



# Inspire Education Trust

Together we achieve, individually we grow

## Anti-Bullying Policy

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**Policy Date:** November 2021

**Review Date:** November 2023

## Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 21	Rob Darling	Minor name/date changes
V2			Jan 22	Amy Husband	Page 3; Rationale; addition of para 4 Page 6; No.6; added bullet point 6 Page 7; No.13 change of language from 'punished' to 'sanctioned'

## Rationale

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within our Trust Schools, whether it is in the school or during off-site activities. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to tell the staff.

All members of staff, children and parents should have an understanding of what bullying is and what the school's procedures are for responding to bullying.

As a school we take bullying seriously. Children and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

This policy should be read in conjunction with the Child Protection policy, the SEND policy and KSCIE 2021.

## 1. What Is Bullying?

1.1 In line with guidance paper 'Preventing and Tackling Bullying' – July 2017, our schools define bullying as actions or words that are deliberately hurtful, repeated often over a period of time and difficult for victims to defend themselves against. We see that there are four main types of bullying:

- Physical – hitting, kicking, taking belongings, aggression
- Verbal – name calling, insulting, making offensive remarks including those of a sexual nature
- Indirect – spreading nasty stories about somebody, social exclusion, sending unkind emails or text messages on mobile phones including photographs and images
- Cyber – sending unkind emails or text messages on mobile phones, inappropriate and persistent messaging and images through social networking sites  
(*Anti Bullying Alliance/Stonewall 2013 and KCSIE 2021*)

1.2 Bullying can also be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Interference with possessions
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical, verbal or technological contact or sexually abusive comments (as defined in KCSIE 2021)
- Homophobic - because of, or focusing on the issue of sexuality
- Special Educational Needs – because of learning, physical disabilities or gender identity.

## 2. Why is it important to respond to bullying?

2.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Children and staff who are bullying need to learn different ways of behaving.

2.2 We all have a responsibility to respond promptly and effectively to issues of bullying.

### 3. Signs and Symptoms

A child may indicate by signs, words or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a child

- Does not want to walk to and from school.
- Insists that they are driven to and from school.
- Changes their normal routine.
- Wants to stay at home for no apparent reason.
- Becomes withdrawn or displays a sudden lack of confidence.
- Is reticent to speak to other peers or teachers.
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares.
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards.
- Possessions and clothes are torn or damaged or go missing.
- Asks for money or steals money (to pay bully).
- Loses dinner money on a regular basis.
- Has a sudden increase in bruises or cuts which the child finds difficult or is unwilling to explain.
- Comes home hungry (lunch has been stolen).
- Stops eating.
- Suddenly displays unusual aggressive and disruptive behaviour.
- Starts to bully other peers or family siblings.
- Is reticent or unwilling to talk about what is going wrong.
- Shows a sudden drop off in their use of the mobile phone

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

### 4. Bullying outside school premises

- Staff will investigate bullying incidents outside of school when reported by a parent, or member of the community.
- The school will discipline child for bullying/misbehaving outside of the school premises if appropriate.
- Parents will be informed of an incident and subsequent action taken by the school.

### 5. Responsibilities

#### 5.1 Head of Education, Primary / The Headteacher

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The Headteacher will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;

- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and students.

## 5.2 Standards/ Year Leader will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- keep the Leadership Team informed of incidents;
- determine how best to involve parents in the solution of individual problems;
- and make a regular report through CPOMS.
- know the school's procedure and deal with any incidents that are reported if appropriate

## 5.3 What we will do to prevent bullying

We will ensure that everyone understands what bullying is and how to deal with it through:

- Communication of this policy to parents, children, staff and governors
- Lessons and assemblies
- Regular reminders about courteous and respectful behaviour in normal lessons and everyday activities within the school
- Displays promoting positive behavior

All incidents of bullying will be seen as important and will be dealt with in a sensitive, consistent and urgent matter. Sanctions and counselling will be adopted. Children will be encouraged to feel able to report ALL incidents of bullying and to support each other when witnessing incidents.

Friends of victims will be encouraged to report bullying if they are aware of it, even if the victims ask them not to. In all cases the victims will be given support to reassure them.

Some incidents may be relatively minor e.g. hiding a bag or a coat or using nicknames etc. and may be dealt with by reprimand, a warning and a clear statement that such behaviour is unacceptable in our schools. However minor, cases will be recorded and passed to a member of the Senior Management Team. Repetition or serious cases of abuse or bullying will result in parents being notified and/or interviewed and in more severe cases sanctions being used with the bully e.g. fixed-term exclusion.

