CAMBRIAN

Nurturing Growth - Inspiring Minds

Anti-Bullying Policy

Last reviewed: February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

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In this document:

'The Trust', We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

The Trust schools are committed to working with pupils, staff, governors and parents to create inclusive environments where similarities and differences are celebrated, difference is valued and nurtured, and bullying, harassment and violence are not tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

The Trust and its schools have a 'duty of care' towards our pupils. This duty includes protecting pupils from harm by bullying.

Bullying of any kind is unacceptable and will not be tolerated within our Trust and schools.

We actively encourage every pupil and adult to embrace the Trust values and ethos, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be educated, respected and respectful adults in modern Britain. It is our duty to prepare every pupil for what will be expected of them by society in the future.

2. Aims

- To assist in creating an anti-bullying ethos where all stakeholders can experience mutually respectful relationships
- To make it clear that all forms of bullying are unacceptable
- To enable everyone to feel safe while at school
- To encourage pupils to report incidences of bullying
- To deal effectively with bullying incidents
- To support and protect victims of bullying and ensure they are listened to
- To help and support people who bully to change their attitudes as well as their behaviours, and support them to understand why this change is necessary
- To liaise with pupils, parents and other appropriate members of the school community, and external agencies where necessary
- To ensure all members of the Trust and school communities feel responsible for combating bullying

- To ensure consistency in practice within Trust schools

3. Purpose

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

Bullying will not be tolerated within our Trust and school communities.

The Trust and its schools believe that:

- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of the Trust and schools will be listened to and taken seriously
- bullying can prevent pupils achieving to their full potential and can affect standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- we all have a responsibility to ensure that we do not abuse or bully others
- pupils will be encouraged to seek support in school if they are worried about bullying and have a right to expect their concerns to be listened to and be treated seriously
- where appropriate, pupils will be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse
- those who exhibit bullying behaviours will be supported to understand the impact of their actions and supported to change their behaviours

4. Intended Outcomes

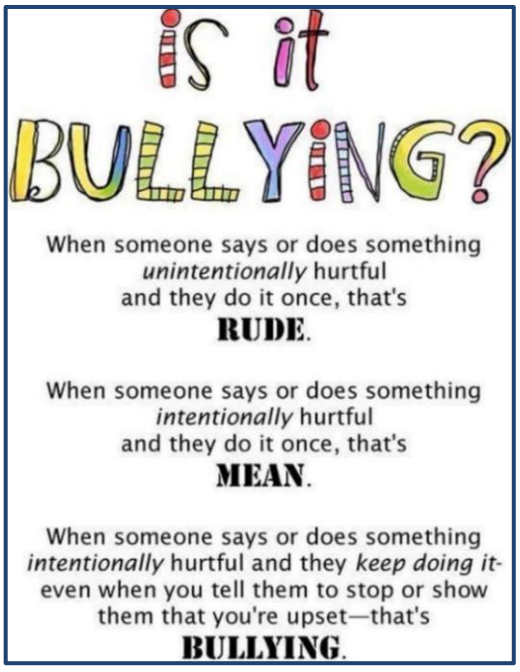
- That all pupils, staff and parents understand the anti-bullying policy.
- That there are procedures within each Trust school for reporting, recording, referring (where appropriate) and monitoring incidents of bullying
- That parents have a point of contact in school if they are concerned about their child

- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That pupils' educational opportunities and achievement are not disadvantaged due to the experience of bullying
- That there is effective communication with parents and the wider school community on the subject of bullying
- That all incidents of bullying are monitored appropriately, and use is made of the information to demonstrate the impact of policy/school procedures

Guidelines for how bullying may be dealt with can be found in Appendices 1, 2, 3 and 4.

These guidelines are neither compulsory nor exhaustive but may be used as a framework by pupils, staff and parents to provide support; response to any incident will be tailored according to individual need and to safeguarding concerns if any arise.

