



## **Anti-Bullying Strategy** *for adoption by all CDAT schools*

This strategy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under the document will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

<b>Approved by</b>	<b>Date</b>	<b>Review Schedule</b>	<b>Date of next review</b>
Education Effectiveness committee	September 2025	Annually	September 2026

## **1. Our Christian Vision and Commitment**

We are deeply committed to our Christian vision of ensuring all pupils, staff, and families experience 'life in all its fullness' (John 10:10). We believe that all individuals within our school communities should flourish, feeling safe, valued, and respected. Our schools, as Church Schools, are dedicated to Christian vision and values. This strategy reflects our commitment to creating inclusive, nurturing environments where bullying is not tolerated and where courageous advocacy is fostered.

## **2. Definition of Bullying**

Bullying is defined as repetitive, intentional harm inflicted by one person or group on another, where the relationship involves an imbalance of power. It is not a one-off incident but a persistent pattern of behaviour that can take many forms:

- Emotional: Being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures).
- Physical: Pushing, kicking, hitting, punching, or any use of violence.
- Racist: Racial taunts, graffiti, gestures.
- Sexual: Unwanted physical contact or sexually abusive comments.
- Homophobic, Biphobic, and Transphobic (HBT): Bullying based on actual or perceived sexual orientation or gender identity.
- Discriminatory: Bullying based on any protected characteristic, including disability, religion or belief, or any other perceived difference.
- Verbal: Name-calling, teasing, taunting, sarcasm, spreading rumors, threats.
- Cyberbullying: Bullying carried out through an internet service or mobile technology, including texts, emails, social media, online games, and sharing of images or videos. This can include inappropriate content or contact, grooming, and exploitation.

## **3. Preventing Bullying: A Whole-School Approach**

Our strategy emphasises a proactive, whole-school approach to prevent bullying, embedding an anti-bullying culture across all aspects of school life.

### **3.1 Fostering a Positive School Ethos and Culture:**

- Christian Values: Our Christian values of dignity, respect, compassion, justice, and forgiveness underpin all our relationships and interactions, creating a culture where all are valued as children of God.
- Inclusion and Diversity: We celebrate diversity and nurture inclusion, ensuring that all pupils feel a sense of belonging and are protected from harm and fear.
- Relationships Education: Our schools promote healthy, respectful relationships through age-appropriate PSHE and Relationships Education.
- Curriculum: Schools leaders integrate anti-bullying messages and the celebration of difference within the curriculum, challenging stereotypes and promoting understanding.
- Anti-racist culture: Proactive bystander behaviour and challenging racist language and behaviour are integral to a healthy anti-racist environment. We encourage pupils to stand up for what is right and make a difference to others, as Jesus did.

### **3.2 Clear Expectations and Communication:**

- Behaviour & Relationships Policy: Our anti-bullying strategy is an integral part of the overarching Trust Behaviour & Relationships policy, which is clearly communicated to all pupils, staff, and parents.
- Pupil Voice: Our schools encourage pupils to report bullying by fostering an environment where they feel safe and confident to speak out. Regular opportunities for pupils to voice their concerns will be provided.
- Staff Training: All staff will receive regular training on identifying, preventing, and responding to bullying, including specific training on cyberbullying and bullying related to protected characteristics.
- Parental Engagement: School staff work in partnership with parents and carers, informing them of the strategy and encouraging their support in preventing and addressing bullying.

### **3.3 Online Safety:**

- Education: CDAT schools educate pupils on safe and responsible online behaviour, including the risks of cyberbullying and how to report it. They are also taught how to identify misinformation, disinformation (including fake news) and conspiracy theories.
- Monitoring: The Trust implement appropriate filtering and monitoring systems on school IT systems to prevent access to harmful content and identify instances of cyberbullying.
- Reporting Mechanisms: Schools ensure there clear procedures for reporting cyberbullying, both within school and to relevant external agencies where necessary.

