



Padbury CE School Anti-Bullying Policy

	ODBST 1.2	
Policy Level:	3	ODBST Statutory Policy Guidance All Academies must adopt a policy on this topic/area. All Local Governing Bodies will follow and have due regard to this guidance when drafting their local policy. No approval from the ODBST Board is necessary.
Other related ODBST policies and procedures:	Safeguarding Policy	
Committee responsible:	Academy Effectiveness Committee	
Approved by:	Trustees	
Date Approved:	6/2/21	
Date for Next Review:	6/3/24	

In reviewing this policy the Trust Board has had regards to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.

ODBST Statement of Intent

The Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

1. Policy Statement

- 1.1. ODBST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.
- 1.2. The Trustees aim for each of its academies to be safe, friendly and secure places for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. ODBST's objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

2. What is Bullying?

- 2.1. ODBST understands bullying as '*purposeful and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation*'.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.
- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

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2.2. Bullying can be

- Racist: Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- Homophobic: Discrimination based on sexuality and/or gender identity.
- Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
- Intimidation: This could include pressure to send images of a sexual nature.
- Disability: The bullying of those who have special educational needs and disabilities.
- Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up,
- social behaviour.

2.3. What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Aims

3.1. ODBST acknowledges that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

4. Objectives

4.1. Each ODBST school will hold a school bullying policy/strategy which shows that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.

5. Whole School Strategies to minimise Bullying

5.1. Trustees while devolving the creation of the bullying strategy to each individual school would expect each school to set out how:

- A regular programme of PSHE **is delivered**.
- Regular Teacher – Class discussion **takes place** e.g. during circle time, dealing with friendship / playtime issues.

- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist “joining in” with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying.

6. How ODBST schools will responds to specific allegations of Bullying

- 6.1. Children will know **whom** to talk to. In the first instance this will usually be their class teacher, but it could also be:
 - Another teacher known to them.
 - A Teaching Assistant.
 - A Learning Mentor.
 - A Lunchtime Supervisory Assistant.
- 6.2. The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.
- 6.3. The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.
- 6.4. Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.
- 6.5. If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero-tolerance policy is being adhered to.
- 6.6. If further bullying takes place, the school’s behaviour, rewards and sanction policy should set out what the school’s next steps will be.
- 6.7. As a result of the discussion clear expectations are laid down as to:
 - Expected behaviour and attitudes.
 - Strategies to support the bullied child, including who they can turn to and when
 - Who they can turn to, and when.
 - the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day?
 Individual circumstances will determine the precise arrangements to be made.
- 6.8. Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

7. Recording & Reporting

- 7.1. Trustees expect all our schools to record bullying at all stages, together with the action taken in the pupil’s personal file, transferred with the child from class to class. This may be transferred at transition to the next phase of the child’s education.
- 7.2. Reporting to governors and Trustees. ODBST expects its school leaders to report on incidents of bullying and of racist and Homophobic, biphobic or transphobic (HBT) bullying¹.
- 7.3. Schools should ensure that pupils know how to report incidents of HBT bullying and that all reports are taken seriously and appropriately logged. The log should be monitored and analysed so that any patterns are identified and any necessary further measures are put in place to prevent HBT bullying. Systems for

¹ Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same-sex couples).

monitoring and analysing incidents of bullying should include homophobic, biphobic and transphobic bullying as separate categories. Templates for report forms and incidents logs can be found in the appendices.

7.4. When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on the incident log.
- Designated school staff will monitor incident reporting forms and information recorded on the incident log analysing the results.
- Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
- Support will be offered to the target of the bullying from the class teacher or through the use of an appropriate programme.
- Staff will proactively respond to the bully who may require support from the class teacher or through the use of an appropriate programme.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

8. Roles & Responsibilities

- All staff at ODBST schools have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention.
- Schools are urged to appoint someone who will manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bullying is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

9. Entitlement and Inclusion

- 9.1. All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

10. Raising awareness / Staff training

- 10.1. Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request.
- 10.2. Schools in the trust are urged to take part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes.
- 10.3. New staff should be inducted into the school's safeguarding and anti-bullying procedures on arrival. This training should be refreshed for the whole staff every two years.

11. Review

- 11.1. The policy will be reviewed every three years or earlier if relevant. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on a similar triennial basis.

12. Links to Other Policies

- Behaviour Policy

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- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy

13. Delegation

- 13.1. The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

Appendix A Bullying and prejudice related incidents report form template

Every bullying or prejudice related incident should be recorded on a form such as this or directly on the school database. The categories on the form should match the categories for selection on the central log/data.

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you base.

1. Staff Details				
Date completing Form				
Name of staff				
After completing this form it should be handed to The Headteacher				
2 Details of Incident				
Bullying: Nature of incident: Tick all that apply		<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) <input type="checkbox"/> Verbal (e.g. name calling, ridicule, comments) <input type="checkbox"/> Cyber (e.g. messaging, social media, email) <input type="checkbox"/> Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) <input type="checkbox"/> Visual/written (e.g. graffiti, gestures, wearing racist insignia) <input type="checkbox"/> Damage to personal property <input type="checkbox"/> Threat with a weapon <input type="checkbox"/> Theft or extortion <input type="checkbox"/> Persistent Bullying <input type="checkbox"/> Prejudice related incident		
Form of bullying or incident:		<input type="checkbox"/> Race – racist bullying <input type="checkbox"/> Sexual orientation – homophobic <input type="checkbox"/> Sexual orientation – biphobic <input type="checkbox"/> Special educational needs (SEN) or Disability <input type="checkbox"/> Culture or class <input type="checkbox"/> Gender identity – transphobic <input type="checkbox"/> Gender – sexist bullying <input type="checkbox"/> Appearance or health conditions <input type="checkbox"/> Religion or Belief related <input type="checkbox"/> Related to home or other personal circumstances <input type="checkbox"/> Other or non-specific		
Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations				
	Name:	Age/Year Group	Class teacher	Other: Gender, SEN, disability, BME
Target of bullying incident				

Person Responsible for bullying incident				
Details of Incident				
Date:		Place & Time		
Witnesses:				
Repeat incident or serious incident				
Any relevant supporting information (witness accounts, screen grabs etc)				
Action taken:				
Details of others involved or notified				
Actions for follow-up				
Review Date:				
Signature:				

Appendix B: Incident log and report to governors

All incidents reported via a form (like in Appendix A) should be recorded centrally. The data collected should be regularly monitored and analysed by the designated staff responsible for anti-bullying. They should analyse any trends in HBT bullying.

This data should also be reported to the governors and to the local authority (where applicable). The governors are responsible for evaluating the effectiveness of the school's policies and approach. The data on incidents of bullying that has been collected and analysed will help to identify any further steps that need to be taken to prevent and respond to bullying.

The incident log should reflect the categories of the reporting form.

Incident Log	
Date Reported	
Nature of Incident	
Form of Incident	
Place	
Time	
Aggressor and profile	
Target and profile	
Repeat Incident	
Action Taken and feedback from target	

Analysis of Data:

(Including any trends/patterns and any background information that might relate to trends should be included)

Actions to be taken:

any actions to be taken in the light of the analysis of the data should be outlined here: