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Lichfield Diocesan Board of Education

THE CHURCH OF ENGLAND

Mid-Trent Multi Academy Trust

Anti-Bullying Policy

September 2026

St Andrew's CE Primary School

Colwich CE Primary School

St Peter's CE Primary School

Document Control Information

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Author	Alison De Ste Croix (Headteacher on behalf of MT MAT) based on the model policy provided by The Church of England
Approved By	Headteacher's Leadership Forum
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Review Cycle	Every 2 Years
Next Review Due	01.09.2028

Version History				
Version	Date	Detail	Author	Key Changes
1.0	O2.10.21	Initial	A De Ste Croix	New policy now based on Church of England template.
1.1	21.09.2023	Review	Leadership Forum	Changes to reflect process where SEND learners are victims/ perpetrators of bullying.
1.2	10.10.2024	Review	C. Pilkington	Removal of references to withdrawn 'Valuing all God's Children' guidance and developed in line with 'Flourishing for All – Anti Bullying Guidance for Church of England schools'
1.3	01.09.2026	Review	C. Pilkington	

Mid-Trent
Multi Academy Trust

Vision Statement

'Opening Doors with Learning, Faith and Care'

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially, culturally and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone is welcome and should be able to flourish in a loving and hospitable community.

We understand that full flourishing is only possible when each and every member of our school communities:

- Experiences true **belonging** – knowing they are welcome, completely included, valued and celebrated
- Finds every possible avenue of academic and vocational **progress and success** open to them, without needing to overcome institutional barriers
- Feels totally **safe and secure** wherever they are, and fully connected with others
- Is able to meaningfully **participate** in the life of their school – with their voice heard and their ideas acted upon
- Believes that a **hope-filled future** can *and will* be theirs, because they see themselves represented in all aspects of school life, particularly in leadership

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Links with related policies: Behaviour for learning Policy, Equality and Inclusion Policy, SEND Policy, Safeguarding (inc. Child Protection) policy, Online Safety Policy.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated (Child Friendly School Definition: STOP – Several times on purpose). Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting bullying

If a child feels they or someone else is being bullied, they should tell a member of staff who they feel comfortable talking to. All children are encouraged to tell someone if they feel they are being bullied and this message is regularly reinforced through PSHE, Worship, class discussions and posters etc.

Children can report bullying by:

- Telling a member of staff (inc. informally through Time for Talk)
- Talking to a friend
- Talking to a parent/carer and asking them to share with the school
- Sharing concern in class worry jars/monsters

3. Reporting- roles and responsibilities

It is the responsibility of every member of the school community to work together to combat and to eradicate bullying. The school will ensure there are a variety of opportunities taken to educate children about bullying during the academic year e.g: Anti Bullying Awareness week, worship themes, PSHE lessons.

The Headteacher is ultimately responsible for the well-being of all pupils and staff. All staff, pupils, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in the school.

All Staff will:

- Treat each other respectfully.
- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- Be alert to signs of distress and other possible indications of bullying.
- Challenge discriminatory language and stereo-typing at every point.
- Keep records of both low level and serious behaviour incidents so a 'picture' can be created.
- Listen to children who have been bullied, take what they say seriously and act immediately to support and protect them.
- Record and report suspected cases of bullying to a member of the Senior Leadership Team and/or the Headteacher.
- Attend appropriate training.

The Anti-Bullying Leads in school are:

Colwich	**St. Peter's**	**St. Andrew's**
Corella Cope	Laura Evans	Kirsty Beardmore

The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Senior staff will:

- Implement the Trust anti-bullying policy; to ensure that all staff (both teaching and non-teaching) are aware of this and know how to deal with incidents of bullying.
- Report to the directors and Local Academy Committee about the effectiveness of the anti-bullying policy termly.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in Trust schools. They draw the attention of children to this fact at suitable moments. For example, if an incident occurs, headteachers may decide to use assembly as a forum in which to discuss with other children why certain behaviours are wrong, the impact of words and actions and consequences of engaging in bullying behaviour.
- Ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- Create climates of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- On being informed of serious bullying, or continued bullying, s/he will inform the parents of the alleged perpetrator and the victim. In more extreme cases, for example where these initial discussions have proved ineffective, other outside agencies may be involved.

The senior leader responsible for Anti-Bullying is:

Colwich	**St. Peter's**	**St. Andrew's**
Alison De Ste Croix	Charlotte Pilkington	Paul Hayward

Parents/carers

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying. (e.g. distress, feigning illness, lack of concentration).
- Advising their children to report any bullying to a member of staff and explaining the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Informing the school of any suspected bullying, even if their children are not involved.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken, whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour.
- Taking appropriate responsibility for the use and misuse of technology, including social media.
- Advising their children not to retaliate verbally or physically to any forms of bullying.
- Co-operating with the school if their children are accused of bullying and trying to ascertain the truth.
- Speaking respectfully when talking to all members of school staff.
- Should a parent wish to complain about how a matter of alleged bullying has been dealt with by members of school staff, they should refer to the Complaints Policy which is on the school website.

