Alfreton Park School

Anti-Bulling Policy

Date	Review Date	Headteacher's Signature
March 2026	March 2027	J O'Donnell

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

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1. Rationale

At Alfreton Park School we strive to create a culture based on our core values: We are Caring, We are Brave and We Aim High. Central to these values is the expectation that every pupil feels safe, respected and valued. Pupils must feel emotionally and physically secure if they are to learn effectively and reach their full potential.

We recognise that our pupils may be more vulnerable to bullying. Some pupils may find it difficult to recognise bullying, express concerns or report incidents independently. This makes it essential that the school has a clear, robust and proactive anti-bullying policy that safeguards all pupils.

Alfreton Park School is committed to the protection, support and care of every member of the school community. We believe that the emotional, physical and mental wellbeing of pupils is paramount and underpins all aspects of learning, development and personal growth. Bullying in any form can have a significant and long-lasting impact on wellbeing, self-esteem and engagement in learning, and will not be tolerated.

Our aim is to create an atmosphere in which pupils and staff feel safe and secure, and where positive, respectful and trusting relationships can flourish. Pupils must be able to interact with staff and peers without fear of prejudice, judgement or intimidation. Through a clear anti-bullying policy, we promote understanding, empathy and respect, while providing consistent procedures for preventing, identifying and responding to bullying.

This policy supports our commitment to equality, inclusion and safeguarding, and ensures that all pupils at Alfreton Park School are able to learn, socialise and develop in a supportive and nurturing environment.

2. Aims

The aims of this anti-bullying policy are to promote and develop a school ethos in which bullying behaviour is regarded as unacceptable and to ensure that a safe, secure and supportive environment is sustained for all pupils.

We aim for all pupils to reach their full potential academically, socially and emotionally by learning and playing in an environment where they feel safe, valued and respected. Equally, all members of staff should be able to fulfil their professional duties without impediment or fear of intimidation. This policy, alongside the procedures that support it, reflects these core beliefs.

Alfreton Park School is committed to sustaining a culture in which barriers to teaching and learning that arise as a consequence of bullying are identified and removed. In line with the school's Behaviour Policy, we operate a zero-tolerance approach to bullying in all its forms, including verbal, physical, emotional, relational and online bullying.

In carrying out our responsibilities, all staff will actively promote the principles of this policy, consistently reinforce its messages, and take prompt and appropriate action when bullying is suspected or identified. Through education, prevention and intervention, we aim to empower pupils, support positive relationships and uphold the values of We are Caring, We are Brave and We Aim High.

Alfreton Park School aims to ensure that:

- Governors, all staff, visiting professionals, pupils and parents/carers have a clear understanding of what bullying is and how it may present.

- Governors, all staff and visiting professionals are aware of the school's anti-bullying policy and consistently follow the agreed procedures when bullying is reported or suspected.

- All pupils and parents/carers know what the school's anti-bullying policy is and understand what actions to take if bullying arises.

- Bullying is taken seriously at all levels within the school, and pupils and parents/carers are assured that concerns will be listened to, responded to promptly and supported appropriately.

The school uses a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open, honest and consistent anti-bullying ethos.

- Use of curriculum opportunities, including Circle Time and Relationships, Sex and Health Education (RSHE), to explore issues of diversity, inclusion, respect and healthy relationships, and to reinforce clear anti-bullying messages.

- Planned opportunities throughout the school year, and at key times during the school day, to raise awareness of the negative impact and consequences of bullying, including participation in national initiatives such as Anti-Bullying Week each November.

- Whole-school assemblies, pupil and parent/carer surveys, School Council and other pupil voice activities to encourage discussion, reflection and shared responsibility.

- Visual reinforcement through poster campaigns and pupil-led displays that promote positive behaviour and inclusion.

- Ongoing review of staff induction and continuing professional development to ensure training reflects the school's anti-bullying policy, specific needs and best practice.

