

# Anti-Bullying Policy





- Article 19- Children have the right to be protected from being hurt or badly treated.
- Every child has the right to feel safe at home, at school and in the community (UN Convention on the Rights of the Child, 1990).
- Bullying is not a normal part of growing up.
- As outlined in The Equality Act 2010, legally everyone is protected from discrimination in the workplace and the wider society.

### **Objectives of this Policy**

- All Trustees, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All Trustees and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated
- All pupils, parents and staff will have access to the 'Pupil Voice Anti-Bullying Leaflet' which is available on the school website

### **Statement of Intent**

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

We are committed to creating an inclusive culture where differences are valued and mutual respect is promoted. Every child has the right to learn in an environment free from intimidation or harassment.

### **Our Vision**

The TEACH Trust supports our children to become empowered citizens that who make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which

education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

As a Rights Respecting TRUST, all pupils have a right to feel safe. Bullying will not be tolerated as part of our TRUST. All allegations of bullying will be investigated and addressed appropriately.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. All pupils should be educated without the hindrance / fear of bullying. Our schools recognise the impact that bullying can have on an individual and this policy provides guidelines for staff and parents as to the following:

- What bullying is
- How it will be prevented
- How it will be managed
- How it will be addressed

Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell a school adult and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

It is right to tell. Children should always feel able to inform an adult when they feel that they or someone else has been bullied with the confident knowledge that their complaint will be acknowledged and acted upon appropriately. Avenues of communication between support staff, lunchtime supervisors and teachers exist to facilitate this. We must always ensure that we listen to children's concerns, take their concerns seriously and act on them appropriately and effectively.

The anti-bullying ethos of TEACH Trust Schools is transmitted through our leading by example, where everyone within our school and community is valued. It is communicated in assemblies, PHSE lessons, Friendship Week, during circle time, in stories, plays, drama and co-operative games. Good, effective, caring discipline is upheld in partnership with parents/carers, teachers and all adults who work in the school. We encourage children to see themselves as part of a large, caring family where older children are expected to act as role models to younger children. Evidence of this can be seen in the work that Friendship, Wellbeing and Rights Respecting

Ambassadors do within the schools. This is reinforced in school assemblies, PSHCE lessons and via the school council.

At our school, we have implemented a proactive approach to fostering a positive and inclusive environment through our Friendship Ambassadors. These dedicated ambassadors from each year group engage in regular meetings with the anti-bullying lead teachers, they openly discuss any emerging issues, share observations from the playground, and brainstorm ideas to enhance friendship-building initiatives. One of their key responsibilities across all four schools is to monitor the friendship benches and/or friendship stops and support children who go to these. Additionally, in the Junior schools, they have introduced the concept of friendship boxes. These boxes are filled with engaging games designed to encourage interaction and collaboration. Over the year, Friendship Ambassadors from the junior schools are provided with opportunities to support playtimes in the infant schools and to mentor and guide the Year 2 Friendship Ambassadors. These ambassadors play a pivotal role in creating a supportive atmosphere, actively encouraging their peers to participate in these activities, fostering new connections, and ultimately contributing to the promotion of a strong sense of companionship within our school community.

## **Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

For behaviour to be bullying, it includes all of the following:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience
- It involves an imbalance of power (the target feels s/he cannot defend her/himself or perpetrator/s exploiting their power)

The children will be taught the definition of STOP. This stands for 'several times on purpose'. It also stands for 'start telling other people'.

Bullying can be as follows:

### **Emotional**

- Being unfriendly, excluding, tormenting e.g. hiding books, threats

### **Physical**

- Pushing, kicking, hitting punching or any use of violence

### **Verbal**

- Name-calling, sarcasm, spreading rumours, teasing

### **Cyber**

All areas of the internet, such as the following:

- Email & internet chat room misuse
- Mobile threats by text messaging and calls
- Misuse of associated technology, i.e. camera and video facilities
- Any on-line platforms

### **Sexual Harassment and discrimination**

- Derogatory comments due to a person's gender or sexual orientation
- Any unwanted sexual contact
- Being prevented from learning or activities due to gender or sexual orientation

### **Religious/Racial bullying**

· Being unfriendly, excluding, tormenting due to someone's religion or race.

