

Anti-Bullying Policy

Frequency of Review	Every 1 year
Author	OCC adopted CEO/HT
Approved by	Trust Directors
Reviewed	Sept 2022
Date of Next Review	Sept 2023 (unless there is a material change)

1. Introduction and Aims

The Propeller Academy Trust (PAT) and its member schools are committed to working with children, staff, governors, and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

The PAT recognises that all our pupils and students have the right to feel safe and secure in school. Bullying prevents this from happening, so it is our responsibility to recognise bullying behaviour and respond appropriately. We actively promote positive behaviour from all members of our school community including governors, parents and carers, school adults and students.

Bullying of any kind is unacceptable and will never be tolerated at our school.

The PAT and its member schools expect our children to be:

- Valued for being the unique individuals that they are
- Supported and encouraged to be as independent as they can be both in their learning and in life generally
- Accessing a broad range of experiences that enrich their lives and are meaningful and worthwhile

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, workplace, or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following school policies which can be found on the Propeller Academy Trust [website](#).

- Equality and Diversity in Schools Policy
- Exclusions Policy
- SEN Policy

The policies below are school specific and can be found on individual member schools' websites.

- Child protection and Safeguarding Policy
- Relationship and Sex Education Policy
- Behaviour Policy

2. What is 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. It can happen face-to-face and online.”

- [Anti-Bullying Alliance](#)

Table 1: Source - Psychology Today



When someone says or does something *unintentionally* hurtful and they do it once, that's
RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that's
MEAN.

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's
BULLYING.

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, schools must refer to the [Equality Act 2010](#) and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g., organised crime groups
- have specific special educational needs – e.g., Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

3. Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g., hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, ‘jokes’/banter ([click here](#) to view the Anti-Bullying Alliance’s ‘Banter or Bullying?’ webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g., bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal**, to intentionally hurt others.

- Non-verbal harm – e.g., staring, body language, gestures.
- Indirect harm – e.g., excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g., text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer**.

We acknowledge that some acts of bullying will constitute a criminal offence ([Bullying and the law – Anti-Bullying Alliance](#)). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority’s Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

‘Where bullying outside school is reported to school staff, it should be investigated and acted on.’
(DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:

- [Bullying outside school](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Education and Inspections Act \(2006\)](#)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils’ well-being beyond the school day. Staff, parents/carers, and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend The PAT or one of its member schools, we will seek advice and guidance from local services (e.g., Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

5. Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

The schools within the PAT are committed to preventing and tackling bullying. They;

- provide a broad and balanced curriculum that promotes good behaviour meeting the needs of all the children and young people across our Trust.
- train all staff in generalist safeguarding. Staff know when and how to raise a concern.

6. Reporting – Roles and Responsibilities

Governors

The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the Trust's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety, and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Anti-Bullying Lead

The headteacher, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.

In addition, the headteacher is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying within The PAT or its member schools.

Staff (Teaching and Non-Teaching)/ Adult visitors

Staff

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. Within The PAT and its member schools, we believe that **the behaviour we walk past is the behaviour we accept.**

All adults within The PAT and its member schools should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability, and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors, and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay. Information is relayed to individual pupils ensuring that their level of understanding and stage of development is considered

Role of Parents / Carers

Within the PAT and its member schools, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters, our website, and the Parent/Carer Agreement where appropriate.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

For more information, go to Oxfordshire County Council's ['Help if your child is being bullied'](#) webpage.

Dealing with an Incident

All incidents will be dealt with on an individual basis and in a way that is supportive of the age and stage of all those involved. Outside agencies may also be involved where appropriate e.g., if a child is CWCF.

Incidents will be recorded on CPOMS without delay.

7. Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

8. Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

9. Recording and Reporting

The PAT and its member schools record incidents of bullying on CPOMs and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Termly feedback is made available for governors via the headteacher's report.

10. Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

11. Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board (and the Trust where applicable) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report and school monitoring visits. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

This policy is reviewed every 12 months.

The policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))