Measures to Prevent and Address Bullying

Alfreton Park School puts the following measures in place to prevent bullying and to address incidents promptly and effectively:

- To establish and maintain a culture of zero tolerance towards bullying, promoted through visual displays, annual Anti-Bullying Week activities, RSHE lessons, and discussion times.
- To provide clear, accessible and appropriate mechanisms for pupils and staff to report incidents or concerns relating to bullying, recognising that some pupils may require support to communicate their worries.
- To use the annual school survey and internal school systems to monitor incidents of bullying, identify patterns or trends, and evaluate the effectiveness and impact of the measures in place.
- To use peer mentoring and peer support approaches where appropriate, ensuring these are carefully monitored and adapted to meet the needs of individual pupils.

3. Definition of Bullying

At Alfreton Park School, we actively discuss what bullying is, as well as behaviours and incidents that may be described as bullying. This takes place through discrete lessons, assemblies and ongoing discussions, ensuring that pupils develop a shared understanding appropriate to their age and needs.

Where bullying raises safeguarding concerns, it will be managed in line with the school's Child Protection and Safeguarding Policy.

The Anti-Bullying Alliance defines Bullying as;

"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".

We agree that bullying is defined as:

- Behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group, either physically or emotionally.
- Behaviour that usually occurs where there is an imbalance of power, which may be physical, emotional, social or related to communication or status.
- Behaviour that may be prejudiced or discriminatory, including bullying related to protected characteristics such as disability, race, religion, gender, sexual orientation or family circumstances.

This policy recognises that not all incidents of conflict or unkind behaviour constitute bullying; however, all such incidents will be addressed appropriately in line with the school's behaviour and safeguarding procedures.

3.1 Types of Bullying

Bullying can be but is not limited to;

Physical bullying is the use of physical actions or force to deliberately hurt, intimidate or control another person. It involves behaviour that is intentional, repeated over time and often occurs where there is an imbalance of power. Physical bullying may include pushing, poking, kicking, hitting, biting, pinching.

Verbal bullying is the use of spoken or written language to deliberately hurt, intimidate or upset another person. It is typically repeated over time and often involves an imbalance of power. Verbal bullying may include name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional bullying is behaviour that intentionally causes emotional harm, distress or damage to another person's self-esteem or wellbeing. It is usually repeated over time and often involves an imbalance of power. Emotional bullying may include isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual bullying is behaviour that is sexual in nature and is used to intimidate, humiliate, embarrass or harm another person. It is usually repeated over time and often involves an

imbalance of power. Sexual bullying may include unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online or Cyber bullying is behaviour when someone uses technology, such as phones, tablets, computers, or social media, to repeatedly upset, threaten, or harm another person. Online or Cyber bullying may include sending mean messages, sharing hurtful images or videos, spreading rumours, excluding someone online, or pretending to be someone else to cause distress.

Indirect bullying is behaviour when someone tries to hurt, upset, or isolate another person without confronting them directly. This can include spreading rumours, excluding someone from a group, giving them the silent treatment, or manipulating others to be unkind.

4. How we deal with incidents of Bullying

All staff are responsible for responding to incidents that fall within the school's definition of bullying. In all cases, staff will ensure that pupils who report concerns are listened to, taken seriously, and provided with appropriate support.

Pupils are actively encouraged to report incidents of bullying. All reports will be managed with respect, sensitivity and dignity, ensuring that pupils feel safe, valued and supported throughout the process.

The school adopts a graduated response to incidents of bullying, ensuring that all concerns are taken seriously, recorded appropriately, and addressed in a timely and supportive manner.

Stage 1: Information Gathering and Reporting

- Concerns about bullying may be raised by pupils, parents/carers, staff, or other stakeholders.
- All reported incidents of bullying will be logged on My Concern and Behaviour Smart and referred to the Designated Safeguarding Lead (DSL) and/or the Headteacher.
- Relevant information will be shared with staff during morning briefings where appropriate, ensuring confidentiality is maintained.

Stage 2: Investigation and Initial Action

- All pupils involved will be interviewed by an appropriate member of staff. Pupils may be supported by a trusted or "safe" adult of their choosing.
- Parents/carers of all pupils involved will be informed and kept updated throughout the process.
- Where appropriate, a mediation or restorative approach may be used, provided it is meaningful, safe, and beneficial for all parties involved.