**All bullying is taken seriously by the Trust. This includes bullying that takes place on or off our school premises or to and from school and online.**

### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and follow the Rights' Respecting Charters which allow them to express themselves in a safe way.

All staff have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child presents any:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings

- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Please be aware that this list is not exhaustive so any concerns regarding bullying should follow the procedures outlined.

## **Procedures**

1. Report bullying incidents to any member of the school staff. This can be done in person, by email, by phone or by a confidential note in the class worry boxes.
2. In cases of bullying, the incidents will be recorded by staff on My Concern and where required a witness statement completed (see Appendix 1) and reported to the school's DSL.
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
4. In all cases, parents should be informed and in serious cases will be asked to come in to a meeting to discuss the problem.
5. Restorative work will commence with all parties involved.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. Request for support from Outreach services, Educational Psychologist, Safer Schools Community Team, Educational Welfare and Special needs service will be sought when necessary.
8. If necessary and appropriate, police will be consulted
9. All incidents must be recorded on My Concern by staff. This includes incidents, reports by a peer or another adult, concerns or early warning signs.

Staff will be especially vigilant for signs of bullying involving pupils with SEND, recognising that some children may have difficulty communicating their experiences. All staff are responsible for actively monitoring, identifying, and reporting any concerns where a child may be unable to express that they are being bullied

## **Outcomes**

- 1) The pupil (pupils) may be asked to genuinely apologise. Other consequences may take place.
- 2) The pupils involved will engage in restorative conversations to help resolve the incident/ incidents.
- 3) In serious cases, suspension or even exclusion will be considered.
- 4) If possible, the pupils will be reconciled.
- 5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

Verbal, emotional, physical and cyber bullying will not be tolerated in our schools and it is everyone's responsibility to prevent it happening. A key factor in prevention is the ethos that the schools create and the building of an atmosphere of care and trust.

The Personal, Social, Health, and Emotional learning curriculum and pastoral care team seek to support pupils in developing good relationships and to have the ability to deal with problems and