See section 9 for further details of how staff will respond to incidents of bullying.

## 6. Curriculum Support for the Anti-Bullying Policy

### 6.1 Lessons, assemblies and events for all students

- During 'Anti Bullying Week' each year, there will be a focus on preventing bullying e.g. Celebrating Difference, Cyber Bullying, We are better without Bullying, Stop and Think Words Can Hurt.
- Internet Safety Week celebrated each year through the curriculum and assemblies.

- Workshop delivered to parents highlighting internet bullying/safety using CEOP resources.
- Staff receive Child Protection Training every year.
- Anti-Bullying is reinforced through PSHE and use of 'Jigsaw' curriculum and E Safety through ongoing lessons.
- In line with our Special Educational Needs and Disabilities (SEND) policy, reasonable adjustments and appropriate differentiation will be used by staff to ensure all pupils with SEND understand the curriculum content in this area.

Additionally, we work closely with the Police, the EWO, School Nurse, the Behaviour Support Team and Social Services.

## **7. Anti-Bullying Procedures: Parents**

7.1 If parents suspect their child is being bullied, they should contact the Standards/ Year Leader. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

7.2 Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves will inevitably make the matter worse.

7.3 Parents should encourage their child to talk to their classroom teacher or another member of staff in the first instance.

## **8. Anti-Bullying Procedures: Children**

8.1 If a child thinks they are being bullied they must tell an adult, parent, teacher or another member of staff and be prepared to explain what form the bullying is taking and how it affects them.

8.2 Children who witness bullying or strongly suspect bullying must tell an adult, parent, any member of staff.

## **9. Anti-Bullying Procedures: Staff**

In cases of reported or suspected bullying staff will:

- Make it clear to students that bullying is unacceptable.
- Teach children how to co-operate in controlling bullying.
- Respond immediately if a child reports an incident of bullying by either dealing with it or referring it to a member of the Senior Leadership Team.
- Talk to the victim(s) and friends to get a written account.
- Talk to the bully and friends to get a written account.
- Pass on the details to the Standards Leader / Senior Management Team / Headteacher
- Try to make sure that the bullying is prevented by being vigilant on duty before and after school, at break and lunch time and during movement around the school.

## **10. Anti-Bullying Procedures:**

- Add the incident to CPOMS if appropriate.
- Record all bullying incidents in the bullying log for each year, with actions and outcomes.
- All homophobic and racist incidents will be recorded with Headteacher.
- Investigate with the victim and bully if not already done by member of staff.

- Discuss the incident with the victim and the bully together to resolve the situation if possible.
- Inform parents of the victim and the bully of the incident and the actions taken.
- Meet with the parents of the victim and bully if necessary.
- Exclude the bully if appropriate.
- Deploy strategies for improving the self-esteem of and offering care for the victim e.g. inter-agency work (Education Welfare Service), resolution meetings, rewards, listen and value what the victim says.
- Deploy strategies for changing the behaviour of the bully e.g. inter-agency work, resolution meetings, behaviour support plans etc.
- Follow the normal procedures of the behaviour referral system unless there is a need for 'fast-track' action to help the victim or the bully.

### **11. Children who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the child.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a Pastoral Support if available and appropriate.
- Referral to a counselor if appropriate.
- Offering continuous support and advice to parents.
- Being informed about the outcome of the investigation in to their concerns.

### **12. Children who have bullied will be helped by:**

- Discussing what happened.
- Discovering why the child became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the child.
- Referral to a counselor if appropriate.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

### **13. Sanctions**

Children who have bullied will be sanctioned appropriately according to their behaviour, in accordance with the school's Behaviour Policy.

### **14. Complaints**

If a parent or carer is dissatisfied with the nature or swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance of the Trust's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however, the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken.

### **15. Equal Opportunities**

In implementing this policy all members of staff must take into account the school's Equal Opportunities policy. Staff must ensure that no pupil involved in any incident of bullying, is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

### **16. Monitoring, Evaluation and Review**

Governors work with staff and students to review our Anti-Bullying Policy, improve mechanisms and support all new initiatives.

We will review this policy at least every two years and assess its implementation and effectiveness

Reviewed by: Rob Darling/Amy Husband January 2022  
Next Review Date: November 2024  
Approved by Directors: 7 February 2022

Signed:



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Lois Whitehouse  
CEO



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Mark Gore  
Chair of Standards