



Shardlow Primary School

Aspire Achieve Thrive



Anti-Bullying Policy

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1. Introduction

Our mission is for all pupils to Aspire, Achieve and Thrive during their time with us and beyond.

- 1.1 Our school is a small school with a big passion for providing a rich, broad and high quality learning experience in a safe, secure environment enabling all learners to realise their true potential.

Our Values

- 1.2 The Shardlow Spirits represent the values and behaviours we expect and provide in our school.
- Openmindedness
 - Respect and Responsibility
 - Confidence
 - Independence
 - Motivation
 - Kindness
- 1.3 Bullying and unkindness, whether physical or emotional, are entirely unacceptable at Shardlow Primary School and will not be tolerated. Any issues relating to bullying are treated with great seriousness, seeking ways to counter the effects of bullying that may occur within school or in the local community.
- 1.4 At Shardlow Primary School, we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.
- 1.5 At Shardlow Primary School we also recognise that bullying of staff and parents, whether by pupils, parents or other staff members is also unacceptable.
- 1.6 We are committed to developing an anti-bullying culture whereby no bullying will be tolerated.
- 1.7 We expect pupils to act safely and feel safe in school and, more importantly, that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.
- 1.8 We want parents to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and appropriately.
- 1.9 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.
- 1.10 This document provides a framework for the creation of a happy, secure and friendly environment in which children can learn and develop as caring and responsible people and take this with them into adulthood. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- 1.11 This policy has been drawn up through the involvement of the whole school community with input from pupils, staff and governors. A child friendly version of this policy is given to each child annually and copies are available in the school library and office as well as on the school website.
- 1.12 This policy links with a number of other school and ONE Academy Trust policies and practices including:
- Behaviour Policy
 - Complaints Policy (including child friendly version)
 - Child Protection and Safeguarding Policy (including child-friendly version)
 - Curriculum Policies, such as PSHE and Computing
 - Online Safety Policy (including child friendly version)
 - Sex and Relationship Policy
 - Lunchtime Supervision Policy
 - Equality Policy

Statutory requirements

- 1.13 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986 is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents.
 - DfE statutory guidance "Keeping Children Safe in Education" 2020.
 - Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".
- 1.14 The school understands that, under the Equality Act 2010, it has a responsibility to:
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- 1.15 The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

1.16 Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

2. Roles and Responsibilities

- 2.1 We believe that a whole school Anti-bullying Policy can only be effective if there is a partnership between all the various groups associated with the day-to-day running of the Academy. This involves teachers, teaching assistants, mid-day supervisors, office staff, students, parents, governors and children all working towards the same objective – a safe, calm school where great learning can take place.
- 2.2 **The Head teacher** has overall responsibility for the policy and its implementation and liaising with ONE Academy Trust, the Governing Body, the Local Authority and outside agencies.
- 2.3 **Anti-Bullying Coordinators** are Julia Gillard and Rebecca Peach
- 2.4 The **PSHE Subject Leader** is Rebecca Peach
- 2.5 The **nominated governor** with responsibility for Anti Bullying is Judie Anderson.
- 2.6 The **Governing Board** is responsible for:
- Evaluating, reviewing and amending this policy, accounting for new legislation and government guidance and to ensure that it is not discriminatory.
 - The overall implementation of this policy.
 - Analysing any bullying data to establish patterns and reviewing this policy in light of these.
 - Appointing a safeguarding link Governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
 - Ensuring that the school adopts a tolerant and open-minded policy towards difference.
 - Ensuring the school is inclusive.

2.7 The **Headteacher** is responsible for:

- Advising the Governing Board in reviewing this policy by using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

2.8 **Teachers are responsible for:**

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the school's senior leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

2.9 **Parents are responsible for:**

- Informing their child's teacher or the school leadership if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

2.10 **Pupils are responsible for:**

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

3. School Ethos

- 3.1 The Shardlow Primary School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school helps to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- 3.2 Our school community will:
- Support staff to promote positive relationships, to help prevent bullying.
 - Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Require all members of the community to work with the school to uphold the anti-bullying policy.
 - Report back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
 - Seek to learn from good anti-bullying practice elsewhere.
 - Utilise support from the Local Authority and other relevant organisations when appropriate.

4. Definition of Bullying

- 4.1 Bullying is “Behaviour by an individual or group usually repeated over time that intentionally hurts another individual either physically or emotionally”
- (DfE 2017 Advice: Preventing and tackling bullying)*
- 4.2 Bullying can include: name calling, taunting, mocking making offensive comments, kicking, hitting, and taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- 4.3 This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) This can include sending offensive, upsetting and inappropriate messages by phone, text, Instant Messenger, through gaming, websites and social media sites and apps, and sending offensive or degrading photos or videos
- 4.4 Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.
- 4.5 Bullying is repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
- 4.6 Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

5. Types of Bullying

Emotional	Being unfriendly, the use of words to mock, shock, tease, or ostracise another person.
Physical	Pushing, kicking, hitting, punching or any use of violence
Prejudice- based and discriminatory, including: • Racial • Faith-based • gendered (sexist) • Homophobic • Biphobic • Transphobic • Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, displays of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
Direct or Indirect Verbal	Name calling, sarcasm, spreading rumours, teasing.
Cyber	Bullying that takes place online, such as through social media networking sites, messaging apps or gaming sites.

