BATH & WELLS
Multi Academy Trust

Anti-Bullying Procedure

1. Statement of Intent

Our Trust and schools are committed to providing a safe, caring, and inclusive environment where all pupils feel respected and valued. Bullying of any kind is unacceptable and will not be tolerated. This procedure aligns with our Trust wide Behaviour Policy. Actual, practical applications of these procedures are the responsibility of the Executive Head and Head of School, who will view each case considering this model procedure, associated toolkits and any relevant policies.

2. Definition of Bullying

Bullying is defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."
(*DfE, Preventing and Tackling Bullying*)

Types of bullying include:

- Physical: hitting, kicking, pushing
- Verbal: name-calling, threats, teasing
- Indirect: spreading rumours, exclusion
- Cyberbullying: online abuse via social media, messaging, or gaming platforms
- Prejudice-based: targeting race, religion, gender, disability, or sexual orientation

3. Aims

- Prevent bullying through a whole-school approach
- Respond promptly and effectively to incidents
- Support victims and address the behaviour of perpetrators

- Promote a culture of respect, kindness, and inclusion

4. Prevention Strategies

- Curriculum: Anti-bullying themes embedded in PSHE, RSHE, and collective worship / assemblies
- Pupil Voice: School Council and peer mentors involved in promoting kindness
- Staff Training: Regular CPD on identifying and responding to bullying
- Supervision: Increased adult presence in high-risk areas (e.g., playgrounds)
- Online Safety: Teaching digital citizenship and responsible internet use

5. Reporting Bullying

- Pupils can report bullying to any trusted adult
- Anonymous reporting options – class worry boxes, School council, ELSA
- Parents/carers encouraged to report concerns to the class teacher or Designated Safeguarding Lead (DSL)
- Staff must log all concerns and investigations on the school's safeguarding system (CPOMS) or staff safe

6. Responding to Incidents

- All reports are taken seriously and investigated promptly
- DSL or senior leader leads investigation
- Speak separately with all parties involved
- Keep written records of actions and outcomes
- Inform parents/carers of both victim and perpetrator

7. Support for Pupils

All support will involve restorative justice methods. Victim and perpetrator will be given opportunity to speak together in a mutually supportive environment.

- Victims: Emotional support, restorative conversations, safe spaces
- Perpetrators: Behaviour interventions, mentoring, reflection tasks
- Peer Support: Buddy systems or peer mediation (if appropriate)

8. Sanctions

All incidents of bullying are addressed in line with the school's behaviour procedures, which is part of the wider Trust Behaviour Policy. Sanctions are applied proportionately and consistently to reinforce expectations and promote a safe learning environment.

9. Monitoring and Review

- DSL monitors bullying trends termly
- Trust Local Committees receive termly Headteacher Reports
- Trust wide Behaviour and Safeguarding Policies are reviewed annually

Recommended Toolkits

School leaders access practical anti-bullying toolkits to support pupils when bullying is identified or under investigation. These toolkits provide structured guidance, scripts, and pupil-focused resources to ensure a consistent and compassionate response. For example, the Mentally Healthy Schools Anti-Bullying Toolkit offers staff scripts and lesson plans to address emotional wellbeing; the Anti-Bullying Alliance Primary School Resources include restorative approaches and pupil voice tools; and the Merton Best Practice Toolkit provides clear procedures for managing incidents and engaging families. These resources are typically accessed online and integrated into safeguarding practice, pastoral support, and curriculum planning to ensure pupils feel safe, heard, and supported.