## **4. Responding to Bullying**

When bullying occurs, our response will be swift, consistent, and supportive, focusing on the well-being of the victim and working directly with the perpetrator to ensure that this behaviour does not continue. Bullying as a form of "peer-on-peer abuse," and serious incidents should be addressed as a child protection concern.

### **4.1 Reporting and Recording:**

- Accessibility: Schools will ensure multiple, accessible ways for pupils, staff, and parents to report bullying incidents (e.g., directly to staff, worry boxes, designated email addresses).
- Thorough Records: All bullying incidents or allegations will be recorded thoroughly, clearly, and factually, detailing the concern, how it was followed up, and the outcome. This data will be used to monitor trends and evaluate the effectiveness of the strategy.

### **4.2 Investigation and Intervention:**

- Prompt Action: All reported incidents will be investigated promptly and sensitively.
- Listen to All: Staff will listen to all parties involved, including the alleged victim, alleged bully, and witnesses.
- Support for Victims: Schools will provide immediate and ongoing support to the victim, ensuring they feel safe and are heard. This may include pastoral support and strategies to rebuild confidence and self-esteem. The victim should have agency in determining next steps.
- Addressing Bullying Behaviour: Interventions for pupils who have bullied others will focus on understanding the impact of their actions, taking responsibility, and learning alternative behaviours. Sanctions will be proportionate and supportive, aiming to educate rather than simply punish. Restorative approaches will be considered where appropriate.
- Parental Communication: Schools will endeavour to keep parents of all involved pupils informed throughout the process, seeking their cooperation and support.

### **4.3 Legal Framework and Safeguarding:**

- **Legal Duties:** The trust and its schools will comply with all legal duties regarding bullying, including those under the Education and Inspections Act 2006 and the Equality Act 2010.
- **Safeguarding:** Bullying will always be considered within our safeguarding procedures. Staff are trained to identify indicators of harm and will follow "Keeping Children Safe in Education" guidance where bullying escalates to potential safeguarding concerns. This includes situations where bullying may constitute criminal behaviour.
- **Bullying Outside School Premises:** Schools will support parents/carers in referring any incidents of criminal behaviour to the police. This includes: violence or assault; theft; repeated harassment or intimidation, for example threats and abusive phone calls, emails or text messages; hate crimes.

### **5. SEND**

Whilst we understand that pupils may display need related behaviours often due to SEND, trauma or mental health needs, we also ensure that all staff have a secure understanding of the difference between need related behaviour and bullying behaviour.

Inclusion for all children is vital and therefore bullying will not be tolerated and schools should expect all pupils to adhere to this policy.

### **6. Roles and Responsibilities**

- **Trust Board and Local Governance Committees:** Oversee the implementation and effectiveness of the anti-bullying strategy, ensuring it aligns with the trust's vision and statutory guidance.
- **Headteachers:** Responsible for the day-to-day implementation of the strategy, fostering an anti-bullying culture, and ensuring all staff are trained and confident in responding to bullying.
- **All Staff:** Have a responsibility to model positive behaviour, identify and challenge bullying, and respond according to the strategy. This includes proactive bystander behaviour
- **Pupils:** Are encouraged to report bullying and understand their role in creating a positive school community.
- **Parents/Carers:** Are encouraged to support the school's anti-bullying efforts, report concerns, and work in partnership with the school.

### **7. Monitoring and Review**

The effectiveness of this Anti-Bullying Strategy will be regularly monitored and reviewed by the Trust's Education Effectiveness Committee and Local Governance Committees. This will include:

- Analysis of reported bullying incidents and outcomes.
- Feedback from pupils, staff, and parents.
- Review of training provision and effectiveness.
- Alignment with latest DfE and Church of England guidance.

This ensures that our Trust Anti-Bullying Strategy remains robust, effective, and deeply embedded in our commitment to enabling all members of our school communities to flourish and experience 'life in all its fullness'.