



BERLESDUNA
ACADEMY TRUST

Anti-Bullying Policy

This policy was ratified and adopted by Trustees on:	19th June 2024
This policy will be reviewed:	2 years
This policy is due for review on:	June 2026

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Purpose

This policy has been developed and implemented in consultation with the whole school community including pupils, parents, staff, governors, and Trustees. It was written with reference to the Equality Act 2010, and is intended to be applied alongside use of other key Trust and school policies, including, but not limited to, the Child Protection Policy, Behaviour Policy and SEND policy.

Berlesduna Trust promotes values which reject bullying behaviour and promote respectful, tolerant and inclusive interactions and communication. Tackling bullying matters.

Statement of Intent

Our core values of “Aspiration, Family and Success” means we believe everybody has the right to feel safe and confident in our school communities. We endeavour to provide safe, secure, caring environments where everyone is valued and respected equally. Berlesduna Trust will promote tolerance, respect and understanding through the curriculum, Personal Development/PSHE lessons, form time and through the assembly programme. When we have instances of bullying, they will be investigated and acted on robustly.

Berlesduna Trust is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. All of our schools take bullying and its impact seriously. Bullying of any form is not tolerated in our schools, whether carried out by a child or an adult.

Staff, children and adults at home will be made aware of the Trust’s position on bullying. Bullying behaviour is unacceptable in any form. Each school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls short of this. Anyone who knows or suspects that bullying is happening is expected to report this to a staff member.

Any child who is a victim of bullying will be dealt with in a sympathetic and supportive manner. Any reported concerns of bullying will be handled in line with school approaches, shared with the appropriate staff member and be thoroughly investigated. Adults at home of children involved will be informed of the outcomes of any investigations, and actions taken. These actions will form both consequence-based outcomes and education for those involved. Where required or requested, referrals for additional support, externally or internally within school will be made.

What is bullying?

We recognise that children and young people will experience conflict in their relationships with other children and young people, and as a Trust we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Berlesduna Trust our definition of bullying is adopted from the Anti Bullying Alliance (anti-bullyingalliance.org.uk):

“The repetitive and/or 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 or online”

Schools in the Berlesduna Multi-Academy Trust adopt and support this definition of bullying and believe that children can be at risk of bullying behaviours, which can be physical and emotionally enacted by others.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short and longer-term impacts on children. Bullying impacts on children's wellbeing and can also impact on attendance and become a significant barrier to learning. Bullying is known to directly impact on school performance and can lead to lower levels of school engagement and achievement both in primary and secondary schools. It can result in mental health concerns such as anxiety and depression, further impacting on children's progress academically and personally.

Bullying is unacceptable. Our schools will respond promptly and effectively to reported incidents of bullying.

In our school communities:

- Everybody has the right to be treated with respect;
- Everybody has the right to feel happy and safe;
- No-one deserves to be a target of bullying;
- Children identified as having perpetrated bullying behaviours will receive appropriate education to reduce the risk of this becoming a recurrent problem.

National research has shown that some groups of children are particularly vulnerable to bullying, these include children with SEND, children who are (or were previously) looked after, children from minority ethnic groups or faiths, young carers, LGBTQ pupils and those perceived to be LGBTQ.

Types of bullying behaviour

Bullying can take many forms:

- **Emotional** – *being unfriendly, excluding, tormenting, threatening behaviour;*
- **Verbal** – *name calling, sarcasm, spreading rumours, teasing, sexist language, use of derogatory language;*
- **Physical** – *pushing, kicking, hitting, punching or any use of violence;*
- **Online (cyber-bullying)** – *use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos;*
- **Racist** – *racial taunts, graffiti, gestures;*
- **Sexual** – *unwanted physical contact, sexually abusive comments;*
- **Homophobic or biphobic** – *bullying because of sexuality or perceived sexuality;*
- **Transphobic** – *because of gender identity or perceived gender identity;*
- **Disability based** – *inappropriate comments that are targeted at an individual due to their own specific additional needs.*

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school communities and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our schools we do this by:

- Involving the school community in developing the policy to ensure it is child friendly;
- Using assemblies, the PSHE curriculum and Personal Development time to ensure that children understand the differences between relational conflict and bullying;

