Aspire Academy Trust

Aspire Anti-Bullying Policy

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This policy was written alongside consulting the following roles in the Trust:

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Dec 2019	1.0	
June 23	1.1	Review

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[1] If not covered by Behaviour Policy (statutory requirement)

Aspire Vision

Nurturing curiosity, resilience, respect and excellence; our children will thrive and live life well.

Aspire mission statement

By working together and inspiring excellence; we enable our children to excel both academically and in character.

Aspire Strapline

'working together, inspiring excellence'

Aspire Values

Aspiration	We imagine possibilities and make them real
Self-belief	We believe in ourselves - in heart, mind and soul
Passion	We dare to be different and follow our dreams
Integrity	We nurture trust and respect and do what is right
Resilience	We find a way or make a way
Excellence	We strive to achieve our absolute best

Policy Intent

All Aspire Academy Trust policies are written in line with statutory guidance or recommended best practice. These comply with each school's funding agreement, plus ESFA and DfE frameworks or complement Aspire's working practices.   We have a centralised approach to policies, so they become Trust wide and include all ages from 0-11.

This policy seeks to ensure all pupils feel safe and secure across our schools in order for pupils to have the opportunity to develop to their full potential. We recognise that bullying can prevent equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Contents:

1. Statement of Intent

Our aim, as a Trust, is that all pupils are given the opportunity to develop to their full potential in levels of academic maturity, creativity, spirituality, physical development and independence within a caring environment that offers equal opportunities to all.

Children within all our academies are encouraged to conduct themselves with regard for all other pupils, members of staff and any other adults and visitors who may be in their school.

The Aspire Academy Trust is committed to:

- Acknowledging that children are individuals. That they are entitled to an education that will meet their needs and help them fulfil their potential. Our academies provide a broad and balanced curriculum, in a happy secure environment.
- Teaching, through the school curriculum, values and attitudes as well as knowledge and skills so that children can make full use of further opportunities successfully.
- Ensuring that all children acquire a love of learning; have a positive attitude towards responsible behaviour, promoting self-esteem, encouraging self-discipline and enabling them to develop a respect for themselves and other members of society. This is so that children leave us as confident, articulate and self-disciplined individuals
- Promoting a culture of praise and encouragement in our academies, in which all pupils can achieve.
- Promoting desired behaviour.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and managing unacceptable behaviour.
- Providing safe school environments, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with pupils to enable early intervention.
- Encouraging a shared approach to developing a whole Trust Anti-Bullying Policy, supported and followed by the whole school community, including parents, carers, teachers and children, based on a sense of community and shared values.

2. Policy Rationale

2.1. In drafting this policy, regard has been taken to the DfE Publication "Preventing and Tackling Bullying (2017 update)".

2.2. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

2.3. The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school is required to ensure that an effective Anti-Bullying strategy is drawn up and implemented.

2.4. In addition, where there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm" a bullying incident may also be addressed as a child protection concern under the Children Act 1989.

2.5. Every child within our Academies has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

2.6. Where bullying exists, victims must feel confident to engage with the anti-bullying systems within our schools to end the bullying.

2.7. We aim to provide a healthy, sociable, environment for work and learning in and around our schools and to provide a clear message to children, staff and parents that bullying is unacceptable and will not be tolerated. This document outlines how we make this possible within our Trust schools.

3. Definitions of Bullying & Harassment

3.1. What is Harassment?

3.1.1. Harassment is when someone is worried or annoyed repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

3.2. What is Bullying?

3.2.1. Bullying is defined by the DfE as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (Preventing & Tackling Bullying DfE 2017).

3.2.2. Bullying can take many forms including persistent name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It often involves an imbalance of power between the perpetrator and the victim.

3.2.3. Our Trust definition of bullying, in "child-speak", is "when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings, making you feel sad or scared."

3.2.4. Our schools work hard to ensure that all pupils know the difference between bullying and the "falling out" that occurs between children and within friendships.

3.2.5. We take into account that child development research suggests that young children do not have the cognitive capability to be intentionally cruel, or to abuse a power differential. Bullying involves planning and complex thought. The ability to discern right from wrong (and how to systematically humiliate a peer) generally does not develop until the age of six or so.

4. Types of Bullying

Bullying may take various forms, including (but not limited to):

4.1. Physical:

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical aggression
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch).

4.2. Verbal/Psychological:

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual
- Innuendo
- Spreading of rumours

- Making inappropriate comments e.g. in relation to appearance.

