



**ASPIRE LEARNING  
PARTNERSHIP OF SCHOOLS**

# **Anti-Bullying Policy**

<b>Date of Approval:</b>	<b>20 May 2026</b>
<b>Date of Next Review:</b>	<b>May 2028</b>
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### Document History

Date	Change Reference	Summary of Change
28.02.2023	Page 4	Reflected the shift in social media culture and the use of devices.
22.01.2025	Throughout	Amended to reflect the Federation rather than an individual school
08.05.2026	Throughout	<p>Added new section - Legislation and guidance</p> <p>Expanded the What is bullying section - added a revised definition and more detailed explanation of what bullying is in line with the anti-bullying alliance definition which captures the power imbalance aspect of bullying</p> <p>Added more examples into the types of bullying section</p> <p>Added new section - Protected Characteristics</p> <p>Added new section - Prejudice-based bullying</p> <p>Expanded the Prevention- What we do section</p> <p>Added new section – Safeguarding and Bullying</p> <p>Added new section - Roles and responsibilities</p>

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The Anti-Bullying Policy relates to the Aspire Learning Partnership Federation individual schools' Behaviour and Engagement policies and will contribute to the achievement of the schools' aims and reflects the schools' core values.

### **Aims**

The Aspire Learning Partnership Federation aims to provide all its students with the opportunity to become confident and adaptable individuals who are able and qualified to contribute to, and benefit from the local and wider community. It aims to achieve this through high quality learning experience in all aspects of school life to which every child is entitled. For the benefit of its children, the schools' aims to place value on the contribution and development of its staff and on a full and active partnership between school, home and the community. In addition to the aims of the schools, the underlying aim of this policy is that it is the right of everyone to feel safe and secure at all times.

### **Principles**

1. All members of the schools have the right to feel safe and secure
2. School will use all measures to make sure that the policy is understood and followed by everyone
3. Through the policy, students and teachers will be encouraged to recognise bullying and be able to use strategies for reporting bullying
4. It is the responsibility of all members of the schools to report incidents of bullying
5. If bullying is suspected it will be investigated immediately and all complaints or incidents of bullying will be recorded and monitored
6. There are many different kinds of bullying and the school will treat each case individually to resolve the conflict
7. Open communication with all sets of parents and parental involvement is essential to change relationships
8. Schools will continue to monitor and evaluate the policy to seek ways to prevent bullying.

### **Legislation and Guidance**

This policy is written in line with:

- [Preventing bullying: guidance for schools on preventing and responding to bullying](#)
- [Keeping Children Safe in Education](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Working Together to Safeguard Children](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The Education Act 2002 Section 175](#)

## What is bullying?

The Aspire Learning Partnership Federation use the definition from the Anti Bullying Alliance. Bullying is:

***'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'***

Behaviour can be classified as bullying if it incorporates the 4 key elements to this definition:

- **Hurtful** – This means it hurts or upsets those on the receiving end of the behaviour.
- **Intentional** – This means the person displaying the bullying behaviour is doing this on purpose and knows that it could hurt those on the receiving end who they have chosen to target. They carry on even when told to stop because they are intending to be hurtful
- **Repetitive** – This means the behaviour happens several times
- **A power imbalance** – The target of the bullying behaviour appears to have or feels they have less power leaving them feeling defenceless. The person displaying the bullying behaviour might feel more powerful, for example, because they are part of a bigger group and targeting someone on their own. They might be more powerful because of their popularity, stature or influence, or because of their physical strength or because they are older. They might feel more powerful if they identify an advantage they have or a disadvantage that their target has.

## Types of bullying

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, scratching, punching, biting, pinching, taking or belongs or damaging a person's property
- **Verbal** - name calling, sarcasm, insults, threats, teasing, belittling.
- **Emotional** – excluding or isolating others, tormenting, hiding belongings, rude or threatening gestures, nasty looks, spreading rumours or stories, humiliation, intimidation, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – sending nasty messages, posting on social media, in group chats or gaming platforms, sharing images/videos, AI generated or edited content etc

## Protected characteristics

Bullying may be prejudice based and relate to some of the protected characteristics:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment

## **Prejudice-based bullying**

Prejudice-based bullying involves using derogatory language, slurs or actions to humiliate or harm individuals based on protected characteristics

- Racist bullying – targets a person’s skin colour, nationality, culture or ethnicity.
- Homophobic/biphobic bullying – targets a person’s actual or perceived sexuality
- Transphobic bullying – targeting those whose gender identity differs from their assigned sex at birth
- Disability-related bullying – targeting those with special educational needs and disabilities
- Faith-based bullying – targeting a person’s religion, belief system or perceived religious identity
- Sexist language/behaviour – language and behaviour aimed at demeaning or controlling someone based on their sex or gender

## **Prevention**

The Aspire Learning Partnership Federation has taken steps to reduce and prevent bullying with success. However, the prevention of bullying is an ongoing process and involves all members of the school communities, teachers, children, parents, support staff and the Governing Body.

