Anti-Bullying Policy

1.   Introduction

1.1   At the Pegasus Academy Trust (PAT) we recognise that bullying can have a devastating impact on victims and families. Our focus is always the safety and welfare of all children involved. It is important that all staff and pupils have a clear knowledge of what bullying is. All incidents reported will be dealt with in a serious manner. Bullying will never be tolerated at our Trust.

1.2   We are committed to providing a caring, friendly and safe environment for all members of our school community so they can learn and work in an atmosphere which is focussed on maximising their potential without fear of being bullied. We actively promote a climate of co-operation and positive behaviour to reduce the number of incidents and likelihood of bullying occurring.

1.3   We expect our pupils to act safely, and feel safe, both in and outside of school. We do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience 'fall outs' with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. We are a 'telling' Trust which means that anyone who is aware of bullying taking place is expected to tell a member of staff.

1.4   We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

1.5   This policy is closely linked to our Behaviour policy, Safeguarding policy, Anti-Racism policy, E-Safety policy, RSE (PSHE) policy and Equalities policy. This policy also takes due regard of the following documents:

a)   Keeping Children Safe in Education (September 2022)
b)   Preventing and Tackling Bullying, DfE (September 2017);
c)   Equality Act 2010;
d)   Section 89 of the Education and Inspections Act 2006;

1.6   At the Pegasus Academy Trust we have adopted the definition of bullying provided by the Anti-Bullying Alliance namely:

"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 or online."

1.7   We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities. Bullying can be motivated by actual differences between children, or perceived differences.

1.8 However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts', 'friendship issues' or just 'falling out'. Relational conflicts differ from bullying in that they are usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following such an incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

1.9 Not all relational conflict or falling out leads to bullying, but we are aware occasionally some can, and we are mindful relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

2. Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an anti-bullying culture within the Pegasus Academy Trust.

2.2 We aim, as a Trust, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent Trust wide response to any bullying incidents that may occur.

2.4 We aim to make all those connected with any of the schools within the Trust aware of our opposition to bullying, (through participation in events like anti-bullying week) and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 Bullying behaviour may include, but is not limited to:

a) **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
b) **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling;
c) **Emotiona**l – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion;
d) **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
e) **Online/Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
f) **Indirect** – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
g) **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability.

2.6 There are a range of reasons why some children may be more vulnerable to bullying which include:

a) Religious or cultural reasons;
b) Gender – sexual, sexist, transphobic bullying;
c) Ethnicity or community group;

d) Sexual orientation – homophobic language;
e) Disabilities and/ or special educational needs – see SEN policy;
f) Appearance or health conditions;
g) Home circumstances;

3. Roles and responsibilities

3.1 The Directors and Academy councils support the Heads of School and SLT in all attempts to eliminate bullying from our schools. They take a lead role in monitoring and reviewing this policy. The Members of the Academy Council (MACs) require the Heads of School to keep accurate records of all incidents of bullying, and to report to the MACs on request about the effectiveness of school anti-bullying strategies.

3.2 The Executive Principals and Heads of School are responsible for implementing the Trust's anti-bullying strategy, ensuring a consistent Trust response to any bullying incidents that may occur. They must ensure that all staff (both teaching and non-teaching) are aware of the policy and implement it accordingly. The Head of School reports to the Academy Council about the effectiveness of the anti-bullying policy on request and may include detail in their Head of School report.

3.3 Each Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this Academy Trust. Heads of School draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Anti-bullying week in the last week in November is a scheduled opportunity.

3.4 The Head of School ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.

3.5 When any bullying taking place between members of a class the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Teachers keep their own records of all incidents that happen in their class, and that they are aware of. If teachers witness or are informed about an act of bullying, they will either investigate it themselves or refer it to their Head of School.

4. Responding to bullying

4.1 At PAT we want pupils, parents/carers, staff and visitors to confidently report bullying and know that their concerns will be taken seriously. PAT schools keep records of all reports of bullying. These records are used to identify trends and inform our school's preventative work. Incidents may be stored on the school's secure reporting system, CPOMS or 'Safeguard' at Atwood Primary.