4.3. Prejudice-related bullying

- Prejudice-related bullying may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)

- Refusal to co-operate with others on the basis of any of the above differences

- Negative stereotyping on the basis of race, gender, sexual orientation, ability (etc., as above)

- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises

- Not actively discouraging such material from within the school community

- Refusing to use one's chosen name or personal pronoun

- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual

- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression e.g. inappropriate use of the word 'gay'.

4.4. Sexual:

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to, or distribution/display of, age-inappropriate themes or material
- Graffiti with sexual content aimed at an individual.
- Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

4.5. Gifted / Talented:

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability.

5. Cyber-Bullying

5.1. What is cyber bullying?

5.1.1. The widespread access to technology has provided a medium for "virtual" bullying, which can occur inside or outside school.

5.1.2. "Cyber-bullying" is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

5.1.3. Seven categories of cyber bullying have been identified:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras or other mobile devices is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) or social media (Facebook, Snapchat, Instagram, etc.) is a form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online or via mobile devices.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

5.2. Keeping our pupils e-safe

5.2.1. Within our schools, clear policies & procedures are in place for all members of the school community about the use of mobile phones & social media at school and at other times when young people are under the school's authority

5.2.2. All e-communications used on school sites or as part of school activities off-site are monitored

5.2.3. Internet blocking technologies are continually updated and harmful sites blocked

5.2.4. Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside schools

5.2.5. We work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice e.g. engagement in annual Safer Internet Day, e-safety updates & meetings for parents

5.2.6. Children within our academies are not permitted to bring or use mobile phones or other electronic devices on the school site, subject to the provisions within individual school policies relating to the secure storage of mobile phones during the school day.

5.2.7. If a cyberbullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, our Academies will take the following steps:

- Advise the child not to respond to the message

- Refer to relevant policies and apply appropriate consequences

- Secure and preserve any evidence

- Notify parents of the children involved

- Consider support for the wider school community

- Consider informing the police depending on the severity or repetitious nature of the offence.

5.2.8. Trust schools recognises that some cyberbullying activities could be a criminal offence under a range of different laws including: The Protection from Harassment Act 1997; the Malicious Communication

Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986

5.2.9. If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or a member of staff, our schools will also:

- Inform and request that the comments be removed if the site is administered externally

- Secure and preserve any evidence

- Endeavour to trace the origin and inform the police as appropriate.

5.2.10. Records of any incidents of cyberbullying are kept within the MyConcern records of individual Academies (our online Safeguarding and recording systems).

6. Vulnerability to radicalisation or extreme viewpoints

6.1. As a Trust, we recognise our duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet.

6.2. Trust schools aim to safeguard our pupils through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

6.3. Individual schools vet all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of the school community, either physically or electronically.

6.4. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

6.5. Staff within our academies are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern.

6.6. Our core mission of equality and diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life.

6.7. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the

diversity around them as well as understanding how to make safe, well-considered decisions.

6.8. Further details of the Trust's approach to preventing radicalisation or extreme viewpoints can be found in our "Tackling Extremism and Prevent Policy".

7. Actions to Tackle Bullying

7.1. We recognise bullying as being when a person has, or demonstrates, a basic disregard for another person as a human being.

7.2. We do not claim to be a Trust which is free of bullying, but equally we do not support the "labelling" of any child. We are committed to ensuring our schools are friendship-focused. Schools respond to incidents between children in a positive manner, often using experiences to help educate and shape the curriculum. Staff use the principle, "What are the children learning from our response?" to inform their practice when responding to incidents and help to eliminate occurrences between children within the school.

7.3. The Aspire Academy Trust promotes within our schools a high-profile, proactive, whole-school approach to the importance of friendship and the school family. We seek to be pre-emptive and preventative in our approach to bullying-type attitudes and behaviour. We proactively harness our Trust ethos and values to support schools to teach friendship skills and to nurture empathy on a daily basis.

7.4. Within our schools, children are explicitly taught what their school rules are and how to positively demonstrate these within their day to day actions around the school. Children are regularly reminded of school rules and we create and celebrate together opportunities for our pupils to "do good". We also seek to encourage our pupils to exercise "good will" i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable.

7.5. Throughout the year, in individual schools, programmes of assemblies provide vehicles to reinforce our zero tolerance to bullying behaviour by inspiring the children to speak up when they encounter unkind behaviour or bullying.