If parents wish to report a bullying incident to the school, they should initially do this through their child's class teacher who will raise this with the senior leadership team.

Pupils

We expect our pupils to:

- Demonstrate our Christian values in their play, words and actions every day.
- Understand a simple definition of bullying (STOP – several times on purpose).
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying and intentionally not reporting may be regarded as offering tacit support for the bully and effectively joining in with the bullying in the role of bystander.
- Speak out to a member of staff they feel comfortable with and not wait to share their concerns.
- Report anonymously through a worry box/monsters if they are uncomfortable in communicating directly.

Anyone who becomes the target of bullying behaviour should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Not use bullying tactics themselves as retaliation.

4. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record any incidences of bullying on an incident reporting form and also record the incident centrally on the school incident log. If they, a pupil or a parent or carer suspect that bullying may be taking place they are to complete the allegation of bullying form (see appendicies).

2. Staff will investigate the incident to assess whether or not the allegation meets the definition of bullying outlined in this policy. The investigation will include: looking at behaviour logs for patterns; speaking with children involved or witnessing; speaking to staff involved or witnessing; actively monitoring and observing behaviour over time.
3. Staff will assess whether parents and carers need to be involved.
4. Staff will assess whether any other professionals, particularly in cases where a child is identified as having SEND, need to be involved.
5. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.
6. Staff will work with the children to develop a programme of support to improve the situation for the victim and to transform the behaviour of the bully. Support will be offered from the pastoral team, class teacher, peer mentor, buddy system or through the use of restorative justice, other programmes or external support.
7. When required, staff will refer to the school behaviour policy when identifying an appropriate response to the bully's actions.
8. Designated school staff will monitor the effectiveness of the support plan on a regular basis.
9. Designated school staff will consider whether any further action, or any other authorities or agencies need to be involved in the event of further intervention being required.
10. Designated school staff will monitor incident reporting forms and information recorded on the incident log analysing the results.
11. Designated school staff will produce termly reports summarising the information which the headteacher will report to the local academy committee.

5. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside if school and report and respond according to their responsibilities outlined in this policy.

6. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

7. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitors in school, with the headteacher regularly reporting incidents to the Local Academy Committee. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

8. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Daily, there are opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes offer support to all pupils.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are involved in developing school-wide, anti-bullying initiatives through consultation with groups.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

9. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

10. Monitoring the policy

The senior leadership team is responsible for monitoring the policy on a day-to-day basis. The senior leadership team is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

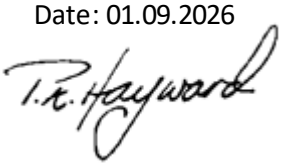
11. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 2 years, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:

Headteacher signed:  Date: 01.09.2026

CEO (on behalf of Mid-Trent MAT Board) signed:  Date: 01.09.2026

Mid-Trent MAT Anti-Bullying Policy
Children's Version

Mid-Trent Multi Academy Trust

1

What is Bullying?

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated.

2

How do I know if I am being bullied?

Because bullying is deliberate and repeated, you can ask yourself is someone has been unkind to you …

S everal
T imes
O n
P urpose?

3

What should I do?

If you think you, or someone else, is being bullied, talk to someone straight away. This could be a teacher, a parent or a friend. Remember to make it **STOP** …

S tart
T elling
O ther
P eople

4

What will happen next?

Someone at school will talk to you about what is happening and you can talk to them about how you feel and what you have experienced. They will help by coming up with a plan to make sure it **STOP**s for good!

Mid - Trent MAT Bullying Allegation Form

'Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated (STOP – Several times on purpose)' *(Mid-Trent MAT A*
the Mid-Trent MAT take allegations of bullying extremely seriously. To help us investigate any allegation as fully as possible by completing this form with as much detail as you can.

Name of Child	Class	Name of Person raising allegation	Date	Staff member responsible

Behaviour	Please tick if applicable
The named child has been called names repeatedly by the same child/ren on a number of occasions over a period of time	
The named child has been physically hurt by another/other child/ren on a number of occasions over a period of time.	
A child or children has/have been unkind and/or unpleasant to the named child on a number of occasions over a period of time.	

Reported Incident record

Details of re incident – please provide evidence in as much detail as possible of the incidents referred to above

Date and Time	Location	Type of bullying	Description	Alleged bully	Witnesses	Response

Any other relevant information

Mid - Trent MAT Bullying Response Form

Investigation Findings

Support Plan - Victim				
Desired Outcome	**Actions Needed**	**Person Responsible**	**By**	**Review Date**

Support Plan - Bully				
Desired Outcome	**Actions Needed**	**Person Responsible**	**By**	**Review Date**

Review

Further Actions

Allegation to be recorded in the following Headteacher's Report to LAC and Directors: _____