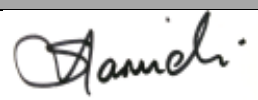
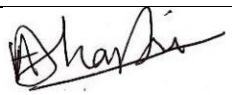
ANTI-BULLYING POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
17.10.2023	Every 2 years or when applied	CEO Autumn 2025	Education & Safeguarding Autumn 2025
How will Trustees be assured this has been implemented?		Through child voice discussions, feedback from LSGs and behaviour/exclusion reports from each academy	
Signed:		Sash Hamidi (CEO)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	

All policies are subject to change or review in light of Government guidance or when applied.

This policy works alongside the following policies:

Safeguarding & Child Protection; Behaviour; Exclusions; SEND and PSCHE Curriculum

THE PEGASUS PARTNERSHIP TRUST

"Children First"

OUR VISION STATEMENT

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC). **Our Vision Statement**

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS
so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends child learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

Throughout this document we refer to Data Protection Legislation which means the Data Protection Act 2018 (DPA2018), the United Kingdom General Data Protection Regulation (UK GDPR), the Privacy and Electronic Communications (EC Directive) Regulations 2003 and any legislation implemented in connection with the aforementioned legislation. Where data is processed by a controller or processor established in the European Union or comprises the data of people in the European Union, it also includes the EU General Data Protection Regulation (EU GDPR). This includes any replacement legislation coming into effect from time to time.

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the legislation mentioned above.

The Pegasus Partnership Trust, from time to time, may be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to schools within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

1.0 Statement of Intent

The Pegasus Partnership Trust is committed to providing academies with a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at any academy within our Trust**. If bullying does occur, all children should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively. We are SAFEGUARDING focused. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

2.0 What is Bullying?

DFE guidance (2017) defines bullying as,

"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"

2.1 Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is a difference between bullying and the 'falling out' that both children and adults can experience, where friendships are soon restored.

Bullying is the systematic and persistent use of aggression with the intention of hurting another person.

2.2 Bullying can be:

- Emotional — persistently being unfriendly, excluding, tormenting
- Physical — persistently pushing, kicking, hitting, punching or any use of violence
- Racist — persistent racial taunts, graffiti, gestures
- Sexual — persistent unwanted physical contact or sexually abusive comments
- Homo/Transphobic — because of or persistently focussing on the issue of sexuality
- Verbal — persistent name-calling, sarcasm, spreading rumours, teasing
- Cyber — persistently misusing IT/technology to hurt or humiliate another

3.0 Why is it Important for Our Academies to Respond to Bullying?

3.1 Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect and to feel safe. Adults or children who are bullying need to be educated in different ways of behaving. As a Trust we have a responsibility to respond promptly and effectively to any issues of bullying.

4.0 Prevention

4.1 The systems in each academy encourage appropriate behaviour and this is supported in our Personal Social Health Citizenship Education (PSHCE) including Circle Time, Mindfulness, Zones of Regulation and a range of other approaches through our Counselling Services. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively.

4.2 Regardless of an academy being open as normal or using a remote blended learning approach, staff will relentlessly remind children on the right behaviours, importance of trusted adults to turn to and how to change behaviours and make good choices.

5.0 The Role of Governance

The Trustees support the Local Stakeholder Group (LSG). The Academy Lead and the Leadership team are collectively committed to eliminate any bullying if it presented itself within the academy. The Trustees or LSG Associates will not condone any bullying in or related to the academy setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Local Stakeholder Group reviews incidents of bullying that do occur and regularly reviews the effectiveness of this policy.

The Local Stakeholder Group (LSG) require the Academy Lead to keep accurate records of all incidents of bullying, and to report to the LSG on the effectiveness of academy anti-bullying strategies, through LSG meetings and bullying incidents recorded, on a regular basis. This is recorded on the academy's behaviour management system.

6.0 Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

- All Trustees, LSG Associates, teaching and non-teaching staff, children and parents/carers will have an understanding of what bullying is;
- All Trustees, LSG Associates, teaching/non-teaching staff and volunteers will know what the Trust policy is on bullying, and follow it in their respective academies when bullying is reported;
- All children and parents/carers will be informed what the Trust policy is on bullying, and what they should do if bullying arises and make it available on the academy website;
- That as a Trust, we take bullying seriously. Children and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying in any shape or form is not tolerated.

