

# Anti-Bullying Policy

2023-24



Pride  
Passion  
Partnership  
Professionalism  
Positivity

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## Introduction

Bullying can cause distress and harm. Most pupils are potentially capable of bullying according to the following definitions -

“Bullying is the wilful, conscious, planned desire to hurt, threaten or frighten someone else. All aggression, whether physical, verbal or psychological is bullying.”

“Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life or a series of such incidents.”

Much of the Trust’s response to pupil behaviour is contained in the Behaviour Policy, and is also implemented through individual behaviour support plans (BSP). However, this policy aims to strengthen the whole school response to dealing with, and pre-empting, those behaviours which may be seen as bullying.

Bullying can happen in Schools and must be dealt with immediately.

### Aims:

- To prevent bullying in school.
- To have clear strategies for dealing with those who bully.

### Objectives:

- To encourage pupils to feel secure enough to communicate their worries or distress to adults.
- To help those who bully to understand that what they have done is wrong. (Bullies do not necessarily conform to a stereotype.)
- To teach victims ways of avoiding and dealing with bullies. (Victims are often those who are vulnerable because they are perceived as easy to agitate and, in a state of extreme anxiety, can be treated as figures of fun. Members of minority groups can also be exposed to bullying based on prejudice related to race, sex, class and disability.)

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## Types of bullying

There are a number of different types of bullying. These include:

- **Physical**  
Physical bullying involves negative physical interactions such as fighting, practical jokes, stealing, and sexual harassment
- **Verbal**  
Verbal bullying includes teasing, name-calling, inappropriate sexual comments, taunting and threatening to cause harm
- **Emotional**  
Emotional bullying might include causing fear through intimidation, threatening physical harm to oneself or others, destruction of property and forced isolation from family and friends
- **Cyber**  
Cyberbullying is the use of information technology to repeatedly harm or harass other people in a deliberate manner
- **Homophobic**  
Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

The Trust endeavours to avoid bullying of all types.

## Signs to watch for

(These may be symptomatic of other problems but may be early signs of bullying)

- Deterioration of work
- Spurious illness
- Isolation
- The desire to remain with adults
- Erratic attendance

## Practice

It is important that any school's actions to reduce bullying are based on clear rules, appropriate sanctions and systems to support victims and those who are bullying.

Staff positively promote a no-bullying approach through -

- Being punctual for lessons and supervisory duties and highly observant of any out of character responses by pupils;
- Promoting self-discipline, self-esteem and good behaviour e.g. Using praise to "catch pupils doing things right", reinstating favoured activities as a pupil makes progress;
- Praising co-operative and non-confrontational behaviour;
- Responding to and following up all incidents of bullying or 'potential' bullying consistently;
- Offering the victim immediate support and dealing with the bully using the sanctions indicated in the behaviour support programme;
- Ensuring that all repeated or serious incidents are reported to the deputy head and all injuries are reported to the head teacher through the use of accident/injury/ incident forms, and directly;
- Helping all pupils raise their self-confidence through activities that are designed to improve their standing;
- Discussing bullying in pshe/citizenship and tutor group sessions;
- Promoting relationships and opportunities for pupils to share concerns with adults.

## Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too. Responses will need to be made on an individual basis taking into account each pupil's cognitive and communicative ability and their emotional state. Possible actions include: ANTI-BULLYING POLICY

December 2014 Page 3 of 3 Anti-Bullying Policy - Dec 2014 The electronic version of this document is the latest version. It is the responsibility of the individual to ensure that any paper material is the current version. Printed material is uncontrolled documentation.

- Discussions with the victim to provide support for as long a time as is required. This will require patience and understanding, possibly using models and social stories. Remember – listen, believe, act;
- Discussions with those bullying. Ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure no repetition.
- Consulting with parents/carers having agreed an approach with a member of the leadership group.

**Policy Owner and Contact Details**

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