4.2 We aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We use a range of strategies to promote friendly and positive behaviour and discourage bullying and unkindness. The strategies we use include but are not limited to:

a) Actively providing opportunities to develop pupils' social and emotional skills, including their resilience;

b) Creating a culture of anti-bullying through the Trust's robust PSHE curriculum;
c) Considering all opportunities to addressing bullying through the curriculum, stories, circle time, assemblies, displays, taking part in Anti-bullying week annually, taking part in a 'Safer internet day' annually;
d) Providing opportunities for pupils to share their voice and opinions such as through school council;
e) Using 'Purple Mash' for specific curriculum input for online safety and cyber bullying;
f) Ensuring inclusive displays, toys and books throughout the school raising awareness of and celebrating differences. Themed days to promote equality and tackle prejudice;
g) Working with staff and outside agencies to identify all forms of prejudice-driven bullying;
h) Training all staff at PAT to identify bullying and follow school policy and procedures on bullying;
i) Training all staff to ensure they follow their safeguarding responsibilities;
j) Modelling expected behaviour;
k) Actively creating 'safe spaces' for vulnerable children including during lunchtimes;
l) Enabling opportunities for pupils to share their 'worries' through a confidential worry box;
m) Monitoring and supervising playgrounds before school, during break times and lunchtimes;
n) ELSA support and creating circles of support including peers and trusted adults;
o) Specific interventions for identified individuals or groups of children;
p) Promoting other ways pupils can anonymously tell if bullying in happening to them e.g. Childline

4.3 Pupils are encouraged to report concerns of bullying to a trusted as soon as possible. This can be any member of teaching or non-teaching staff. Children are spoken to regularly about trusted adults in class and in school assemblies to remind our children who they can report their concerns to.

4.4 If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who has been approached or by the member of staff that the incident has been escalated to for further investigation.

4.5 It is vital that parents/ carers and the school concerned work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be bullying. We ask that if parents/ carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. The following steps may be taken by the school when dealing with incidents:

a) Speaking to all concerned and recording a clear account of the incident;
b) Implementing 'graduated' sanctions in accordance with the behavior policy to send the message that bullying is unacceptable;
c) Informing class teachers and relevant adults will be informed;
d) Keeping parents informed;
e) Monitoring and reviewing the effectiveness of actions taken;

4.6 Pupils who have been bullied will be supported by:

a) Having an immediate chance to discuss the experience with a trusted adult;
b) Reassuring the pupil;
c) Offering continuous support if required;
d) Restoring self-esteem and confidence CAMHS);
e) Referring to appropriate outside agencies if appropriate (e.g. Off The Record, MHST)

4.7   Children who engage in bullying behaviour will be supported by:

a) Discussing what happened and identifying the impact of their behavior;
b) Establishing the wrong doing and the need to change, restorative work;
c) Informing parents/ carers to help change the attitude of the pupil;
d) Working with the learning mentor to address issues of behaviour if needed;
e) Referring to appropriate outside agencies if necessary (e.g. CAMHS)

4.8   If a parent/carer is not satisfied with the school's actions, we ask that they follow the [Trust's complaints policy and procedures](). This is available online from our website.

5.   Monitoring and review

5.1   This policy is monitored on a day-to-day basis by the Head of School, who report to MACs on request about the effectiveness of the policy.

5.2   This anti-bullying policy is the responsibility of the Directors of The Pegasus Academy Trust, and they require MACs to report on its effectiveness and make recommendations for review if necessary. Designated members of Academy Councils may, if instructed to do so, examine the school's records of incidents of bullying. MACs might analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

5.3   This policy will be reviewed as required and detailed above

6.   Revision history

Date	Revisions made
Summer 2023	• Definition of bullying at [1.6] updated and changes to policy to include prejudice related bullying; • Revision history added;