5. Bullying definition and additional information



Source: Psychology Today

> **"**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*

5.1. Factors that can make people vulnerable to bullying

Anyone can be bullied, especially if they are perceived as different in any way. Pupils who are at increased risk of being the victims or perpetrators of bullying can be those who:

- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups

- are in foster care or residential homes (Children We Care For)
- have special/additional educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school 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
- have experienced poverty or deprivation
- are excelling with their education and being referred to by others in a derogatory way

5.2. Types of bullying

Bullying behaviours can include:

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

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

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

- Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/'banter', mocking, taunting, gossiping, secrets, sexualised comments, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The 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 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 self-generated inappropriate images), offensive questions, sexualised content and nasty messages.

The negative treatment of another **incited by a parent.**

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from external local services. For example, PCSO/Police Liaison Officer, Locality and Community Support Services (LCSS).

5.3. Bullying outside of school

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

'Where bullying outside of school is reported within school, the incident should be investigated and acted on appropriately'.

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)

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. Trust school staff, parents 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.

The same process should apply 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 one of our Trust schools, advice and guidance should be sought from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

5.4. Possible indicators of bullying

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 pupils
- 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. The above listed behaviours could also indicate other issues for which schools may refer to their Child Protection and Safeguarding Policy for guidance.

6. Roles and Responsibilities

6.1. Trust Board

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

6.2. Local Governing Committee (LGC)

The LGC has a duty to ensure their school adheres to this policy and has procedures in place to effectively prevent and tackle all forms of bullying, and for reviewing the effectiveness of such procedures.

6.3. Headteacher

It is the responsibility of the headteacher, with the support of senior leaders and staff, to adhere to this policy and implement the school's Anti Bullying Procedures consistently throughout the school. Headteachers will report to the LGC, when requested, on the effectiveness of the policy and procedures. Headteachers will also report data regarding Bullying incidents in order that the LGC/Board have oversight. 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/s.

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

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

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

6.4. Staff and Volunteers

Staff

All adults encountered by the pupils at Trust schools have a responsibility to model and promote respectful relationships, both in their dealings with the pupils and with each other, as their example has a huge influence on the pupils. All adults have a duty to encourage positive behaviours.

Staff 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 pupils involved that they will act without delay, following the guidance in this policy and the school's procedures for dealing with incidents of bullying.

Volunteers are made aware of the school's approaches to bullying and asked to be vigilant in reporting incidents as per the school procedures.

All adults within the Trust should aim to:

- create a positive environment with high expectations and a sense of belonging for all;
- emphasise the importance of being valued as an individual;
- promote, through example, honesty, respect and courtesy;
- provide a caring, effective and restorative 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.

6.5. Pupils

All pupils have a duty to report bullying. If pupils become aware of hurtful behaviour, they should reassure their peers involved that they will act and inform a member of staff/adult without delay.

6.6. Role of Parents

We aim to work closely with parents so that the pupils in our Trust schools receive consistent messages about appropriate behaviour both in and out of school.

Behaviour expectations are clearly communicated within our school communities.

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

If the school is required to use reasonable sanctions to manage a child's behaviour, it is essential that parents support the actions of the school. If parents have concerns about the way that their child has been treated, they should make contact with the school. If concerns remain, parents should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents should speak to the Headteacher.

For further information, parents could visit Oxfordshire County Council's 'Help if your child is being bullied' webpage.

Should a parent wish to pursue a complaint regarding bullying, they should refer to the Trust Complaints Procedure (found on Trust and school websites).

7. Preventing and Tackling Bullying

A range of measures in our Trust schools are used to prevent and tackle bullying. Some examples of these are listed below (this list is not exhaustive).

- Schools promoting a sense of belonging for all
- Pupil friendly Anti-Bullying procedures
- Staff trained in Restorative and Relational Practice
- All staff trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- Positive behaviour procedures in place
- High expectations of all
- RE/RSE and PSHE lessons may include opportunities for pupils to understand about how we are all unique
- PSHE lessons topics
- NSPCC lessons and resources Teaching resources and lesson plans | NSPCC Learning
- RSHE programme of study
- Regular school assemblies, in addition to Anti-Bullying week, to help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across schools through diverse calendars of events, displays, books and images.
- Trust and school values embedded in each setting
- Anti-Bullying Pupil leaders e.g., Anti-Bullying Ambassadors (or other pupils) may be involved in developing school-wide Anti-Bullying initiatives.

