



Anti-Bullying Policy

Part of SHINE Multi Academy Trust

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Management log

Document Anti-bullying
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Document history

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V1	2 March 2020	Alison Smedley	30 June 2020	3 July 2020	To secure the protocols to support anti-bullying
V2	13 June 2022	Jane Grundy	17 June 2022	17 June 2022	To add additional information to the policy.
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Related policies

Policy	Website link
Equality	http://www.shine-mat.com/pupil-welfare/
Behaviour and Behaviour Management	https://www.ironvillecodnorpark.derbyshire.sch.uk/policies/
Child Protection and Safeguarding	https://www.ironvillecodnorpark.derbyshire.sch.uk/policies/
Peer on Peer Abuse	https://www.ironvillecodnorpark.derbyshire.sch.uk/policies/
Professional Standards Charter	https://www.shine-mat.com/business-and-personnel/
SEND	https://www.ironvillecodnorpark.derbyshire.sch.uk/send-policy/
Complaints	https://www.ironvillecodnorpark.derbyshire.sch.uk/policies/
Online Safety	https://www.ironvillecodnorpark.derbyshire.sch.uk/policies/
Acceptable use of IT	In the school office
PSHEE	In the school office
Home School Agreement	In the school office

Please note that the version of this document contained at

<https://www.ironvillecodnorpark.derbyshire.sch.uk/> is the only version that is maintained.

Any printed copies should therefore be viewed as 'uncontrolled' and as such, may not necessarily contain the latest updates and amendments.

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1. Equality Act 2010

1.1 SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders¹ will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Introduction

2.1 This policy outlines what Ironville and Codnor Park Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2.2 We aim to provide a safe, caring and friendly climate for learning for all our children to allow them to improve their life chances and help them maximise their potential. The ethos of our school fosters high expectations and outstanding behaviour and we will challenge any behaviour that falls below this.

2.3 We take bullying very seriously. Children and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

2.4 We promote the values of respecting, caring and helping each other whilst having the responsibility to look after each other. However, we acknowledge that whilst working towards this ideal, staff should reinforce a general message that children do not have to be friends with everyone, but they must be respectful of everyone else's feelings and show care, courtesy and consideration to all.

2.5 The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

¹ SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its pupils, including premises staff, administrators, teachers, support staff, pupils, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

3. Roles and responsibilities

3.1 The Headteacher has overall responsibility for the policy.

3.2 The anti-bullying co-ordinator is a Teaching Assistant²

3.2.1 The anti-bullying co-ordinators responsibilities are:

- implementing the policy and monitoring and assessing its effectiveness in practice
- ensuring evaluation takes place and that this informs policy review
- managing bullying incidents
- managing the reporting and recording of bullying incidents
- leading anti-bullying crew meetings
- assessing and coordinating training and support for staff and parents/carers where appropriate
- coordinating strategies for preventing bullying behaviour

3.3 The nominated governor with the responsibility for anti-bullying (behaviour) are: two co-opted governors³.

4. Our school community

4.1 Our school community

- discusses, monitors and reviews our anti-bullying policy and practice on a regular basis
- supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively; that children feel safe to learn; and that children abide by the anti-bullying policy
- reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy

² Mrs S Nicholson is a Teaching Assistant

³ ³ Mrs J Orme and Mrs S Whitehouse are two co-opted governors

- seeks to learn from good anti-bullying practice elsewhere and utilises support from the MAT and Local Authority and other relevant organisations when appropriate

5. What does bullying look like?

5.1 Bullying is *“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”* (Anti-bullying Alliance Definition of bullying 2024 [Our definition of bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk))

5.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (online bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

6. Why are children and young people bullied?

6.1 Bullying can happen to anyone. This policy covers all types of bullying:

- related to race, religion or culture
- related to SEND (Special Educational Needs or Disability)
- related to appearance or physical/mental health conditions
- related to sexual orientation (homophobic and biphobic bullying)
- of young carers, children in care or otherwise related to home circumstances
- sexist, sexual and transphobic bullying

7. Preventing, identifying and responding to bullying, including out of school

7.1 The school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- work with staff and outside agencies to identify all forms of prejudice-driven bullying

- actively provide systematic opportunities to develop children's social and emotional skills, including their resilience
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support the school council and the anti-bullying crew
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behavior. Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the policy and procedures (including recording and reporting incidents)
- proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- actively create "safe spaces" for vulnerable children and young people
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- work with other agencies and the wider school community to prevent and tackle concerns
- celebrate success and achievements to promote and build a positive school ethos
- be encouraged to use social media responsibly
- identifying common areas that bullying occurs outside of school and work with the local PSCO, schools, clubs and the Transition Team to prevent and respond to any issues

7.2 If a parent/carer feels that their child is being bullied they should complete appendix A of this policy with their child and arrange a meeting with the anti-bullying lead. The anti-bullying lead will speak to the parent/carer and child and if it is deemed to be bullying they complete the schools initial anti-bullying document. If it is bullying, the anti-bullying lead will speak to the other child or children and their parents/carers. The anti-bullying lead will begin their investigation and open an anti-bullying log. SMART targets will be set with the children or as a group. The anti-bullying lead will inform school staff who is on an anti-bullying log and what their SMART targets are. The anti-bullying lead will ensure the children have ELSA input during this time to help them to understand what has happened and help to re-build their friendship.

