



**BERLESDUNA**  
ACADEMY TRUST

# Anti-Bullying Policy – Trust Wide

This policy was ratified and adopted by Trustees on:	<b>June 2026</b>
This policy will be reviewed:	<b>2 years</b>
This policy is due for review on:	<b>June 2028</b>

# Anti-Bullying Policy – Trust-Wide

## 1. Purpose

This policy sets out the Trust's approach to preventing, identifying and responding to bullying. It ensures that all pupils learn in a safe, supportive and inclusive environment where bullying is not tolerated.

This policy supports compliance with:

- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- DfE guidance: Preventing and Tackling Bullying

It should be read alongside:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy

## 2. Scope

This policy applies to:

- All Trust schools
- All pupils
- All staff and volunteers
- External providers and visitors

It covers bullying that occurs:

- On school premises
- During off-site activities
- Online, including behaviour outside school where it impacts pupil safety, wellbeing or the orderly running of the school

## 3. Statement of Principles

The Trust is committed to providing a safe, caring and inclusive environment where all members of the community are treated with dignity and respect.

Bullying of any kind is not tolerated. All incidents will be taken seriously, investigated thoroughly and addressed promptly.

All members of the school community have a responsibility to:

- Report concerns
- Support those affected
- Contribute to a positive and respectful culture

## 4. Definition of Bullying

The Trust adopts the Anti-Bullying Alliance definition:

Bullying is the repetitive and/or intentional hurting of one person or group by another, where there is an imbalance of power. It can happen face-to-face or online.

The Trust recognises the difference between:

- Bullying (repeated, intentional harm)
- Relational conflict (one-off or low-level disagreement)

Clear distinction supports proportional and appropriate responses.

## 5. Types of Bullying

Bullying may include:

- Emotional (exclusion, intimidation)
- Verbal (name-calling, offensive language)
- Physical (hitting, pushing)
- Online/cyberbullying (social media, messaging, images)
- Prejudice-based bullying, including:
  - Racist
  - Sexual
  - Homophobic, biphobic or transphobic
  - Disability-related

The Trust recognises that some pupils are more vulnerable to bullying, including those with SEND, looked-after children, young carers and pupils from minority groups.

## 6. Roles and Responsibilities

### Trust Board

- Ensure effective policy and oversight
- Receive termly reports on bullying trends and actions

- Hold leaders to account for safeguarding and behaviour

### Headteachers

- Ensure implementation and consistency
- Ensure staff training and awareness
- Monitor incidents, patterns and responses
- Escalate serious concerns where needed

### Designated Safeguarding Lead (DSL)

- Advise on safeguarding-related bullying
- Lead on referrals to external agencies where required
- Ensure safeguarding systems record all relevant incidents

### Senior Leaders

- Quality assure responses and decision-making
- Ensure consistency of sanctions and support

### Staff

- Promote an inclusive culture
- Identify and respond promptly to concerns
- Record incidents on the Trust safeguarding system

### Pupils

- Report concerns (“Reach Out, Speak Out”)
- Support peers appropriately

### Parents/Carers

- Report concerns promptly
- Work in partnership with the school

## 7. Prevention Strategies

The Trust adopts a proactive approach through:

- Strong values-based ethos
- High-quality PSHE and personal development curriculum
- Planned assemblies and awareness events
- Online safety education
- Staff CPD on recognising and addressing bullying
- Targeted support for vulnerable pupils
- Structured, well-supervised social times

## 8. Reporting Concerns

All concerns must be taken seriously.

Pupils can report concerns:

- To any trusted adult
- To a teacher, pastoral lead or senior leader
- Through peer systems or ambassadors
- Via parents/carers

Staff must:

- Listen without judgement
- Reassure pupils
- Record concerns promptly on CPOMS

## 9. Responding to Bullying

### 9.1 Immediate Response

- Ensure the pupil is safe and feels safe
- Listen and gather initial information
- Record concerns factually

### 9.2 Investigation

- Establish facts through proportionate investigation
- Consider patterns over time
- Involve parents/carers of all parties

### 9.3 Decision-Making

Senior leaders will determine:

- Whether behaviour meets the threshold for bullying
- Whether safeguarding concerns are present

### 9.4 Escalation Pathway

Incidents will be escalated where:

- Behaviour is repeated or persistent
- There is evidence of harm or risk of harm
- Prejudice-based bullying is involved
- There is imbalance of power or coercion

