



## **ANTI-BULLYING POLICY**

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Date Written	Autumn 2023
Last Reviewed	Autumn 2025
Date Ratified	Autumn 2025

## **1 Introduction**

- 1.1** Bullying is action taken by one or more children with the deliberate intention of hurting another child, including either physically, emotionally or verbally.

## **2 Aims and objectives**

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos and culture in which bullying is regarded as completely unacceptable and 'red behaviour' (Traffic Light System).
- 2.2** We aim, as a Trust, to produce a safe and secure environment within our academies where all children can learn without anxiety.
- 2.3** This policy aims to produce a consistent trust wide response to any bullying incidents that may occur.
- 2.4** We aim to make all those connected with the Trust and our academies aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our academies.

## **3.0 References to Other Policies**

- 3.1** PSHE Policy  
SEN Policy  
Behaviour and Discipline Policy  
Equality and Diversity Policy  
Safeguarding  
Young People Policy  
Collective Worship Policy  
Health and Safety Policy  
Online Bullying  
SEMH Policy  
Transgender

## **4.0 Defining Bullying**

- 4.1** Our whole Trust definition was produced by the Anti-Bullying teams and School Council across the Trust. Collectively, they came up with a definition for bullying. All of the children agreed that the voice of the child must be heard.
- 4.2** *'Bullying is something that can hurt you on the inside or on the outside. Bullying happens more than once on purpose, the bully/s do it over and over again and they take away your self-esteem and confidence. It can change your mood and personality. One little name is not bullying, this is just a little disagreement. Children must be listened to and it is all of our responsibility to help. We need to feel safe in our school'*

## **5.0 Types of Bullying**

**5.1** Physical – Kicking, pushing, punching, biting, and pulling hair, slapping or any use of violence, defacing property and spitting

Emotional – Ignoring someone, teasing, making threatening gestures, abusive notes, taking belongings, trying to get people in to trouble, leaving people out.

Verbal – name calling, sarcasm, spreading nasty rumours, teasing or shouting at someone.

Homophobic because of, or focussing on the issue of sexuality

Transphobic - this stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Racist – Teasing someone about their skin colour, how they speak, what they believe in, how they dress and saying unkind things about other people's families.

Cyber – Sending nasty text messages or emails, abusive language and threats through games. Putting inappropriate pictures or videos online that hurt, intimidate or embarrass another person.

Discriminatory – Teasing someone about a disability, their gender, ages or any other differences.

## **6.0 What isn't Bullying**

**6.1** Falling out with friends then making up, having a bad day, bullying is not a one off fight or disagreement with someone. If there is an uncontrollable reason why someone is hurting you and they can't help it, this is not bullying they might need extra support to make good choices.

## **7 The role of governors**

**7.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

**7.2** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to

the governors on request about the effectiveness of school anti-bullying strategies.

- 7.3** The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **8 The role of the headteacher**

- 8.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the antibullying policy on request.

- 8.2** The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at start of every new academic year and suitable moments on a regular basis.. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

- 8.3** The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

- 8.4** The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Emphasis on acknowledging good/acceptable behaviour.

## **9.0 The role of the teacher**

- 9.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

- 9.2** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

- 9.3** We keep a record any incidents electronically on CPOMs. We record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook. We also use CPOMs as a way of recording incidences and notify senior leaders accordingly.

- 9.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the

child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

- 9.5 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 9.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **10.0 The role of parents**

- 10.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 10.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **11.0 The Role of the Anti-Bullying Team**

- 11.1 The children and adults in the team promote anti-bullying and provide support for all children in our school. The team raise awareness amongst all involved in the school through workshops, assemblies, questionnaires and discussions. The team work very closely with outside agencies so the knowledge they have is always up to date and relevant. The team have the responsibility to try and prevent bullying from happening.

### **12.0 The Role of the Children**

- 12.1 The children have the responsibility of following the school behaviour rules in order to keep themselves and others safe and happy, where learning can take place without anxiety.

### **11.0 Monitoring and review**

- 11.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 11.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the individual academy antibullying logbook, and by discussion with the Headteachers. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.