## **What we do**

This policy provides the framework for principles and procedures. This policy is linked to each school’s Behaviour policy. The Class Teachers, Learning Support Assistants and pastoral support are the key figures for children’s welfare and each school has systems which allow children to discuss worries or report bullying to these people. Each school’s communication systems (email system, staff visibility on the gates/doors, parents’ evenings) provide an effective structure for communication of concerns from parents. Staff are on duty during breaks and lunchtimes in all areas of the site. Each school has spaces offering a safe haven where children can go at difficult times. Bullying is covered within each school’s PSHE curriculum and through assemblies and circle time activities. Each school marks anti-bullying week each year. Each school’s rules and values provide a clear standard for how people should treat one another and what behaviour is acceptable and what is not. They promote respect and inclusion and help create a positive school culture. Each school also uses restorative practices which help pupils learn from incidents, repair harm and build a more respectful and caring school environment.

This policy is constantly being evaluated and under review and pupil surveys are used to support this.

## **Dealing with reports of bullying**

All incidents are different; the most common route an investigation will take would be the following:

- An incident is logged with a member of staff;
- A conversation is conducted with the staff team around the children involved including pastoral support and background evidence is cross checked;
- Pastoral Support or an appropriate staff member investigate the allegations;
- Evidence is collected and a professional discussion and decision is taken (this could be no further action, further action via more investigation or further action via the Behaviour Policy);

- A discussion is held over 'Is it bullying?' (Using the 'What is bullying?' definition on page 1);
- If bullying is confirmed this will be managed via the school's Behaviour Policy using Restorative Principles.

### **Safeguarding and Bullying**

- We recognise that bullying may become a safeguarding concern.
- Serious or repeated incidents may involve the DSL.
- Child-on-child abuse procedures may apply.
- Online bullying may require safeguarding intervention.

### **Strategies**

#### **Children – what can you do?**

If you are being bullied be firm and clear – look them in the eye and tell them to stop. Get away from the situation as quickly as possible. Tell an adult what has happened straight away.

#### **Who to tell**

- A teacher or another adult in the school.
- Your family.
- Keep on speaking up and/or get a friend to go with you.
- Don't blame yourself for what has happened.

#### **How to explain what has happened**

Be clear about what has taken place, how often it has happened, who was involved, who saw it happening, where/when did it happen and have you done anything about it already?

#### **Parents – what can you do?**

If you suspect or have concerns that your child may be being bullied (see definition on Page 1), calmly talk with your child about the experience.

- Make a note of what your child has said;
- What happened, who was involved, how often it has happened;
- When/where it happened, did anyone else see or report it?
- Did your child report it to a member of staff?
- Reassure your child that they have done the right thing to tell you about the bullying;
- Explain to your child that should any other incident occur they should report it to a teacher immediately;
- Make an appointment to meet with your child's class teacher.

When talking with teachers about bullying try and stay calm – bear in mind that the teacher may not know that your child is being bullied or may have heard conflicting accounts of the incident. Be as specific as possible about what your child says has happened, giving 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. Let them know if things improve as well as if problems continue.

### **Possible signs of bullying for parents**

Bullying can bring about changes in children's behaviour. Signs such as these may indicate a child is being bullied. They may:

- be frightened of the journey to school;
- be unwilling to go to school;
- begin doing poorly in school work;
- become withdrawn or distressed;
- have nightmares or cry themselves to sleep;
- have their possessions "go missing";
- refuse to say what is wrong;
- give excuses to explain any of these things.

Please contact your child's school if you have any concerns regarding your child's welfare at school.

## **Roles and Responsibilities**

### **Governors**

- Ensure the school has an effective Anti-Bullying Policy that is reviewed regularly.
- Monitor bullying incidents, trends and outcomes through reports from school leaders.
- Ensure the school complies with safeguarding, behaviour, and equality legislation.
- Promote a culture where all pupils feel safe, respected and included.
- Challenge and support school leaders in preventing and responding to bullying.

### **Headteacher**

- Lead on the implementation and monitoring of the Anti-Bullying Policy.
- Promote a positive and inclusive school culture.
- Ensure staff receive appropriate training on bullying prevention and response.
- Ensure bullying incidents are recorded, investigated and addressed appropriately.
- Report patterns, trends and significant incidents to governors.
- Ensure appropriate support is available for pupils affected by bullying.

### **Designated Safeguarding Lead (DSL)**

- Assess whether bullying incidents meet safeguarding thresholds.
- Support staff in managing serious or repeated bullying concerns.
- Ensure safeguarding procedures are followed where bullying causes harm or risk.
- Liaise with external agencies when appropriate.
- Monitor bullying linked to peer-on-peer abuse, online harm or protected characteristics.

- Maintain safeguarding records linked to bullying concerns.

### **Staff**

- Promote respectful relationships and model positive behaviour.
- Be vigilant to signs of bullying and take concerns seriously.
- Record and report incidents in line with school procedures.
- Respond promptly and consistently to bullying behaviour and reports of bullying behaviour from both pupils and parents.
- Support pupils involved in bullying incidents.
- Encourage pupils to speak up and report concerns.

### **Parents and Carers**

- Support the school's Anti-Bullying Policy and expectations.
- Encourage children to speak openly about worries or concerns.
- Report bullying concerns promptly to the school.
- Work collaboratively with school staff to resolve issues.
- Reinforce respectful behaviour and positive relationships at home.

### **Pupils**

- Treat others with kindness, respect and empathy.
- Report bullying or concerns to a trusted adult.
- Support peers who may be experiencing bullying.
- Understand that bullying behaviour is unacceptable.
- Follow school expectations for behaviour and online conduct.
- Contribute to a positive, inclusive school environment.