Forms of Bullying covered by this policy

5.1 Bullying can happen to anyone; this policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

6. Prevention

- 6.1 The whole 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. We will recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- 6.2 Adults will openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. This can also include children with different family situations, such as looked after children or those with caring responsibilities.
- 6.3 All staff will challenge practice and language which does not uphold the values of tolerance, non- discrimination and respect towards others. 'Safe places' will be created in school for vulnerable children and young people.
- 6.4 Pupils will be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- 6.5 Shardlow Primary School will celebrate success and achievements to promote and build a positive school ethos.
- 6.6 Shardlow Primary School will clearly communicate a whole-school commitment to addressing bullying and this will be regularly promoted across the whole school.
- 6.7 All staff members will receive training on identifying and dealing with the different types of bullying.
- 6.8 All types of bullying will be discussed as part of the PSHE/RSHE curriculums.
- 6.9 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 6.10 Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
- 6.11 There are calm corners inside and outside of the school grounds which are available for pupils to go to during free time if they feel threatened or wish to be alone.
- 6.12 The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13 Pupils deemed vulnerable, will meet with staff regularly, where appropriate, to ensure any problems can be actioned quickly.
- 6.14 Class teachers and the pastoral team will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.15 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.
- 6.16 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

7.1 The following signs may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

7.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress.

7.3 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, who will investigate the matter and monitor the situation.

8. Child on Child Abuse

8.1 This school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

8.2 To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of

discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

8.3 All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

8.4 Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

8.5 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS), where the DSL deems this appropriate in the circumstances.

9. Cyber bullying

9.1 Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

9.2 Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages

- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom • Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites

9.3 NB. The above list is not exhaustive, and cyberbullying may take other forms.

9.4 The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. All members of staff will receive regular training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

9.5 Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff and parents should be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

9.6 Staff and parents should also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

9.7 All learning at home will follow procedures outlined in the Remote Learning Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

9.8 Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

10. Responding to Bullying

- 10.1 Pupils will be encouraged to report incidents to a trusted member of staff.
- 10.2 Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.
- 10.3 Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Responding to reports of bullying

- 10.4 The following steps may be taken when dealing with all incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The Headteacher/Designated Safeguarding Lead (DSL) or a Deputy will be informed of all bullying issues where there are safeguarding concerns.
 - The Headteacher (Designated Safeguarding Lead – DSL) or Deputy will interview all parties involved.
 - The school will inform other staff members, and parents/ carers, where appropriate.
 - Sanctions (as identified within the school Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
 - Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully

investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.

- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. (My Concern) This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

10.5 When responding to cyberbullying concerns, the school will:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation and take all available steps where possible to identify the person responsible and determine if there are any others victims/witnesses.
- The school will provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

10.6 Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

10.7 The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

10.8 In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the DfE guidance on [Searching, Screening and Confiscation](#) and the school's Behaviour Policy will be followed.

Bullying outside of school

- Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-Child Abuse procedure.
- The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the

school premises, such as on school or public transport, outside the local shops, or in a town centre.

- Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

11. Supporting Pupils

11.1 Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services.

11.2 Pupils who have perpetrated the bullying (or have been bystanders to an incident) will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services.

12. Education and Training

All staff, including teaching staff, support staff and midday supervisors will be trained to identify all forms of bullying and how to take appropriate action following the school's policy and procedures (including the recording and reporting of incidents on My Concern).

The school will organise training for Anti Bullying Ambassadors and support them in their role within school. A range of opportunities and approaches for addressing bullying

throughout the school year will be considered including the curriculum, displays, assemblies, peer support and special events (including support for National Anti-Bullying Week).

All teaching staff use PSHE Matters to deliver a high quality sequence of lessons called 'Bullying Matters' this is discrete from Anti-bullying week and taught in the summer term.

13. Involvement of pupils

Shardlow Primary School will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

14. Involvement and liaison with parents and carers

14.1 Shardlow Primary School will:

- Take steps to involve parents and carers in develop policies and procedures, (usually through Parent Forum) to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- 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.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Record Keeping

14.2 The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made,

e.g. sanctions, support, escalation of a situation and resolutions. These records will be kept on My Concern.

14.3 The Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

15. Monitoring and Evaluation

15.1 Shardlow Primary School will ensure that they regularly monitor and evaluate the mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the safeguarding action plan and this will be reviewed at termly Safeguarding Meeting with DSL and Deputies.

15.2 The named governor for Anti Bullying will meet with the Anti-Bullying Coordinators to discuss incidents and outcomes and this will be reported to the Full Governing Body.

15.3 The effectiveness of the school Anti Bullying Policy will be monitored and evaluated by the Anti-Bullying Coordinators and fed back to the Headteacher each term.

16. Review

16.1 This policy will be reviewed annually by the Governing Body

16.2 The policy will be reviewed annually by the Anti-Bullying Coordinators to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

17. Useful links and supporting organisations

General:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

The Diana Award: www.diana-award.org.uk

The Restorative Justice Council: www.restorativejustice.org.uk/restorativepractice-schools

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

SEND:

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying:

21.3.1 Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality:

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com/

Show Racism the Red Card: www.srtrc.org/educational

LGBT:

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf

No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-genderrelated

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing