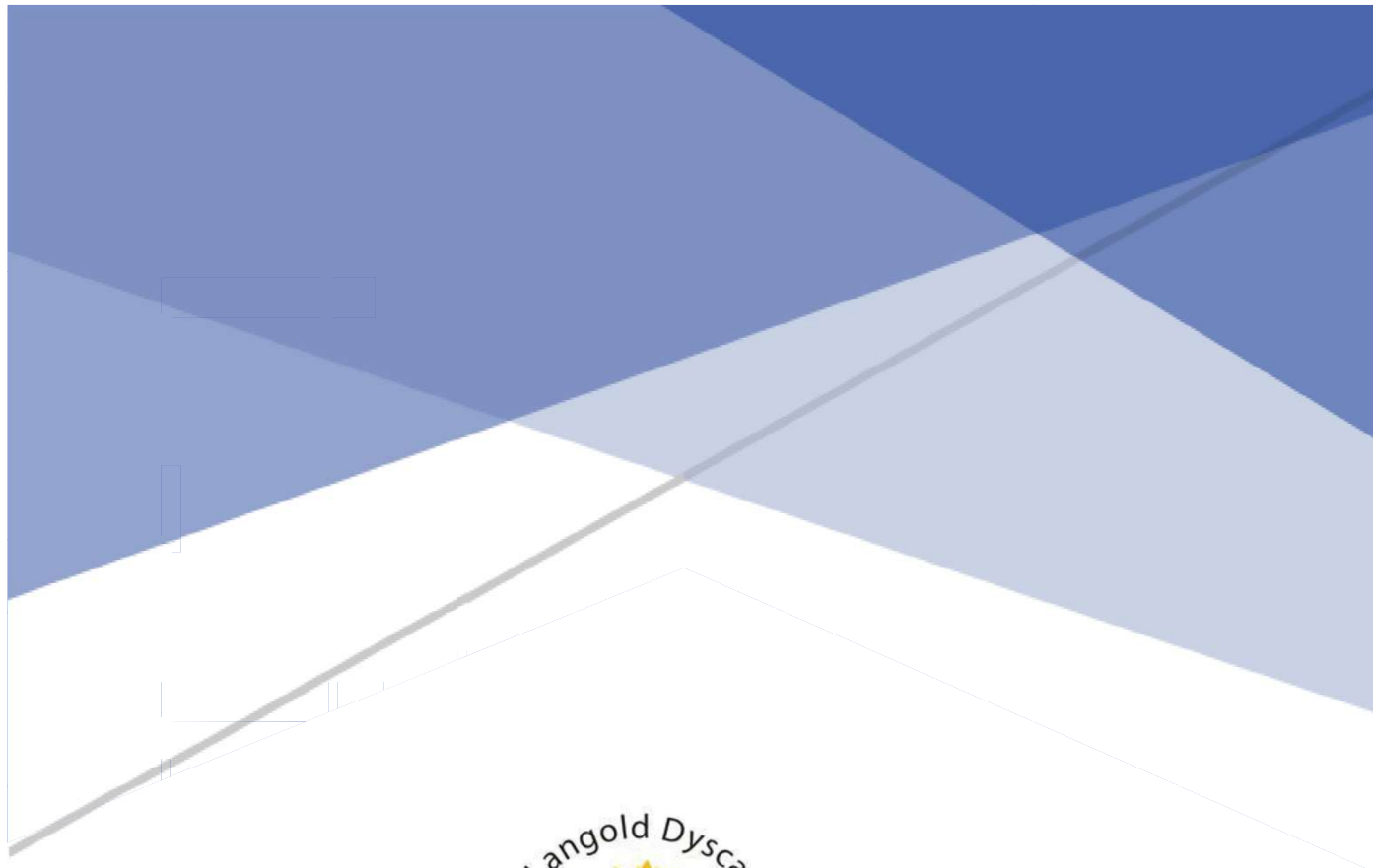




ANTI BULLYING POLICY



PART OF SHINE MULTI ACADEMY
TRUST COMPANY NUMBER
081634448

Management log

Document

Author

Person responsible for the policy

Antibullying Policy

Gemma Barlow

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Reviewer	Michelle Neal
Signed	Signed
<i>D Maddison</i>	<i>M Neal</i>

Chair of the Local Governing Body

Headteacher

Policy	Website link
Accessibility plan	https://www.langold-dyscarr.org/policies/ ¹
Behaviour	https://www.langold-dyscarr.org/policies/
Child protection	https://www.langold-dyscarr.org/policies/
Complaints	http://www.shine-mat.com/pupil-welfare/
Equality	http://www.shine-mat.com/pupil-welfare/
Exclusions	http://www.shine-mat.com/pupil-welfare/

¹ Should any of the named policies not be available through the website – please seek a copy from the school office

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1. Equality

1.1 The SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders² will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour,

² 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.

nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics).

2. Introduction

At Langold Dyscarr Community School the emotional well-being and happiness of pupils is a high priority, therefore, our aim is to provide a safe, caring, friendly and supportive environment, in which all children feel able to discuss and resolve any conflicts or issues in an open, honest and non-confrontational way. We believe by offering this caring, family atmosphere we will enable them to learn effectively, improve their life chances and maximise their potential; every individual needs to be valued for their contribution to the ethos and success of the school. We expect pupils and adults in our school to: feel safe in school; be aware of, and understand, issues relating to safety (such as bullying, e-safety); feel certain that should they need to resolve any worries, concerns or conflicts, they will receive the support that they need, and have confidence that, should they need to report bullying behaviour, any issues will be dealt with fairly and promptly. The school is aware of its legal obligations including the Equalities Act 2010. We demonstrate this by openly discussing differences between people and celebrating diversity. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.