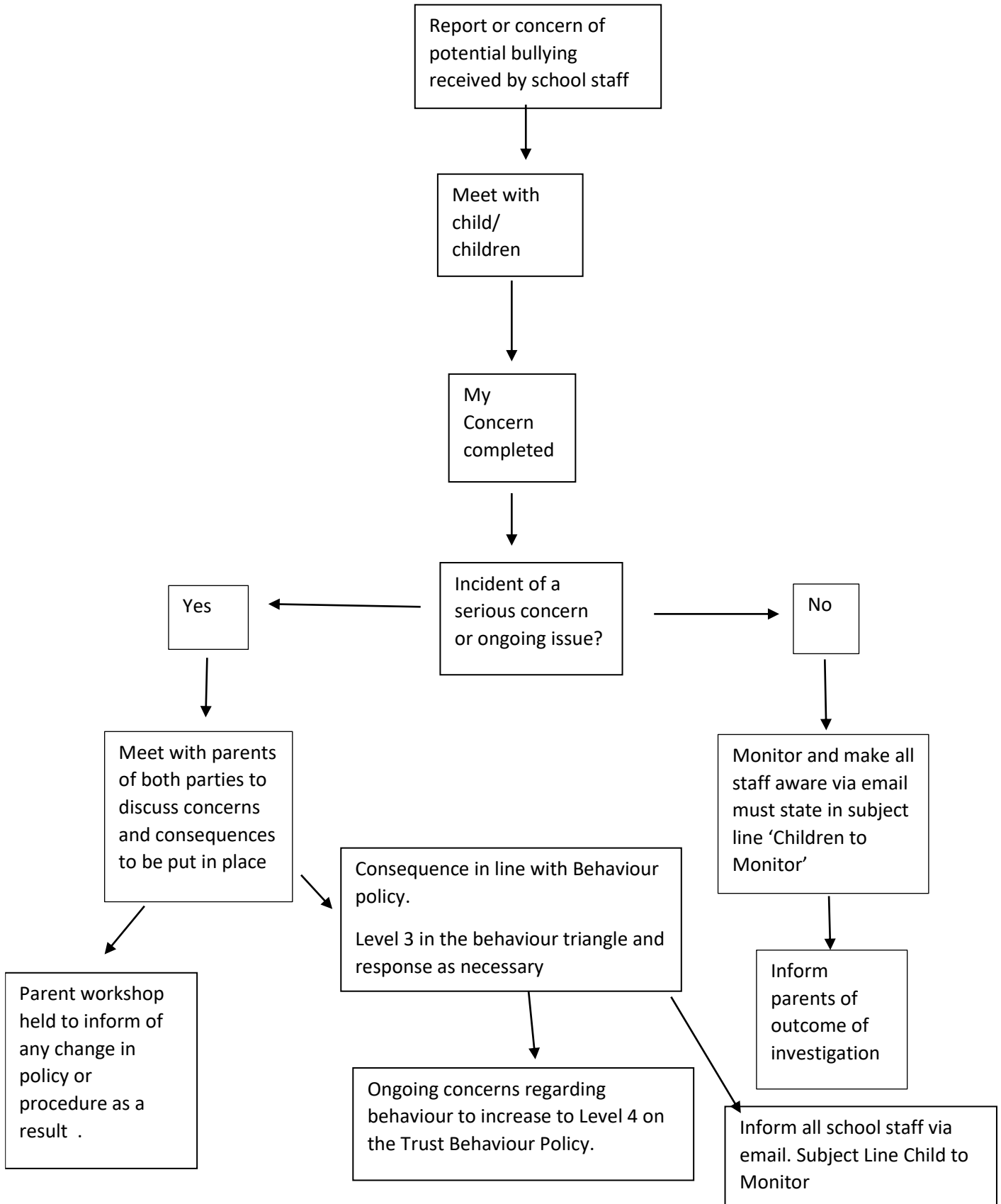
issues. In addition, the schools e-safety and ICT policy supports the promotion of on line safety from bullying. Children are regularly educated in this area.

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include the following:

- Being responsible for own Class Charter and signing a behaviour contract
- Activities throughout the year based on prevention including Friendship Week
- The use of Friendship Ambassadors, Friendship Stops, Buddy Benches and Places of Safety
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters to address these issues during our PHSCE lessons
- Using the STOP sign
- Using pupil voice through worry boxes, regular assemblies, Friendship Ambassadors and questionnaires

# Action Flowchart

All action to follow the Asses-Plan-Do-Review Cycle



Reviewed: November 2025

Date of next review November 2026

Signed off by TEACH Trust CEO

*Kate Corne*

**Equality Impact Assessment**

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	✓
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	
	Trade Unions Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	
	If a formal complaint	
<b>Does the policy affect one group less or more favourably than another on the basis of:</b>	<b>Y/N</b>	
Disability	N	
Gender reassignment	N	
Marriage or civil partnership	N	
Pregnancy and maternity	N	
Race	N	
Religion or belief	N	
Sexual orientation	N	
Sex (gender)	N	
Age	N	
SEN	N	
Vulnerable	N	
Traveller, migrant, refugees and people seeking asylum	N	
EAL	N	
	<b>Y/N</b>	<b>Comments/Actions</b>
<b>Is there any evidence that some groups are affected differently?</b>	Y	Policy is in place to protect everyone from bullying behaviour
<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>	N	
<b>Is the impact of the policy likely to be negative?</b>	N	
<b>If yes, can the impact be mitigated by taking different action?</b>		