7.6. Pupils are encouraged to let adults know if they are feeling upset or worried, either by finding a trusted adult at school or at home.

7.7. We recognise that talking about feelings, and having a language of feelings, is one of the cornerstones of emotional literacy and we include such conversations in many lessons.

7.8. Schools use the wider curriculum whenever possible to reinforce the inclusive ethos and values of the Trust, and to help pupils to develop strategies to combat bullying-type behaviour through:

- Class work
- Our PSHE schemes of work
- Strategies underpinned by the Trauma Informed Schools approach
- Involvement in National Anti-Bullying Week and Safer Internet Week. Both of these also create an opportunity to highlight and work upon issues relating to bullying and improving self-assertion skills.
- We use all of the above opportunities to reinforce a common understanding and use of 'anti-bullying' language

7.9. Our schools employ a non-exclusive range of strategies to respond to bullying attitudes or behaviour, depending on individual circumstances and need:

- Schools often use Circle Time as well as role-play and other drama techniques. If held regularly, these can be effective ways of sharing information and providing a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. They can also be used just within the affected group to confront harassment or bullying that already exists
- Victims of bullying who are worried about openly discussing an incident can be encouraged to go to their teacher, TA or another adult they can trust in the school. The children are regularly reminded to remember the names of trusted adults to whom they can turn in times of concern. In other cases;
- Non- confrontational anti-bullying strategies are shared & discussed with victims of bullying for them to try out & personalise i.e. walking away, "fogging" use of humour, assertive behaviour.
- Children are encouraged to report bullying-type attitudes and behaviour. Someone may be assigned to support individuals who may be being bullied. Playground buddies may be appointed to work with a named child, encouraging good play or when a child needs a friend. These buddies are not to take responsibility for the behaviour of others, but to help develop confidence.
- Victims of bullying are offered the opportunity to talk to a trusted person. Relevant access to outside agencies and support will be provided where necessary.

7.10. The Trust actively promote e-safety and digital literacy and schools teach safe ways to use the developing technologies. Within the ICT curriculum, as well as cross-curricular learning with ICT links, our schools teach pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights.

7.11. We recognise that it is the responsibility of every member of the school community to model, encourage and reward positive behaviour throughout the school day and to challenge bullying attitudes or behaviour of any kind. All adults in the school also have an important role to play in the prevention of bullying and must act to prevent situations which they see arising. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond.

7.12. Parents are never expected to deal with or to intervene in behavioural incidences or issues between children. They are asked to share this information with our schools.

7.13. We ensure that all staff working in our schools understand their responsibility to:

- read this policy
- understand it
- ensure that practice is always in line with it
- be proactive in implementing it
- continually seek to further improve behaviour management skills

7.14. Members of the school community are made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. At all times we focus on positive relationships and social interaction in order to strengthen school community cohesion.

7.15. Staff in our schools are always vigilant for signs of bullying. Upon discovery of a suspected or actual incident of bullying, staff discuss the issues with the child/ren appropriate to their age and level of understanding. If the incident is not too serious, we will look to adopt a problem-solving approach, where children are supported to find their own solution/s through discussion with a teacher present, if this is considered appropriate by the victim. Adults must remain neutral, non-judgemental and non-confrontational. Closed questioning is generally seen as accusatory or interrogational in style and could prove counter-productive. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

7.16. Our schools adopt a consistent approach to monitoring bullying incidents in the school and evaluating whether our approaches are effective. All reported incidents of bullying are investigated and taken seriously by staff members. A record of bullying incidents is kept on MyConcern to enable schools to monitor incident numbers and identify where bullying is occurring between the same pupils or any patterns. Where patterns are identified,

provision is adapted to reduce the likelihood of reoccurrence through teaching and educating the children in response to an incident. Staff provide support and intervention to work with children to minimise the chances of incidents occurring through the principle of educating the children about being positive citizens within our community.

8. Responding to Bullying

8.1. We seek to work in partnership with all the children involved in any bullying-related behaviour to resolve concerns about perceived or actual bullying. All behaviour, bullying or otherwise, is a form of communication. We must remember that for a child who bullies this can often be their only presented identity and one in which they feel comfortable and secure. Bullies can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support both the victim and the bully. This should include allowing the bully ways in which to adopt a more successful and purposeful role and identity within the school community. This may result in provision being adapted or specific, targeted work 1:1 with a child to support them in being successful in the future.

