

# Alfreton Park School



## Anti-Bullying Policy

Date	Review Date	Headteacher's Signature
September 2025	September 2026	J O'Donnell
Governors minute number:		

Chair of Governors: John Glasby  
Headteacher: Josie O'Donnell  
Deputy Headteacher: Emma Durham

## INTRODUCTION

*'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood'. (DfES, 2017)*

The Headteacher, Designated Safeguarding Leads and all staff at Alfreton Park School are committed to safeguarding the welfare of our pupils. Policies and procedures will be robust and contain the necessary measures to enable all staff to fulfil their roles and responsibilities with full regard to this commitment.

The policies and procedures contained in this document apply to staff, visiting professionals and all people who come in to contact with our pupils. We each have a role to play in ensuring that the pupils in our care feel safe, secure and happy to come to school. We all share the responsibility to protect our pupils and that includes taking the right steps to ensure that their safety is maintained. It is our statutory obligation to follow procedures and these procedures are set down in this document.

This policy should be followed in conjunction with Alfreton Park School's:

- Child protection and safeguarding policy
- SEND policy
- Mental health and wellbeing policy
- Behaviour policy
- Complaints policy
- E-Safety policy and acceptable use policies

## RATIONALE

In the context of our school, vision, values, key principles and Keeping Children Safe in Education, Alfreton Park School is committed to the protection, support and care of all members of the school community. We believe that the emotional, physical and mental welfare of the pupil is paramount. Our aim is to create an atmosphere where pupils and staff feel safe and secure and where they can enjoy positive and open relationships with each other. Pupils must also be able to interact with staff and with fellow pupils without prejudice or judgement.

## PRINCIPLES

As a specialist school providing bespoke education, we must ensure that our policies and procedures minimise bullying and always help and support every member of the school community. Pupils in our care should be able to feel safe and secure, engage in their learning and progress through their school experience in accordance with their own cognitive level of functioning and potential. Equally, members of staff should be able to fulfil their professional duties without impediment. Our policy on anti-bullying and the procedures which are in place are intended to reflect those beliefs.

We are committed to sustaining a culture in which those barriers to teaching and learning that are a consequence of bullying are removed. In line with our school behaviour policy we have a zero tolerance of bullying in all of its forms.

In carrying out our responsibilities, all staff will seek opportunities to emphasise the message of this policy and put it into practice.

## **THE AIMS OF ALFRETON PARK SCHOOL**

Alfreton Park School aims to ensure that:

- Governors, all staff, visiting professionals, pupils and parents/carers have an understanding of what bullying is
- Associates, all staff, visiting professionals, pupils and parents/carers should know what the school policy is on bullying and follow it when bullying is reported
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises
- As an Academy we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported

We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular form time, PSHE and RHSE where issues of diversity and healthy relationships are discussed and anti-bullying messages are drawn out
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- School assemblies and pupil/parent surveys
- Poster campaigns and pupil displays
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Measures are put in place which prevent or address incidents of bullying. These are:

- To establish and maintain a culture of zero-tolerance re: bullying (promoted by visual displays, annual Anti-bullying week and PHSE, RHSE lessons and form time)
- To provide mechanisms for pupils and/or staff to report incidents of bullying
- To use our annual school survey and school systems to monitor incidents of bullying and evaluate impact of the measures in place
- Peer mentoring where appropriate

## **HOW WE DEAL WITH INCIDENTS OF BULLYING**

### Stage 1: Information

- Pupils, parents, carers, members of staff or other stakeholders report an issue.
- All incidents of bullying must be logged on My Concern and referred to a DSL and/or Headteacher.
- Information shared in morning briefing as appropriate

### Stage 2: Investigation and Action

- All pupils involved should be interviewed by an appropriate member of staff, along with a safe adult identified by the pupil themselves.

- Parents/carers of all pupils involved will be contacted and information shared.
- Mediation process to resolve the issue(s) if required, meaningful and beneficial to all parties concerned.

#### Stage 3: Enhanced response:

- If the issue continues parents/carers of all parties could be invited in for a meeting with relevant member of staff e.g. Headteacher, behaviour lead, SLT member, Pastoral Lead etc.
- The school decides upon the next course of action e.g. Positive reengagement plan, moving group, twilights etc.

#### Stage 4: Escalated response:

- Suspensions.
- Outside agency involvement e.g. Police.
- Alternative timetable/placement.

## **HOW THE RAISE ACADEMY WILL RECOGNISE INCIDENTS OF BULLYING**

### Signs and Symptoms.

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults, at home and in school, should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Does not want to go to school on the bus
- Begs to be driven to school
- Changes his usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering or self-harming
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Underperforms in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Is bullying other pupils or siblings
- Stops eating
- Is frightened to say what is wrong with them
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous/jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility, and should be investigated.