Stage 3: Enhanced Response

- If the bullying behaviour persists or the incident is more serious, parents/carers of all parties may be invited to a meeting with relevant staff, which may include the Headteacher, Behaviour Lead, a member of the Senior Leadership Team (SLT), or the Class Teacher.
- The school will determine and implement further actions, which may include a Positive Re-Engagement Plan, sanctions in line with the behaviour policy, additional support strategies, or changes to groupings or routines.

Stage 4: Escalated Response

- In cases of serious or ongoing bullying, further sanctions may be applied, including suspension in line with the school's Behaviour Policy.
- External agencies may be involved where appropriate, such as the Police, CAMHS, or other specialist services.
- Alternative timetables or alternative placements may be considered as a last resort to ensure the safety and wellbeing of all pupils.

Parents/Carers will be informed throughout the process. However, if parents/carers are not satisfied with the school's response to a bullying concern, they are encouraged to follow the school's formal Complaints Procedure, details of which are available on the school website or upon request.

5. Roles and Responsibilities

At Alfreton Park School, we recognise that every member of staff and our wider community has an important role and responsibility in promoting positive relationships. As a school, we maintain an 'it could happen here' ethos, recognising that bullying can occur in any setting, in order to safeguard all pupils.

5.1 The Governing Board

- The governing board is responsible for ensuring this policy is reviewed regularly and does not discriminate against any pupil or adult.
- Overseeing the effective implementation and monitoring of this policy.
- Promoting a culture of tolerance, understanding, and respect for difference across the school community.
- Ensuring the school provides an inclusive environment where pupils feel safe, supported, and able to report concerns in accessible ways.
- Monitoring and analysing bullying data, including specific trends, to identify patterns, triggers, and appropriate preventative strategies.
- Ensuring that all allegations of bullying, including those involving staff, are taken seriously, appropriately investigated, and acted upon to maintain a safe environment for all.
- Appointing a safeguarding link governor to work alongside the Designated Safeguarding Lead (DSL) to ensure safeguarding practices, including the prevention of bullying and cyberbullying, are effective and inclusive of SEND needs.

5.2 The Headteacher

- The headteacher is responsible for making sure that staff understand this policy, and that it is being implemented consistently throughout the school.
- Ensuring appropriate systems are in place for recording, monitoring, and responding to bullying incidents involving vulnerable pupils.
- Supporting staff who experience bullying and ensuring appropriate procedures are followed.
- Holding staff accountable for any bullying behaviour and ensuring professional standards are upheld.

- Ensuring all staff receive appropriate training on inclusive practice, communication strategies, and de-escalation techniques relevant to SEND.

5.3 Senior Leadership

- Senior leadership team are responsible for acting as a key point of contact for pupils, parents/carers, and staff regarding bullying concerns, ensuring communication is adapted to meet individual needs.
- Liaising with parents/carers, particularly where pupils with SEND may need additional advocacy or support.
- Supporting staff in identifying, recording, and responding to bullying, including subtle or indirect forms that may disproportionately affect pupils with SEND.
- Ensuring reasonable adjustments are made when investigating incidents (e.g., use of visuals, alternative communication methods, or trusted adults).
- Reporting incidents to the Headteacher or Chair of Governors as appropriate.

5.4 All staff and volunteers

- Are responsible for being vigilant to social dynamics, recognising that pupils with SEND may be more vulnerable to bullying or may not recognise bullying behaviours.
- Creating a safe, predictable, and supportive classroom environment where all pupils feel able to express concerns.
- Using adapted communication strategies (e.g., visuals, simplified language, assistive technology) to support pupils in reporting bullying.
- Monitoring and following up on the wellbeing of pupils involved in bullying incidents.
- Avoiding assumptions or stereotyping, and considering how SEND may impact behaviour, communication, and social understanding.
- Sharing relevant information with colleagues to ensure a consistent and informed approach to supporting pupils.
- Recording and preserving evidence of bullying, including cyberbullying, and reporting concerns promptly in line with safeguarding procedures to a DSL and via My Concern.

