



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

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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.

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).

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

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.

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.

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.

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.

Complaints

A parent/carer 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 A: Parson Street Primary's Anti-Bullying Procedures

Parson Street Primary is committed to fostering a proactive and inclusive anti-bullying culture that extends beyond reactive measures. This commitment is embedded within our curriculum and school ethos. Through our PSHE program, we equip students with the skills to navigate social situations and build respectful relationships. Our RE curriculum cultivates understanding and empathy towards diverse cultures and beliefs. Our Opal Ambassadors, student leaders embodying our school's values, actively promote positive interactions. We celebrate cultural and religious diversity through assemblies and classroom learning, ensuring all students feel valued and represented. Furthermore, our carefully selected reading materials reflect a wide range of cultures and perspectives, reinforcing our dedication to creating a welcoming and inclusive environment for everyone.

In the event that bullying is identified, we will respond in this way:

1. Staff will report bullying incidents to the Senior Leadership Team. Parents who are concerned that their child is being bullied should inform their child's class teacher or a Designated Safeguarding Lead without delay.
2. Staff will record the incident(s) electronically.
3. Ensure safety of all children involved. Consider increased supervision or keeping children separate until the incident has been investigated.
4. Investigate the allegations and interview all involved, including witnesses.
5. If appropriate, discussion with parents of either or both children involved
6. SLT write an action plan with a clear review date and share with all relevant staff. Actions on this plan may include
 - social interventions,
 - referral to external agencies,
 - daily check ins,
 - behaviour plans,
 - key stage and/or whole school assemblies,
 - Anti-Bullying week activities
 - staff training including playground staff,
 - train staff to identify the difference between relational conflict and bullying,
 - if bullying is online this may include requesting that content be removed
7. If necessary, write a Risk Assessment for either / all of the children involved
8. All Action Plans will be regularly reviewed as part of our Termly Monitoring cycle to ensure actions are effective and any bullying behaviour has ceased.

Empowering all to create opportunities for life-long learners in our communities.

Appendix B: Parson Street Primary's Anti-Bullying Policy written by School Council

At Parson Street we are ready, respectful and safe. These are our 3 school rules.

What is bullying?

Bullying is when people make others feel sad. It happens continuously and it can be repetitive. It can be verbal, physical or mental.

Where can bullying happen?

It can happen online or in person. It can be anywhere and at any time. It could be during sports, playtimes or in school.

Who are bullies?

Bullying can be from one person or a group. We can't tell a bully by looking at them. We can only tell a bully by the actions and behaviour they show.

What should you do if you see bullying?

1. Stand up and use Topaz and Opal powers. Tell them "this is not how we do things at Parson Street."
2. Speak to a trusted adult and tell them what you saw so they can help.

What should you do if you think you are being bullied? Or you think someone else is being bullied but doesn't want to say?

1. If you can, speak up and use Topaz and Opal powers, or walk away to avoid conflict.
2. Speak to a trusted adult in school straight away.



Topaz Power
The power of your voice
and speaking well.



Opal Power
Citizenship and
responsibility.

What will happen if you tell an adult about bullying?

Every situation is different and the adults will do their best to help end bullying. Some of these things may happen:

- School adults will talk to everyone involved
- Meetings with parents might take place
- There may be consequences for bullying behaviours
- Your class might do some additional PSHE sessions together about kindness
- Lunchtime staff will be informed so they know to help
- Other school adults may be informed so they can help, too.
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If it doesn't stop, go back and tell your trusted adult so it can stop for good.

Agreed by school council members on 02.12.24

A video of this can be found on our school website.