



**ASPIRE LEARNING  
PARTNERSHIP OF SCHOOLS**

# Anti-Bullying Policy

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| <b>Date of Approval:</b>             | <b>22 January 2025</b> |
| <b>Date of Next Review:</b>          | <b>January 2027</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  |
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## **ANTI-BULLYING POLICY**

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.

### **What is bullying?**

There are many definitions of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour;
2. It is repeated over a period of time;
3. It is difficult for those being bullied to defend themselves.

The Aspire Learning Partnership Federation use a definition that is an amalgamated from class discussions:

We recognise bullying using the acronym STOP:

If something negative happens Several Times On Purpose, then it is bullying.

This 'something negative' could be anything that makes someone feel hurt (either physically or mentally), upset, frightened, worried or left out.

## Types of bullying

Bullying can take many forms but the four main types are:

1. Physical – pushing, hitting, kicking, taking belongings;
2. Verbal – name calling, teasing, insulting families, racist remarks;
3. Indirect – isolating someone, nasty looks, rude gestures, spreading stories;
4. Cyber – through email or technology (Social Media)

## 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 the whole schools 'Behaviour for Learning policy. Our pastoral support, HLTA/Learning Mentor, email system and meeting schedule provide an effective structure for communication of concerns. The Class Teachers, Learning Support Assistants and pastoral support are the key figures for children's welfare. There are facilities before school (Breakfast Club), during school and after school (A range of afterschool activities) for children giving supervision throughout the day.

Staff are on duty after school and during breaks and lunchtimes in all areas of the site. Regular communication with parents, including via Parents Evenings, provide an opportunity for parents to discuss issues with their child's class teacher. Bullying is discussed as part of the school curriculum and in circle activities. This policy is constantly being evaluated and under review.

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 pastoral support, 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 for Learning 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 Behaviour and Engagement Policy using Restorative Principles.

## **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 see 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.