We are committed to ensuring that equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender , disability, faith, religion or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Langold Dyscarr Community School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also 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 well.

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

3. Policy Development

This policy was formulated in consultation with the whole school community with input from

- ✦ Members of staff- though regular agenda items at staff meetings, parent and pupil questionnaires.
- ✦ Governors - discussions at governors meetings, training,

- ✦ Children and young people - pupils contribute to the development of the policy through the school council, PSHE discussions and Picture News assemblies
- ✦ Other partners (extended schools, visiting external providers in school and external providers off site), representatives from the local community, the community police officer and local Children's Centre manager.
- ✦ Parents were consulted via a questionnaire

This policy is available

- ✦ Online at [www. langold-dyscarr.org](http://www.langold-dyscarr.org)
- ✦ In the school prospectus
- ✦ From the school office

4. Roles and responsibilities

The Head teacher – Has over-all responsibility for the policy and its implementation and liaising Shine Multi-Academy Trust, the governing body, parents/carers, outside agencies and appointing an Antibullying coordinator who will have general responsibility for handling the implementation of this policy.

The Antibullying Coordinator in our school is Mrs Gemma Barlow and The responsibilities are:-

- ✦ Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- ✦ 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
- ✦ Assessing and coordinating training and support for staff and parents/carers where appropriate
- ✦ Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Antibullying (Behaviour) is: Dave Maddison

5. Definition of Bullying

1). Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Both kids who are bullied and who bully others may have serious, lasting problems.

2). In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

6. Types of Bullying

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

8. Behaviour often associated with bullying:

Baiting

Baiting can be used in bullying, both on and offline. It can be used to bully someone to get 'a rise' out of them and to antagonize those, who might be bullying others to get them to bully.

Sometimes baiting is used secretly to try to get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being 'just banter'. It may start as banter, but some types of banter are bullying and need to be addressed as such.

Types of Banter

- **Friendly Banter** - There is no intention to hurt and everyone knows its limits.
- **Ignorant Banter** - Crosses the line, but with no intention to hurt, and the person will often say sorry.
- **Malicious Banter** - Done to humiliate a person, often in public Occasionally an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required. What does bullying look like? Bullying behaviour can be:

Physical pushing, poking, kicking, hitting, biting, pinching etc.

- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages and social exclusion.
- **Indirect** - Can include the exploitation of individuals.

7. Specific types of bullying

- Bullying related to race, religion, or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to a child's home circumstances
- Sexist or sexual bullying There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between:
 - Young People
 - Young people and staff
 - Between staff
 - Individuals or groups

8. Where does bullying take place?

Bullying is not confined to the school premises. The problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

9. Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying, this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- ✦ children and young people in school including bystanders are encouraged to report any incidents to their class teacher or any other significant adult available to them in school (TA, midday supervisor, known volunteer etc)
- ✦ Parents/carers can make an appointment to see the class teacher or headteacher to discuss incidents of bullying.
- ✦ All staff and visitors can report incidents of bullying to the headteacher.

When a child makes a report to an adult they would be encouraged to gather as much information as possible about the incident and take witness statements if appropriate. A bullying report form would be completed with the victim. Staff would then report their concern on CPOMS. A discussion would be held between the adult and the designated co-ordinator, Miss Bradford, about an appropriate course of action- this will then be passed on to the head teacher.

10. Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedure.

- ✦ Interviewing all parties
- ✦ Informing parents

- ✦ Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- ✦ Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- ✦ Follow up especially keeping in touch with the person who reported the situation, parents/carers. This will include being referred to the complaints procedure for parents who are not satisfied with the school's actions
- ✦ We use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- ✦ We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

11. Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will then be shared with the headteacher who will take appropriate action. The records will be stored on CPOMs. The reports are reviewed on a termly basis at senior leadership meetings.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The policy will be reviewed and updated annually.

12. Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Langold Dyscarr Community School have developed the following strategies to promote positive behaviour and discourage bullying behaviour;

- ✦ Whole school and class-based events such as assemblies, workshops, the use of theatre groups, ▪
Involvement with the ESHAW Hub
- ✦ Anti-Bullying week annually in November.
- ✦ PSHE lessons and cross curriculum.
- ✦ Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- ✦ Pupil voice: school council and pupil questionnaires
- ✦ Playground buddying
- ✦ Reactive programmes for vulnerable groups or groups involved in bullying. For example: - ▪
Restorative Justice
- ✦ Counselling and/or mediation

Support for parents/carers

- ✦ Parent information

Support for all school staff

- ✦ Staff training and development for all staff including those involved in lunchtime and before and after school activities

13. Radicalisation

Through Anti bullying work, we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to ISIL, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation.

As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our Anti Bullying teaching.

14. Links with other policies

Policy
Behaviour Policy
Safeguarding Policy
Acceptable use policy/E-safety
Equalities policy
Confidentiality Policy
SEN Policy

15. Useful Resources

Some useful organisations for schools 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.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the AntiBullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying, and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners Cyber-bullying and online safety ChildNet International: Specialist resources for young people to raise awareness of online safety, and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people. Intenet

Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. Cyberbullying and children and young people with SEN and disabilities.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues.

Race, religion and nationality

Page

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom. Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual

A handwritten signature in black ink that reads "David B. Maddison". The signature is written in a cursive style with a large, stylized 'D' at the beginning.

Chair of Governors 12.5.2025