8.2. We are committed to building strong partnerships between the home and our schools. Part of that partnership involves a shared commitment between both staff and parents, as well as between parents themselves, to maintaining good working relationships so that we ensure safe and positive school environments for all our children and their families. Where parents or carers may have a potential bullying-related concern relating to their child, we ask them to always work directly with the school. It is never appropriate for a parent/carer/adult to approach someone else's child, at any time, in order to discuss perceived or actual bullying or to chastise them in any way because of the actions of this child towards their own child. Such an approach to a child has the potential to be seen by other parents as a form of bullying itself or an assault on their child and can result in the incident escalating far beyond the original intention. We also ask and expect parents to refrain from informing other parents of events they believe have happened in school relating to their children, particularly where it is reported that those children may have been in trouble of some kind. There is a real likelihood that the information being shared will not reflect the context of the incident nor include the full facts. Other parents may feel they are being helpful but actually it frequently has the opposite effect. Instead, we ask that any concerns are shared with the child's class teacher in the first instance and then with a member of the School Senior Leadership Team if the matter is not resolved.

8.3 Responding to Bullying – the Bully

8.3.1 Schools will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. In accordance with our Schools' policies for behaviour management/relationship policies any disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. (Preventing & Tackling Bullying DfE 2017)

8.2.1.   Where bullying occurs within Trust schools, in all cases the school will make the bully aware that bullying is never tolerated. Key points in our schools' responses to bullying are:

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up promptly and repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and bully(ies) or adult and victim
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened
- note-taking and record keeping (including on MyConcern) where appropriate
- a problem-solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim
- class discussion in Circle Time or other appropriate follow up (No names approach).

8.2.2.   We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore, it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

8.2.3.   If bullying persists further strategies will be adopted:

- Consequences, including those set out in a school's policy for behaviour management/relationships policy
- discussion with parents, both to inform parents and to find a way forward together
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity).

8.3. Responding to Bullying – Supporting the Victim

8.3.1. The Trust believes it is important that we clearly give the message that anyone can be a victim of bullying and that our schools treasure and embraces difference.

8.3.2. Bullying by pupils

Our children are made aware that they do not 'deserve' to be bullied. They are regularly reminded that they will be supported and taken seriously if they report concerns about bullying. We remind them that often bullying is witnessed by onlookers, so they need not worry about having to speak up on their own. They will be listened to and will be supported by their peers and by staff. Our schools seek to work with both the bully and the victim, as well as classmates and friends. We work, over time, using strategies to empower children to 'STAND UP AND SPEAK OUT'.

8.3.3. Bullying by staff

The Trust recognises the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support our pupils if staff are not working together as a team. We aim to support individuals who may be experiencing harassment or bullying at work and endeavour to help them find ways to tackle such behaviour. All bullying among staff should be immediately reported to the Head of School. If informal resolutions are unsuccessful, formal disciplinary procedures will be actioned.

8.3.4. Bullying by parents

Where a school representative experiences intimidating, harassing and/or aggressive behaviour from a parent or carer, the school will take appropriate action. This bullying behaviour could happen face to face or it could take the form of untrue, inaccurate, abusive or defamatory postings, relating to them, being shared on social networking sites. The Head of School will contact those responsible for such behaviour and/or postings inviting them to address any

legitimate concerns about the school via the appropriate and established channels, e.g. the complaints procedure. Similarly, where parental behaviour and/or online content is critical of the leadership and management of the school but not personally abusive, the Head of School or Hub Councillor will contact and meet with those responsible for the postings. It may be appropriate for the Head of School or Hub Councillor to consider online parental behaviour in the same way as if the actions or comments were made in a face-to-face context. The school may decide to contact Aspire Academy Trust legal services for guidance. There may be circumstances in which police involvement is appropriate. These include where postings have a racist element or where violence is threatened or encouraged.

9. Bullying Outside the School Premises

9.1. Trust schools are not directly responsible for bullying outside the school premises. However, all our schools are mindful of their safeguarding duties & responsibilities.

9.2. Our schools have the power to discipline pupils for inappropriate behaviour or conduct outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

9.3. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (Preventing & Tackling Bullying DfE 2017)

9.4. We aim to influence children's attitudes to help to decrease incidents of our pupils bullying outside school. Our schools will empower our pupils to apply our positive behavioural strategies out of school to encourage local community cohesion. Children are actively encouraged to show the qualities that make them responsible citizens.