This list is not intended to be exhaustive.

6. Whole School Approach

The school adopts a whole-school approach to the prevention of bullying. This involves a cohesive and strategic commitment from all members of the school community, including staff, pupils, parents and governors, to foster a safe, inclusive and respectful environment.

This approach is underpinned by a robust and regularly reviewed anti-bullying policy, clear and consistent reporting procedures, and ongoing staff training. The school also implements proactive prevention strategies, such as mentoring and restorative approaches, to address concerns at an early stage.

Through this comprehensive approach, the school aims to establish a ‘telling school’ Culture, in which pupils feel confident to report concerns and where bullying is not tolerated.

The approach is adopted through;

- The curriculum in particular RSHE, themed topics, circle time
- Role models of adults across school
- Key worker systems
- Pupil buddy systems across classes
- Nurture provision which includes, Horticulture and Thrive

- School council opportunities
- Restorative practices

7. Statutory Implications

The school recognises its legal duties under the **Equality Act 2010** and understands that, in relation to bullying, it must:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
- Advance equality of opportunity between individuals who share a protected characteristic (including disability) and those who do not.
- Foster good relations between individuals who share a protected characteristic and those who do not.

The school acknowledges that pupils with Special Educational Needs and Disabilities (SEND) may be at increased risk of bullying and discrimination. As such, the school will take proactive steps to ensure reasonable adjustments are made to prevent disadvantage and to support pupils in reporting and understanding bullying behaviours.

The school understands its responsibilities under the **Human Rights Act 1998**, recognising that failure to prevent or respond effectively to bullying may result in a breach of pupils' rights. The Headteacher will ensure this policy is implemented effectively, with the support and involvement of all staff.

While bullying itself is not a specific criminal offence, the school recognises that some behaviours associated with bullying may constitute criminal offences. These include:

- Under the **Malicious Communications Act 1988**, it is an offence to send electronic communications intended to cause distress or anxiety, or which are indecent, grossly offensive, threatening, or knowingly false.
- Under the **Protection from Harassment Act 1997**, it is an offence to pursue a course of conduct that amounts to harassment.
- Under Section 127 of the **Communications Act 2003**, it is an offence to send messages via a public electronic communications network that are grossly offensive, indecent, obscene, or menacing.
- Bullying behaviours that involve violence, assault, theft, repeated harassment or intimidation, or hate crimes may also constitute criminal offences and should be reported to the police where appropriate.

The school will ensure that any response to potential criminal behaviour takes into account pupils' individual needs, understanding, and communication abilities, while maintaining the safety and rights of all members of the school community.

8.Useful links and supporting organisations

• 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

• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: https://carers.org/about-us/about-young-carers
• The Restorative Justice Council: https://restorativejustice.org.uk/restorative-practice-schools

SEND

• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying

• Childnet: www.childnet.com
• 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-for-child-internet-safety-ukccis
• DfE 'Cyberbullying: advice for headteacher/principals and school/college staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: https://www.kickitout.org/take-action/resources
• 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: http://www.theredcard.org/

LGBT

• Barnardo's 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
• School/colleges Out: http://www.schools-out.org.uk/

Sexual harassment and sexual bullying

• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
• Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobody campaign-posters
• Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE research into anti-bullying practices:
https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

9.Monitoring, Evaluation and Review

The Designated Safeguarding Lead's (DSL) monitors, logs and updates chronology reports liked to behaviour and safeguarding issues related to bullying. An incident report log can be found via My Concern, as well as reports from Behaviour Smart.

This policy will be reviewed annually by the Anti-Bullying lead. At every review, the policy will be shared with the governing board.
Data will be analysed regularly by senior leaders, behaviour leads and governors to identify trends, inform practice, and evaluate the effectiveness of preventative strategies.

Findings from this analysis will be used to inform staff training, policy development and preventative strategies across the school.

This policy will also be reviewed in response to any significant changes in legislation, guidance or the needs of the school community.