



TRUST IN LEARNING (ACADEMIES)

ANTI-BULLYING POLICY

Approval Date: March 2025	Version: 01	Review: 1 year
Approval By: Quality of Education Committee	Lead: Director of SEND, Safeguarding and Inclusion	Review date: Autumn 2026
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



History of Policy Changes:

Date	Page	Change	Reason for Change
Mar 25			New overarching policy for the Trust

Contents:

1. Statement of Intent	4
2. Values and Principles	4
3. Objectives and Scope	5
4. Responsibilities and Accountabilities	6
5. Definition of bullying	7
6. Anti-bullying Culture	8
7. Vulnerabilities to bullying	9
8. Complaints	10
 Appendix: Anti-Bullying Procedures	 11

1. Statement of Intent

This document sets out the policy for Anti-Bullying within Trust in Learning Academies (the Trust). In Trust in Learning Academies, bullying is never acceptable; everyone has the right to be treated with respect and we are committed to providing a safe, nurturing environment where all within our learning community know that they belong. We take action to prevent bullying but also ensure that there are robust procedures in place for any potential bullying incidents to be reported. Any incidents of bullying are dealt with swiftly and effectively.

The policy has been developed and implemented in consultation with pupils, staff and parents.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 We are committed to providing a caring, friendly and safe environment for all our students. We are committed to anti-discriminatory practise and recognise pupil's and family's diverse circumstances. Bullying of any kind is never acceptable behaviour in Trust in Learning Academies. Everybody has the right to be treated with respect and no one deserves to experience bullying.

The specific aims of this policy are to:

- to ensure that all those connected with Trust in Learning Academies are aware of not only what bullying is, but our opposition to it. This includes off-site bullying and cyber-bullying.
- to ensure all stakeholders know what they should do to prevent bullying
- to clarify the school's response to any bullying incidents
- to make clear each person's responsibilities regarding the eradication of bullying behaviour in our school.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996;
- Equality Act 2010;
- DfE (2024) Keeping children safe in education (KCSIE)
- Behaviour in Schools: Advice for Head teachers and Schools Staff 2024
- Preventing and Tackling Bullying 2017

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Safeguarding and Child-Protection Policy
- Behaviour Policy
- Special Educational Needs and Disabilities Policy
- Pupil Wellbeing Policy
- Complaints Policy

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

4.7 Responsibilities of the DSL

- To lead on the implementation of the Anti-Bullying Policy
- To ensure all pupils understand what bullying is and that it is unacceptable behaviour
- To ensure that all staff receive sufficient training to implement the Anti-Bullying Policy effectively.

5. 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**. Bullying can be **physical, verbal or emotional/psychological**. (Anti-Bullying Alliance, 2024)

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below. Bullying can be, but is not limited to:

Verbal abuse e.g - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Physical abuse e.g. pushing, poking, kicking, hitting, biting, pinching etc.

Emotional abuse e.g. isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual abuse e.g. unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Indirect abuse including the exploitation of individuals.

Cyberbullying/online abuse e.g.

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

As a school we acknowledge our responsibilities to investigate and support families if bullying occurs off the premises. The school reserves the right to discipline for behaviour off the premises, where incidents impact on relationships within school.

Bullying is not ...

It is important to understand that bullying is **different to 'falling out'**. It is vital for pupils to have the opportunity to select and build friendships, and the making and breakdowns of friendships are an important part of growing up. It is essential to teach pupils the skills to repair relationships and enable them to utilise these without adults always intervening on their behalf. Sometimes, on these occasions, adult intervention may be necessary. However, it may not be classed as bullying when pupils have had a disagreement or physical altercation, but there is no imbalance of power.

6. An Anti-Bullying Culture

Trust in Learning Academies promotes inclusion and celebrates diversity. In line with the Equality Act 2010, we do not tolerate any discrimination or harassment on the grounds of protected characteristics including disability, race, religion/belief, gender, sexual orientation, age, gender-reassignment or pregnancy/having a child.