- Building a positive ethos based on respecting and celebrating all types of difference in our schools;
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement;
- Having a positive ethos that all children, staff and adults at home understand;
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship etc;
- Secure the safety of the target of bullying and take actions to stop the bullying from happening again;
- Think about any safeguarding concern and report concerns to appropriate staff members;
- Provide assurances to children that concerns have been listened to and are acted upon;
- Consider who else is involved and what roles they have taken;
- Send clear message that bullying must stop;
- Work with both parties to find solutions. Identify the most effective way of preventing recurrence and any consequences;
- Reflect and learn from bullying episodes – consider what needs to happen to prevent future bullying e.g. PSHE, training etc;
- Raising awareness of online bullying through regular, age-appropriate online safety lessons;
- Adopting a social model approach to bullying. Diversity is valued, celebrated and everyone is included in our school;
- Focused work with individuals and groups of children where required, to support understanding and development of social skills e.g. social skills groups, Equality Workshops and more;
- Ensuring staff are trained and we have a range of activities at break times for children that promote positive interactions;
- Providing training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

Children are encouraged to adopt a culture of ‘Reach Out, Speak Out’, where they are confident to share their concerns. Our schools promise to children is that *‘if you report it, we will sort it’*.

In our schools’ children are encouraged to talk to staff when they are unhappy or have concerns. Children in our schools understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Children are encouraged to report bullying to:

- Any trusted adult;
- Their classroom teacher;
- A member of the Pastoral or Senior Leadership Team;
- A Designated Safeguarding Lead or one of their deputies;
- To an adult at home.

Children are also advised of a variety of ways in which they can report bullying:

- In person to a staff member;
- Via an adult at home or other third party;
- By email to a trusted adult.
- To an Anti-Bullying Ambassador within school

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Adults at home are also encouraged to report concerns of bullying to school staff. This is generally to their class teacher, but can also be shared with any staff member they have a positive relationship with and are comfortable reporting issues to.

When children report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

School strategies for responding to bullying:

In all cases of alleged bullying, the class teacher should be made aware, it should also be reported to a member of the senior leadership team.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and other child witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should record this on a bullying incident report form (appendix A), which will be uploaded to the electronic safeguarding system. They will then follow the appropriate action, which is listed below. Parents of both the victim and the perpetrator will be informed of the situation.

Process of responding to a bullying incident:

Make sure the person being bullied is safe and feels safe.

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child:

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately using Section A of the Bullying Incident Report Form (see Appendix A Bullying Incident Report Form).

Written records are factual and, where opinions are offered, these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response:

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have

been bullying will be challenged. Section B of the Bullying Report form will then be completed with actions to be taken.

A restorative approach:

Where appropriate and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. This will form one of the actions on section B of the Bullying Report form.

A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied.
- Accept responsibility for the harm caused to others (for example staff, friends or family).
- Recognise the need to take action to begin to repair the harm caused.
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way, subject to age/developmental age.

The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

In situations where the school has decided to use restorative approaches, the school will add to section B of the Bullying Incident Report Form. With many restorative approaches, it is inadvisable to gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour.

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped:

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place.

This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints.

Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

Section C of the incident report records follow up checks to ensure those involved are clear about their actions and that the actions taken have been effective. If further actions are noted, then these can be taken and noted.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give children the opportunity to feedback on how safe and happy they feel at school; we do this through pupil questionnaires, pupil surveys and pupil voice activity.

Possible actions taken to support the victim:

These can include protective and educational measures:

- Environmental changes will be made if necessary to the classroom and playground to ensure that the child feels more secure and safe.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns on an incident form.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be documented on an incident report and given to the appropriate team (for example the Inclusion Team).
- Key friends identified by the child will be asked to give extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be telephoned or invited into school so that action taken can be shared.
- The SENCO, Inclusion Team (or designated person supporting the victim) and the class teacher will work together to assess whether the child needs support in the development of social skills such as assertiveness and positive communication skills.

Possible action to be taken to support the bully:

This support will depend on individual needs, age and maturity of the child.

- The children involved meet as part of a restorative meeting.
- It will be made clear to the child that their behaviour is unacceptable and the effect that it has on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that they need additional support, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
- Consequences and intervention for behaviour may include the removal of breaks and lunchtimes – parents will be informed which sanctions will be used.