8. Safeguarding

When there is a '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 must discuss with the school's Designated Safeguarding Lead (DSL) and as appropriate, report their concerns to their Local Authority children's social care or another relevant external agency, and work with them to take appropriate action.

9. 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 pupil 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.

10. Pupil Voice

Pupil voice is central to the culture and ethos of our schools. Pupil voice was used when initially drafting this policy and will be used to evaluate the relevance and impact. Ensuring all pupils feel safe and able to learn is a key concern for the Trust.

11. Monitoring and recording of incidents

Trust schools develop anti-bullying procedures aligned with this policy. Consistent methods of monitoring bullying incidents help evaluate the effectiveness and impact of their procedures.

Recording of incidents may be in paper form or electronic form e.g. CPOMS.

Recording systems should allow analysis of behaviours and prompt response to bullying incidents

Reflections sheets may be completed by pupils within restorative school environments.

Records of incidents of bullying are analysed at school level by Senior Leadership teams (SLT) /Inclusion/Pastoral teams regularly. The LGC will monitor on a termly basis through the headteacher's report.

At Trust level, information is collated termly from Designated Safeguarding Leads (DSLs) and/or CPOMs systems, and analysed by the Head of Inclusion. Data and further information is then reported to the Trust Quality of Education Committee and in turn to the Trust Board

12. Links to guidance

This policy takes full account of our legal obligations under the Education and Inspections Act 2006 to ensure that all schools within the Trust have measures to encourage good behaviour and aim to prevent all forms of bullying.

This policy should be read in conjunction with:

- Keeping children safe in education 2024
- Behaviour in schools guidance (publishing.service.gov.uk)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural development (SMSC)

This policy should also be read in conjunction with the following Trust policies:

- Behaviour and Relational Policy
- Equality, Diversity & Inclusion Policy
- Suspensions and Exclusions Policy
- Relationships and Sex Education Policy
- Child Protection and Safeguarding Policy
- SEND & Inclusion Policy

13. Review of Policy

This policy will be reviewed and updated annually.

Appendix A: General Guidance for Parents and Pupils

Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. Trust schools follow school procedures when reporting and dealing with bullying incidents.

a) Guidance for Pupils

If you are being bullied:

- Remember it is not your fault
- Try to remain calm and try to remove yourself from any situation which is making you feel uncomfortable
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- All bullying is wrong, and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to prevent the bullying

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

If you experience bullying by mobile phone, text messages or e-mail:

- Don’t retaliate or reply

- Save the evidence; do not delete anything
- Make sure you tell an adult whom you trust
- Contact your service provider or look at their website to see where to report incidents (ask an adult to support if you need help)
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a bullying / threatening message was sent.

b) Guidance for Parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Contact your child's class teacher to explain the problem

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child is displaying bullying behaviour towards others:

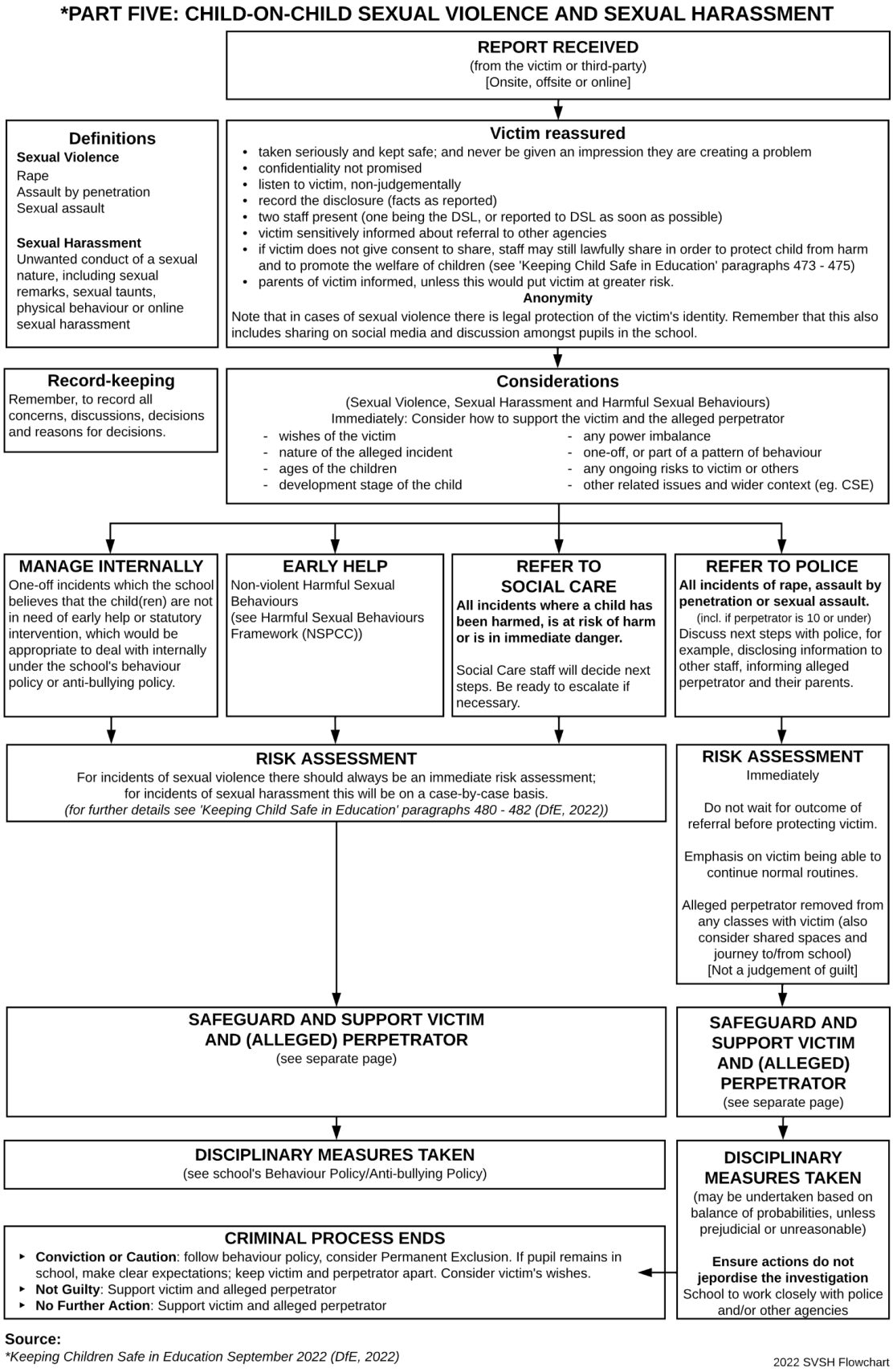
- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want

- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a child from the school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyber bullying is serious and a potential criminal offence has been committed, you should contact the police as soon is reasonably possible.

Appendix B: Sexual Violence and Sexual Harassment Flow Chart



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Appendix C: Anti-Bullying Guidelines for Staff, Parents and Pupils

The table below broadly describes the stages which may be employed in the management of friendship issues through to bullying. Friendship issues are a normal part of growing up and most pupils will fall out with friends during their school career as they develop and change as people; this is not uncommon and self-management is an important skill to develop. The table below is not definitive, and different strategies may be tried in any one particular stage; equally, each stage is not compulsory. How this guidance is used will depend on the child and their circumstances. Formal Bullying Records must be kept by schools for safeguarding purposes.