9.5. Pupils are encouraged to tell an adult, family member or teacher, if they are bullied outside school. Steps taken might include:

- discussion with parents of bully and/or victim
- talking to members of the wider community who may have reported a bullying incident
- talking to the local police e.g. PCSO

- talking to specific pupils about how to handle bullying outside the school's premises
- following up with a whole-school response e.g. focused assembly

10. Parental Involvement

10.1. All Trust schools seek to work in partnership with parents and carers to resolve concerns about perceived or actual bullying.

10.2. When deemed necessary, the parents of bullies and their victims will be informed of the relevant incident and the action that has taken place. They are asked to support strategies proposed to tackle the problem.

10.3. Both the bully and the parents are reminded of the possible consequences of bullying and the consequences for repeated incidents will be clearly explained to them. A monitoring tool may also be used, usually incorporating a reward or incentive (stickers, etc) for achieving desired behaviours, including gaining a position of responsibility or trust.

10.4. Parents are encouraged to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

10.5. The Trust believes it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary schools will always call on outside resources and agencies for additional guidance and support.

11. Links to Other Policies

11.1. This policy integrates with and should be used in conjunction with the following related Aspire/School policies:

- Behaviour for Learning or Relationship Policies
- E-Safety Policies
- Equality Information & Objective Policies
- SEND Policy
- Safeguarding & Child Protection Policy
- Tackling Extremism – Prevent Policy

12. Implementing the Policy

12.1. The Trust's response to bullying needs to be consistent across all of our schools, as set out in this policy.

12.2. Everyone needs to be aware that:

- bullying will never be tolerated
- bullying should be reported
- bullying will always be responded to.

13. Training & Continuing Professional Development

13.1. Staff and pupils within Trust schools will need regular reminders of this policy over time to ensure that it is remembered and implemented.

13.2. In order to ensure that all staff working in our schools have the appropriate skills, knowledge and understanding to successfully nurture positive behaviour, to challenge bullying-type behaviour and to deal effectively and supportively in a consistent manner with inappropriate behaviour, a range of training opportunities are available. These include:

- in-service training led by school-based staff
- in-house individual support with staff with identified best practice
- in-house support on behaviour management issues specific to a key stage/cohort/pupil group
- in-service training led by outside agencies or consultants
- centre based training led/coordinated by the Trust for staff and Hub Councillors

13.3. Positive behaviour management and the Trauma Informed Schools approach is incorporated into all our Tier 1 and Tier 2 Safeguarding Training for support staff and teachers respectively. Designated members of staff have also undertaken Tier 3 Safeguarding Training, including Team Teach training, to ensure effective focused behaviour management for some of our most vulnerable pupils.

14. Monitoring and Evaluation

14.1. We seek to remain abreast of all DfE & Ofsted advice & guidance which outlines the government's approach to bullying, legal obligations and the powers schools have to tackle bullying. We also acknowledge the principles which underpin the most effective anti-bullying strategies in schools.

14.2. We need and expect consistent behaviour management throughout Trust schools, appropriately adapted to the age/ability of the pupil. The effectiveness of our day-to-day behaviour management is monitored and evaluated within schools through:

- observing and feeding back to staff on observed good practice and areas for development

- facilitating ongoing dialogue between members/groups of staff and additional agencies, if involved
- ensuring that the appropriate individual or group is involved in assessing & responding to general or special behavioural issues
- The Trust monitor, evaluate and revise where necessary, the effective implementation and impact of this policy using a range of sources:

  - Pupil, parental & staff survey feedback
  - Monitoring and Hub Councillor reports
  - General incident reports
  - Class behaviour tracking overviews
  - Pupil behaviour tracking overviews
  - Bullying and harassment logs (MyConcern).

14.3. Trust schools' approaches to behaviour management aim to encourage good behaviour and consideration towards others. If our Policies are implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying.

14.4. We recognise that no school is ever completely void of bullying incidents and our aim is to achieve a minimum of such occurrences, and those which occur are dealt with swiftly and effectively.

14.5. In order to ensure effective monitoring & evaluation of such occurrences, and to facilitate co-ordinated action, all incidences of suspected and proven bullying must be reported to the Heads of School. The range of sources mentioned above are maintained by the Heads of School to allow the school to monitor and evaluate both quantitatively and qualitatively:

- The frequency and range of behavioural incidences
- The frequency and causes of bullying incidences
- Any patterns or trends in bullying behaviour.