Anti-Bullying Policy

‘We seek to ensure that all of our children learn and thrive in an environment completely free from the fear of intimidation by others.’

Reviewed April 2026
Next review due May 2028

PPAT Education
Anti-Bullying Policy

1 Statement of Intent

PPAT education believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. The values of honesty, compassion, respect, and tolerance are key to our Trust.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, e.g. learning about tolerance and difference as part of our schools' curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the schools.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of each school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying in our schools.

2 What is bullying?

Bullying

Bullying is the use of aggression with the intention of hurting another person either. physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim

We use the NSPCC definition of Bullying - intentional behaviour that hurts someone else, and we use the acronym S.T.O.P. (Several Times on Purpose (definition) Start Telling Other People (action)) to discuss the issue of bullying with our pupils.

Bullying can take different forms. It could include but is not limited to:

- Emotional bullying: such as derogatory name calling of an insulting and/or personal nature; demanding money, material goods or favours by means of threat or force; being unfriendly, excluding, tormenting, intimidating, or humiliating someone (e.g. hiding books, threatening gestures)
- Physical bullying: such as pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural, or racial difference.
- Racist bullying: racial taunts, graffiti, gestures.
- Sexual bullying: such as unwanted physical contact or sexually abusive comments
- Homophobic bullying: bullying because of, or focussing on, the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable.
- Verbal bullying: such as name-calling, sarcasm, spreading rumours, teasing, abuse, and threats; ridiculing an individual.
- Cyber bullying: this includes misuse of all areas of the internet and Generative Artificial Intelligence (AI); trolling or the sending of menacing or upsetting messages on social networks, chat rooms or online games; creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name; creating and sharing embarrassing images or videos; using AI to create "deepfakes, images, videos and audio hoaxes that appear real. It also includes mobile threats by text messaging and the making of silent hoax or abusive calls and the misuse of associated technology, i.e. camera and video facilities. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming, and mobile phone. See Annex 1 for more information on the Trust's approach to cyber bullying.

The following types of bullying are also examples of hate crime:

- Racial, sexual, transphobic, or homophobic bullying
- Bullying someone because they have a disability.

However, it is also important to recognise that incidents occur between pupils, which are not be deemed as 'bullying' but still require support or intervention from trusted adults as children do sometimes fall out or say things because they are upset. These incidents are referred to as 'relational conflicts' or falling outs.

Relational conflict differs to bullying in the fact that it is 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 a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

It is an important part of a child's development to learn how to deal with friendship breakdowns, the occasional name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms of being bullied.

A pupil may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from their school.
- report their belongings getting 'lost' or damaged.
- have physical injuries, such as unexplained bruises.
- ask or, or steal, money (to give to whoever is bullying them)
- doesn't want to go into vulnerable areas of the school such as toilets, library, dinner hall.
- is unwilling to go to school being mysteriously "ill" each morning or skipping school.
- becomes withdrawn, anxious, or lacking confidence.
- changes their behaviour -such as becoming shy and nervous clinging to adults.
- exhibits changes in work patterns such as a lack of concentration, not doing as well as previously.
- avoids use of computers
- is routinely on their phone.
- becomes agitated when receiving calls or text messages.
- Bullies others

These signs and behaviours could indicate other problems, Likewise, bullying may occur without these behaviours appearing. Children are encouraged to report bullying at all our schools.

3 The Trust's approach to dealing with bullying.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos within the schools in which bullying is regarded as unacceptable. We aim to promote a positive ethos of care and respect for all.

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 and deal robustly with it should it occur.

This policy aims to produce a consistent response to any bullying incidents that may occur in schools within the Trust.

We aim to make all those connected with the Trust aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our schools.

We will provide support to pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation.

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem-solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others. This approach will include restorative justice (see Annex 2) where the bully will be obliged to empathise with the victim.
- We will consider sanctions under our Schools' Behaviour Policies
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.

- We will follow up after incidents to check that the bullying has not started again.

Other avenues to tackling include:

- Special assemblies
- PSHE lessons
- Circle time.
- School rules
- Class rules
- Effective adult supervision
- Anti-bullying posters
- Playground buddies
- Three Step Rule see Annex 2
- Restorative Justice see Annex 2

4 The role of Directors and Governors

Directors are responsible for

- evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- Ensuring that the trust adopts a tolerant and open-minded policy towards difference.
- Ensuring the trust is inclusive.

Governors are responsible for

- supporting the Head teacher in all attempts to eliminate bullying from the school. Governors will not condone any bullying at all in our schools, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.
- monitoring incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Local Governing Body (LGB) requires the Head teacher to keep accurate records of all incidents of bullying, and to report to the LGB on request about the effectiveness of the Trust's anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of the LGB to investigate the matter, in accordance with the Complaints Policy.