7.0 Signs and Symptoms linked to Safeguarding

A child may indicate by signs or behaviour that he or she is being bullied. Staff in each academy should be aware of these possible signs and that they should investigate if a child:

- Is frightened of making the journey to or from the academy;
- Changes their usual routine;
- Is unwilling to attend academy;
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide
- Absconds from academy/ educational visits;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in academy work;
- Attends in torn clothes or with damaged books/equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned to say what's wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems linked to safeguarding (see policy), but bullying should be considered a possibility and should be investigated.

8.0 Responsibilities of All Stakeholders.

8.1 The Responsibilities of Staff

Our staff will:

• Foster in our children self-esteem, self-respect and respect for others

• Demonstrate by example the high standards of personal and social behaviour we expect of our children – failure to do so is a breach of the Staff Code of Conduct

• Report to the Academy Lead (or CEO if the Academy Lead is involved) if they see any adult presenting bullying-type behaviours to a child (see Allegations Against Staff Policy and Disciplinary Policy)

• Discuss bullying with all classes, so that every child learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a trusted adult about bullying when it happens to them, or any adult if they see anything. This includes online and cyber-bullying.

• Be alert to signs of distress and other possible indications of bullying.

• Listen to children who have been bullied, take what they say seriously and act to support and protect them.

• Report suspected cases of bullying to the class teacher or any member of the Safeguarding team

• Follow up any complaint by a parent/carer about bullying, and report back promptly and fully on the action which has been taken.

• Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

8.2 The Responsibilities of Children

We expect our children to:

• Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.

• Intervene to protect the child(ren) who is being bullied, unless it is unsafe to do so. A bystander allowing something to happen is also making the wrong choice.

• Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

• Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets. This could be to their trusted adult, using the counselling service or speaking to any member of the Safeguarding Team.

8.3 The Responsibilities of Parents/Carers

We ask our parents/carers to support their children and the academy they attend by:

• Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

• Advising their children to report any bullying to their class teacher, a Leader or any member of the Safeguarding Team and explain the implications of allowing the bullying to continue unchecked, for themselves and for other children.

• Advising their children not to retaliate violently to any forms of bullying.

• Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

• Keep a written record of any reported instances of bullying and sharing with the class teacher or a Leader

• Informing the academy of any suspected bullying, even if their children are not involved; this includes online or e-safety bullying (See our ICT and e-Safety policy)

• Co-operating with the academy, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves. Intimidating staff dealing with a bullying or behaviour issue is not acceptable and may result in you being banned from entering academy grounds.

• Never approach or intimidate a child who you may believe is bullying your own child or another child. Using bullying behaviour is not acceptable and may result in you being banned from entering academy grounds.

8.3 The Responsibilities of All

Everyone should:

• Work together to combat and, hopefully in time, to eradicate bullying

• Model the behaviours we want to see in our children in how we conduct ourselves

• Monitor trends of patterns that occur

9.0 Procedures

In each academy, children will be encouraged to report/discuss any behaviour they are not happy with.

Initially staff will try to deal with any incident in a supportive low key manner to avoid further distress.

This may be:

- Face to face talks;
- Taken as a theme in a class PSHCE discussion if the bullied child is more at ease with this.
- Support from the counselling services

Should other incidents occur, the following procedure will be used progressively to address the problem:

1. Formalise noted talk with the children concerned (parents/carers notified verbally to allow any queries to be raised).
2. Parents/carers of the children involved asked to attend a formal meeting at the respective academy.
3. Formal involvement of parents/carers and possible exclusion of the perpetrator.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported (Counselling services)
6. Attempts will be made to help the perpetrator/s change their behaviour.

This cross references our Behaviour, Safeguarding, Allegations Against Staff, Exclusions and SEND Policy.

The Trust follows DFE Policy regarding Exclusions.

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise.
2. Additional consequences may take place as per Behaviour Policy.
3. If possible, the children will be reconciled through conflict resolution to empower any victims.
4. Support plan to monitor a victim and build up their confidence again.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. If unhappy with the outcome, parents/carers should follow the Complaints policy
7. Intervention in place for the child demonstrating bullying type behaviour.