Escalation may include:

- Senior leadership involvement
- DSL intervention
- Referral to external agencies where appropriate

## 9.5 Actions and Outcomes

If bullying is confirmed:

- Record formally
- Apply sanctions in line with Behaviour Policy
- Implement support strategies for all involved

## 9.6 Restorative Approaches

Where appropriate, restorative approaches may be used to:

- Develop understanding of harm caused
- Promote accountability
- Repair relationships

Restorative approaches will not be used where:

- There is risk of further harm
- Safeguarding concerns are present

## 9.7 Follow-Up and Monitoring

- Conduct follow-up reviews (short and longer term)
- Monitor effectiveness of interventions
- Adjust strategies where needed

# 10. Support for Pupils

## Victims

Support may include:

- Increased supervision
- Identified safe adults
- Pastoral or therapeutic support
- Communication with parents/carers

## Perpetrators

Support may include:

- Behaviour interventions

- Restorative work
- Social and emotional support
- Structured consequences

The Trust recognises behaviour change requires both support and accountability.

## 11. Safeguarding Considerations

Bullying may indicate wider safeguarding concerns.

Staff must consider:

- Risk of harm
- Underlying vulnerabilities
- Need for referral to DSL or external agencies

All actions must align with the Safeguarding Policy.

## 12. Recording, Data and Monitoring

All incidents must be:

- Recorded on CPOMS
- Categorised appropriately (including prejudice-based incidents)

Schools must:

- Analyse patterns and trends regularly
- Report concerns to senior leaders

## 13. Working with Parents/Carers

The Trust will:

- Communicate clearly and promptly
- Share outcomes and actions
- Work collaboratively to resolve concerns

Parents/carers must not approach other families directly.

Escalation routes are available through the Complaints Policy.

## 14. Pupil Voice and Culture

Schools will:

- Promote a culture of speaking up
- Use pupil surveys and voice activities
- Involve pupils in anti-bullying initiatives

## 15. Governance and Assurance

The Trust will ensure:

- Termly reporting of bullying data to Trustees
- Review of trends across schools
- Regular safeguarding and behaviour audits

## 16. Monitoring and Compliance

Compliance will be monitored through:

- Safeguarding reviews
- Behaviour data analysis
- Learning walks and observations
- Pupil and parent feedback

## 17. Review

- Reviewed every two years or sooner if required

**Next Review Date: May 2028**

## Appendix A

### Bullying Incident Recording Form

Original concern from person reporting incident/s:

Name of person reporting the incident:			
Date reported:		Time	
Record/notes of incident including date/s of any incidents			

Details of those involved	Name	Role
Person reporting the alleged incident		
Alleged Victim		
Alleged Perpetrator		
Possible witnesses		

Types of alleged bullying: (Please circle all that apply)			
Physical	Verbal	Indirect	Cyberbullying
Homophobic	Racial	Harassment	Isolation
Intimidation	Obstructing/jostling	Sexual, Trans, Disability	

**Please note: If this relates to a Racist incident, this must be recorded in the Racist Log.**

**Other witness accounts** (please complete a different one for each person involved)

Please circle the role of the person giving the account			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

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Please circle the role of the person giving the account			
Alleged Victim (if own account not already given)	Alleged Perpetrator	Witness/bystander	Other
Name of person giving account			
Record/notes of incident (including dates/times and details)			

Is the allegation of bullying upheld?					
Yes		No		Unsubstantiated	
Name of decision maker:			Date:		

Have parents of the alleged victim been informed?			
Yes		No	

Have parents of the alleged perpetrator been informed?			
Yes		No	

Has the class teacher been informed?			
Yes		No	

## Section B: Actions to be taken

Restorative meeting held? Yes  No

Date of restorative meeting	
Persons attending	
Staff member leading	

Action to be taken	Whom the action applies to	When should this be done	Monitoring arrangements	Follow up date

**Any additional actions:**

Other actions agreed	Person responsible	By when

## Section C: Follow up

Follow up meeting 1 (within a week)			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			

Follow up meeting 2: At a later date			
	Date of follow up	Notes from follow up	Any further actions?
Victim			
Perpetrator			

## Section D: On-going Chronology

Date	Further incident	Action	Outcome	Actions following outcome (e.g inform parents)
Next follow-up:	Minutes of meeting		Actions from the follow-up	

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Next follow-up:	Minutes of meeting		Actions from the follow-up	