6a. Preventing bullying

We believe that our anti-bullying procedures should not start at the point at which a pupil has been bullied. We create a positive culture where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

We proactively gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

We take a proactive approach to preventing bullying, by:

- promoting an inclusive ethos in our school
- building a shared understanding of the signs and symptoms that indicate someone may be experiencing bullying
- showing that offensive comments or language are never acceptable
- providing clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch through PSHE lessons
- the creation of safe spaces at break and lunch times for pupils who may feel lonely or isolated
- educating staff, pupils and parents about bullying issues and the action they can take to stop bullying (e.g., curriculum content, parent and carer events, staff training, participation in Anti-Bullying Week)
- regular inclusion of bullying issues in assemblies and class time
- displaying information around the school so that all pupils know staff who can help if they are worried about something.

In addition, we promote fundamental British values, by proactively challenging derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We take a victim-centred approach and will challenge the use of prejudice-related language or behaviours in our school even if it appears to be being done without any intent.

6b. Recognising signs and symptoms of bullying

Staff, parents/carers and pupils should be vigilant in looking out for signs of bullying and should follow school reporting procedures if they have concerns. Signs might include:

- **Physical indicators** e.g. unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional indicators** e.g. losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

- **Behavioural indicators** e.g. asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

These signs and behaviours could indicate other problems, but bullying should always be considered a possibility and should be investigated.

6c. Reporting bullying

1. All bullying incidents should be reported to a trusted adult within school, following the school procedures detailed in the Appendix.
2. Parents can report any bullying concerns to any adult within school or directly to the Designated Safeguarding Lead, who will be notified of all incidents that involve bullying behaviours, either directly or by the staff member receiving the report.
3. Any reports of incidents or observed incidents will be recorded by members of staff on CPOMs and the Designated Safeguarding Lead will be alerted on the same working day. If online bullying has occurred, copies of the bullying will be attached.

6d. Responding to bullying

The school's procedures in response to alleged bullying are detailed in the Appendix.

The school's response ensures:

- accurate recording of the incident which is communicated to relevant staff members
- pupils involved are listened to by trusted adults
- parents/carers of pupils involved are included in the response and their voices heard
- relevant external agencies are involved if required, such as police, social care
- a thorough investigation into the alleged incident which is clearly documented
- timely and appropriate support/interventions to support pupils involved. These will be documented and dates for review set.

After incidents have been investigated and an appropriate response has been implemented, each case will be monitored to ensure repeated bullying does not take place.

Bullying rarely takes place in isolation so we will always consider the involvement of the wider peer group and additional work we may need to do to reinforce the school's position on bullying or to explore different aspects of bullying with the peer group.

7. Vulnerabilities to bullying

Some groups of pupils are particularly vulnerable to bullying. These include pupils with special educational needs and disabilities (SEND), looked after children, pupils from minority ethnic groups or faiths, young carers, LGBTQ+ pupils and those perceived to be LGBTQ+. Pupils who are vulnerable to bullying are often the same pupils who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. Staff are aware of this and provide bespoke support in response to any incidents of bullying, as detailed in the Appendix.

We recognise that some pupils with SEND can lack the skills to recognise or report incidents of bullying. Our staff are aware of the increased vulnerabilities of these pupils as well as barriers to reporting. Our reporting procedures are varied and accessible so that all pupils, including those with SEND, are supported to report incidents of bullying. Staff are also alert to the signs of bullying and are particularly vigilant for our most vulnerable pupils, including those with SEND.

8. Complaints

A parent/carers who is dissatisfied with the way the school has dealt with a bullying incident can raise concerns through Trust in Learning's Complaints Policy.

Appendix: Filton Avenue Primary School's Anti-Bullying Procedures

Preventing bullying

At Filton Avenue Primary School, we believe that our anti-bullying procedures should not start at the point at which a child has been bullied. We proactively gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The DfE recognises that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Our school values of CARE (Collaboration, Aspiration, Respect and Endeavour) and a clear understanding of how our actions affect others permeate the whole school environment. These values are reinforced by staff (See Behaviour Policy).

