor

Date: 05/08/2026

Next Review Due: 05/08/2027