5 The role of Head Teachers

It is the responsibility of the Head Teacher

- to implement the Trust's anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the Trust's policy and know how to identify and deal with incidents of bullying. The Head teacher reports to the LGB about the effectiveness of the anti-bullying policy on request.
- To implement the Trust's "not seen, not heard, not used" approach to mobile phones in its schools
- To ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in the schools within the Trust. The Head teacher draws the attention of children to this fact at suitable moments. (Assemblies etc.)
- To ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- To set the school's climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Should investigations prove that bullying is occurring the Head teacher will be informed and take responsibility for deciding the appropriate course of action. In most cases the approach used will be based on Restorative Justice.

The Head teacher will discuss the 'problem' with a group of children including those involved. The Class teacher or Head teacher will notify parents of all parties if deemed appropriate. Feelings, actions, and desires will be discussed by all the children and a plan of action agreed.

The children will then have a few days to resolve the situation and dates made to come back and discuss how things are going.

If this is successful, the group will be monitored over a period of time to check that the situation remains resolved.

If this fails parents will be called into school immediately.

6 The role of teaching and support staff

All the staff in our Trust take all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then the matter is referred to the Head teacher.

Each teacher may raise concerns at teachers' meetings once a week and pass to the SENDCo. Incidents are logged in concerns books. The teacher will log further action taken as appropriate.

When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why their action was wrong and that child is encouraged to change their behaviour in future. If a child is repeatedly involved in reported bullying, we inform the Head teacher, parent and all staff involved.

Any report of bullying will be checked with class teachers / teaching assistants to establish if there are any previous, relevant incidents.

All members of staff attend training as appropriate, which equips them to identify bullying and to follow the Trust's policy and procedures regarding behaviour management. The Behaviour Policy should be referred to for further details.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time/ PSHCE is used to praise, reward, and celebrate the success of all children, and thus to help create a positive atmosphere. Assemblies are used both as an opportunity to promote positive Christian values which oppose bullying behaviour and as a way of allowing organisations such as NSPCC to come in and talk about ways in which bullying may be understood and combatted by our school community.

7 The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be bullying others, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head teacher. If they remain dissatisfied, they should follow the Trust's Complaints Procedure.

Parents have a responsibility to support the Trust's anti-bullying policy, actively encouraging their child to be a positive member of the school.

8 The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. If a pupil is upset, they should:

- Use the three-step rule (See Annex 2)
- Tell an adult.
- Pupils should be encouraged to keep on telling if the situation persists.

Pupils are invited to tell us their views about a range of school issues, including bullying, in various forms. We will have special occasions such as assemblies, lessons, and questionnaires when pupils are invited to tell us their views about bullying.

9 Bullying outside the school premises

Schools within the Trust are not directly responsible for bullying that occurs off the premises, but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where bullying outside school is reported to school staff, it will be investigated and acted upon.
we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head Teacher of another school whose pupils are bullying.
- Talk to the Police if the Head determines it is appropriate to notify them of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Headteachers have a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

10 MONITORING AND REVIEW

This policy is monitored on a frequent and regular basis. Its effectiveness will be monitored by asking for a report on each school's anti-bullying records.
This policy will be reviewed every two years.

Anti-Bullying Policy - Annex 1

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff, and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating, or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress.
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails possibly sent using a pseudonym or someone else's name.
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites, and social networking sites, e.g. Facebook.
- Creation of Deepfakes by Generative AI

N.B. The above list is not exhaustive, and cyberbullying may take other forms.

The Trust has a zero-tolerance approach to cyberbullying. The Trust views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Staff will be alert to the following sign that may indicate a pupil is being cyberbullied:

- Avoiding use of ~~the~~ computers and other mobile devices

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using computers or other mobile devices or turning off the screens when someone is near

- Acting in a secretive manner when using the computer or mobile devices
- Spending excessive amounts of time on the computer or mobile devices
- Becoming upset or angry when the computer or mobile phone is taken away.

Parents will also be invited to attend **annual** training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the schools' Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times.
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity.
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising.
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social

media platform to request its removal. Where the person who has posted it, is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, schools will adhere to the DfE Searching Screening and Confiscation: Advice for Schools

Anti-Bullying Policy - Annex 2

DEFINITIONS

The 'Three-Step' Rule

This encourages a child to take a three-step approach to someone who may be treating him or her unkindly.

Step 1: Ask the person to stop.
Step 2: Tell the person you don't like it.
Step 3: Tell an adult.

The adult will deal with it once the three-step rule has been used.

Restorative Justice

The aim of Restorative Justice is to ensure communication and dialogue which restores and promotes reconciliation. Restorative justice can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done. An adult will convene a meeting with the bully or bullies and the victim to enable the bully to empathise with the feelings of the person being victimised.