We also take a proactive approach to preventing bullying, by:

- promoting an inclusive ethos in our school
- building a shared understanding of the signs and symptoms that indicate someone may be experiencing bullying
- showing zero tolerance for offensive language or comments
- providing clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch through PSHE lessons
- the creation of safe spaces at break and lunch times for children who may feel lonely or isolated.

- educating staff, children and parents about bullying issues and the action they can take to stop bullying (e.g., curriculum content, parent and carer events, staff training, participation in Anti-Bullying Week)
- regular inclusion of bullying issues in assemblies and class time
- displaying safeguarding team around the school so all children know staff who can help if they are worried about something
- encouraging and supporting OPALs to be alerted to bullying behaviour and be there to help other pupils

Reporting bullying and procedures

All bullying incidents should be reported to a trusted adult within school. This could be a teaching assistant, a class teacher or a member of the leadership or pastoral team. (Worry boxes are available if a child does not want to voice a concern).

Parents can report any concerns they have to any adult within school or directly to the designated safeguarding lead, Sarah Stefanini, who will always be notified of all incidents that involve bullying behaviours, either directly or by the staff member receiving the report.

Any reports of incidents or observed incidents will be recorded by members of staff on CPOMs and the Designated Safeguarding Lead will be alerted on the same working day. If online bullying has occurred copies of the bullying will be attached.

The Designated Safeguarding Lead or another nominated member of the leadership or pastoral team will speak to child who is being bullied and contact their parents by end of next working day to discuss investigation, timescales, how they would like to proceed and any immediate safety planning (if appropriate).

If necessary and appropriate, police and/or social services will be consulted.

The bullying behaviour or threats of bullying will be investigated, and a suitable response decided by the Designated Safeguarding Lead and any investigating staff. This will be recorded on CPOMS and communicated with all stakeholders.

Agreed interventions will be carried out quickly to support the victim and help the bully to change their behaviour. Agreed interventions may include a consequence for the child bullying where appropriate and higher levels of monitoring of the relationship.

The Designated Safeguarding Lead and/or other nominated member of the leadership or pastoral team will review the response in the short term (no more than two weeks later), assess ongoing risks and communicate with children and parents of those involved about any next steps.

The Designated Safeguarding Lead and/or other nominated member of the leadership or pastoral team will review the response again at regular intervals (in agreement with children and parents/carers) to check that interventions have worked as intended. The 2nd review should be within six weeks.

If parents and carers are not satisfied that the bullying is being dealt with appropriately, they should follow our complaints procedure. (See Complaints Policy)

Responding to bullying

If bullying is identified, there will be clear communication with the children involved and the parents and carers of all parties, including safety plans where necessary and dates for their review

The response to bullying may include:

- creating safe, confidential spaces for pupils and parents and carers to share their experiences and concerns with a focus on the impact the behaviour is having and the help they need from you to make the bullying stop
- mental health and emotional wellbeing support for both the victim and the perpetrator
- referral to external agencies to provide more specialist support or mentoring
- the use of restorative approaches
- the use of home / school communication books
- monitoring by pastoral team
- additional support for the children involved (e.g. assertiveness workshops, counselling, behaviour management support, referral to CAMHs)
- Working with bystanders - explaining the role of the bystander and the ways we can take positive action if we witness or hear of a bullying situation
- peer support/peer mentoring
- disciplinary action, which may include:
 - The child who has displayed bullying behaviour may be asked to genuinely apologise, and other consequences, such as those in our behaviour policy, may be applied
 - Involvement of external agencies e.g. police/ children's services (e.g. when a child is harmed, when there are threats of harm, when illegal content has been shared online etc)
 - Use of a behaviour contract e.g. report card
 - Regular liaison with parent/carer/social worker
 - In serious cases, suspension or even exclusion will be considered
- All parties will be challenged and may be sanctioned for false accusations where there is sufficient evidence that events did not occur.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Bullying rarely takes place in isolation so we will always consider the involvement of the wider peer group and additional work we may need to do to reinforce the school's position on bullying or to explore different aspects of bullying with the peer group.