Stage 1 • Relational conflict • (Most relationship issues resolve at this stage)	• 1:1 Intervention by staff. Discussions will take place with relevant students. • Parents may not be informed at this stage as most situations are resolvable, and resilience and self-management is an important life skill. The member of staff dealing with the incident will make a judgement based on knowledge and experience.
Stage 2 • Some relational conflict extends further and needs more structure to resolve	• A Restorative Meeting will be offered/held with a member of staff who is trained in restorative practice (all parties agreeing). • Parents informed that a Stage 2 Restorative Meeting has been offered/held, and the behavioural expectations are made clear.
Stage 3 • Rarely relational conflict gets to this stage but may still be resolved this way. • Sustained behaviour so bullying is now a consideration	• Education work is implemented by the school, could be in conjunction with Trust Inclusion Team, Oxfordshire County Council and/or external teams. • A written record is sent to all parents concerned. • Relevant staff are informed of local actions/ guidance. • Sanction implemented (where appropriate)
Stage 4 • Sustained behaviour is now the likely cause	• A meeting with the parents of the bully(ies) is held to work together to educate and support the bully in changing their behaviour. • Appropriate sanction implemented
Stage 5	• Continued issues will result in Headteacher/Senior Leader/Trust Inclusion Team intervention

During the stages, any of the following approaches identified in the policy may be considered:

• Co-operative group work	• Peer Counselling
• Circle of Friends	• Buddy Systems
• Support Groups	• Peer Mediation
• A pupil may be requested to keep a diary of Who, What, When and How?	• Self-esteem support for the victim or the bully

Appendix D: Restorative Approach to Dealing with an Incident

The table below broadly describes the stages employed in the restorative approach to dealing with bullying incidents. This is an approach encouraged across the Trust. However, each school has its own procedures tailored to their setting, therefore how this guidance is used will depend on those procedures and the circumstances of the incident. The stages may not be followed in order for serious incidents. Formal Bullying Records must be kept for safeguarding purposes.

Stage	Further Information	Possible Approach
1	As it can be difficult to identify the bully and bullied in situations of conflict, once children are calm enough to engage in conversation, staff will work through the 5 restorative steps (which may be available on their lanyard) with any child involved in conflict/bullying.	**'5 Steps of Restorative Practice'?** **Step 1:** Tell the story - What has happened? Start from the beginning… What happened just before that? **Step 2:** Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling? **Step 3:** Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you? **Step 4:** Needs – What do you need in order to find closure? What do you need to move forward? **Step 5:** What next? What do you think will make things better? What needs to happen? Pupils may initially do the above on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g., restorative meeting, letter of apology, etc.) and the class teacher and parents, of all pupils involved, will be notified. The incident will be recorded.

Stage	Further Information	Possible Approach
2	Pupils who continue to behave in a way that is hurtful to others. (For serious behaviour incidents, skip immediately to Stage 3)	Stage 1 will be repeated and the child causing harm will be treated in line with the school's procedures to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal suspension (1 or 2 days off the playground) and will be decided by the Headteacher/Senior Leadership Team. Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all parties involved.
3	When negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident.	Pupil/Pupils causing harm may be placed on a support plan. This requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment. The pupils who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents of the harmer. In a meeting involving school, parents and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. This plan should be reviewed weekly with key adults in school. For any pupils who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, pupils can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent.
4	Should negative behaviours persist following the implementation of a support plan, the Headteacher/Senior Leader should seek advice to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.	If a pupil reaches Stage 4, the school should also work with the parents to initiate a Strengths and Needs and subsequent Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the pupil's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks.

In stage 4 cases, a multi-agency meeting should be arranged to reduce the risk of suspension/permanent exclusion and schools should address the following:

- Any pupil **at risk of Permanent Exclusion** should be highlighted to the Trust Head of Inclusion and the County Exclusion and reintegration team
- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of permanent exclusion
- If the child is a **Child We Care For** you must contact the Virtual School for Looked After Children
- If the child is open to social care **(Child in Need or Child Protection)** you must contact the social worker