The anti-bullying log and SMART targets will be reviewed weekly with the children and parents/carers. It will only close when the targets are met and no other issues have occurred. This has to be in agreement with the parents/carers and child/ren.

7.3 We encourage child/ren to report any instances of bullying immediately to any member of staff or the Anti-bullying crew, whether they are the victim or not. This information will then be passed on to the anti-bullying lead who will follow the same procedure as above.

7.4 Records of conversations using CPOMs or a grey form will be recorded by a member of staff to ensure clarity. The anti-bullying leader receives notifications of these and monitors incidents. CPOMs incidents are available to provide a reference for further discussion at a later date should the need arise.

7.5 “School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. This may include 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. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher 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. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.”

(Department for Education (DfE) “Preventing and Tackling Bullying”, July 2017 page 6).

The school will follow the same procedures for bullying in and out of school.

7.6 The Senior Leadership Team, (SLT) will monitor anti-bullying logs to see if any lessons can be learnt or any patterns occur.

8. Involvement of pupils

8.1 We will:

- regularly canvas children and young people's views on the extent and nature of bullying.
- ensure that all children know how to express worries and anxieties about bullying.
- ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- ensure the children have a child-friendly anti-bullying policy.
- publicise the details of help lines and websites on the school anti-bullying webpage (created by the Anti-bullying Crew).
- be careful not to refer to the person who has experienced bullying as the victim and never suggest solutions lie with them.
- offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

9. Involvement of the Local Governing Body

- making sure the school addresses all issues of bullying.
- monitoring the anti-bullying procedures and incidents in school.
- attending relevant training and supporting the school.

10. Liaison with parents and carers

10.1 We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it

effectively.

- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

11. How should children, staff and parents/carers treat each other?

One of our school aims is 'To treat everyone with kindness, respect and tolerance.' We do this by following the:

- school RESPECT behaviours in and out of school – children .
- home school agreement and work together calmly with the school to support their child, whether they are the victim or perpetrator, to eliminate future incidents of bullying and to encourage their child not to retaliate or escalate any incidents – parents/carers.
- SHINE Multi-Academy Trust Professionals Charter as well as listening, being supportive and honest and taking parents/cares comments seriously – staff.

12. Supporting organisations and guidance

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

National Helplines

Childline tel: 0800 11 11

Kidscape tel: 07496 682785 - bullying counsellors

Family Lives tel: 0808 800 2222 – free confidential help for anyone looking after a child

Get Connected tel: 0808 8084994 – free confidential helpline for young people

Samaritans tel: 116 123 – helpline for those in distress

Websites

Childline is a free, confidential 24-hour counselling service for children and young people in trouble or danger. They offer advice and support to children, young people and adults on a range of topics including child abuse and bullying.

Kidscape provides support for children, parents and professionals with an advice line, free resources and campaigns.

GOV.UK bullying gives information, support and advice to parents and carers on what to do if their child is being bullied.

Bullying UK is an award-winning charity which is dedicated to providing detailed help and advice for the victims of bullying and their parents and carers.

Family Lives offer a confidential helpline, a forum, advice and videos to help with different types of bullying.

Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying.



Ironville and Codnor Park Primary School Bullying Allegation Checklist for Parents/Carers Appendix A



*“Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship **involves an imbalance** of power. Bullying can be physical, verbal or psychological. It can happen **face to face or online**”*

Definition of Bullying taken from The Anti Bullying Alliance

Name of your child _____

Date _____ Class _____

What has happened? – Was it hurtful, repetitive, intentional and involve an imbalance of power?

Where has this happened?

What time?

How many times has this happened?

How often?	Tick one	Please see
Once	<input type="checkbox"/>	The class teacher about relational conflict
Twice	<input type="checkbox"/>	The class teacher about relational conflict
Three times or more	<input type="checkbox"/>	Sarah Nicholson the Anti-bullying Co-ordinator

Did anyone else see this happen?/Who?

Did you tell any grown-ups?/Who?

Please show this complete sheet to the class teacher or the Anti-bullying Co-ordinator.

Thank you

Mrs Nicholson
Anti-bullying Co-ordinator