Procedures for adults at home:

- If an adult at home has any concerns about their child, they should speak to school immediately;
- If an adult at home feels unable to talk to the class teacher, they can make an appointment to speak with a Pastoral Leader. Where this has already been the case, a Designated Safeguarding Lead or a Deputy may become involved;
- The school will work with both the child and adult at home to ensure that any bullying is stopped, and that support is given where needed;
- Adults at home should not confront the bully or their adults at home. This can complicate the situation and distress the child;
- The school will deal directly with all children involved and their adults at home directly. Adults at home will be kept informed of any actions the school is taking;
- If adults at home feel that their concern has not been dealt with appropriately, they should

follow the schools' Complaints Policy.

All members of the school community, including children, staff, adults at home and governors, are expected to always treat everyone with dignity and respect, both face-to-face contact and online.

Contact Information for

Name of Contact	Position in school	Contact Information
Ms R Simon	Assistant Headteacher	
Mrs V Eley	Assistant Headteacher	
Mr B Smith	Deputy Headteacher	
Miss G Bray	Deputy Headteacher	
Mr R Wade	Head of School	

Bullying: A Charter of Pupil Rights

As a member of a Berlesduna Multi-Academy Trust school, you have the right:

- To live your life in peace and safety;
- To be an individual and be proud of being unique;
- Not to be bullied;
- To say 'no' firmly to any behaviour you think is wrong;
- To protect yourself by ignoring others or by walking away;
- To be confident in reporting concerns to a trusted adult;
- To tell a member of staff if someone is making you feel unsafe, and not expect reprisals from others for this.

Bullying: A Charter of Pupil Responsibilities

We expect you:

- Not to put up with any form of bullying;
- To work with others to stop bullying;
- To inform a trusted adult of any form of bullying;
- Not to be afraid of reporting incidents. If you do nothing, it might suggest that you are supporting the bullying;
- Not to put up with bullies in your friendship group;
- Not to make false accusations/allegations of bullying issues.

YOU MUST NOT SUFFER IN SILENCE

If you are being bullied or are a victim of hate incidents:

- Try to stay calm and look as confident as you can;
- Be firm and clear – look the perpetrator in the eye and tell them to stop;
- Don't retaliate physically or verbally in a negative manner;
- Remove yourself from the situation as quickly as possible;
- Tell a trusted adult what has happened straight away, using the guidance in the 'Reporting Bullying' section of this policy.

External Support External support

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” July 2017: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: [Young Carers - Help & Support | Carers Trust](http://www.youngcarers.org.uk)
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix A

Bullying Incident Recording Form

Original concern from person reporting incident/s:

Name of person reporting the incident:			
Date reported:		Time	
Record/notes of incident including date/s of any incidents			

Details of those involved	Name	Role
Person reporting the alleged incident		
Alleged Victim		
Alleged Perpetrator		
Possible witnesses		

Types of alleged bullying: (Please circle all that apply)			
Physical	Verbal	Indirect	Cyberbullying
Homophobic	Racial	Harassment	Isolation
Intimidation	Obstructing/jostling	Sexual, Trans, Disability	

Please note: If this relates to a Racist incident, this must be recorded in the Racist Log.

Other witness accounts (please complete a different one for each person involved)

Please circle the role of the person giving the account			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

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Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

Please circle the role of the person giving the account

Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness/bystander	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

Is the allegation of bullying upheld?				
Yes		No		Unsubstantiated
Name of decision maker:			Date:	

Have parents of the alleged victim been informed?			
Yes		No	

Have parents of the alleged perpetrator been informed?			
Yes		No	

Has the class teacher been informed?			
Yes		No	

Section B: Actions to be taken

Restorative meeting held? Yes

No

Date of restorative meeting	
Persons attending	
Staff member leading	

Action to be taken	Whom the action applies to	When should this be done	Monitoring arrangements	Follow up date

Any additional actions:

Other actions agreed	Person responsible	By when

Section C: Follow up

Follow up meeting 1 (within a week)			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			

Follow up meeting 2: At a later date			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			

Section D: On-going Chronology

Date	Further incident	Action	Outcome	Actions following outcome (e.g inform parents)
Next follow-up:	Minutes of meeting		Actions from the follow-up	

Date	Further incident	Action	Outcome	Actions following outcome (e.g inform parents)
Next follow-up:	Minutes of meeting		Actions from the follow-up	