



Castleton C of E Primary School  
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Castleton C of E Primary School

## **ANTI BULLYING POLICY**

Document Name	<b>Anti Bullying Policy</b>
Date Approved	<b>December 2025</b>
Review Date	<b>December 2027</b>

The policy set out below is based on the context of the vision of the school Governing Body:

At Castleton C of E Primary School we aim to provide, first and foremost, a safe and fully nurturing environment embedded in the context of Christian values and practise.

We aim to be inclusive, meeting individual needs, and include a wide range of social, moral, spiritual and cultural experiences that are linked with our Christian community, and prepare our children for life in modern Britain.

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, July 2017. Consideration of the contents of ‘Keeping Children Safe in Education’ 2020, Sexual Violence and Sexual Harassment Between Children in Schools and College, ‘Cyber bullying, Understand, Prevent and Respond Guidance for Schools’, and DfE Research into Approaches to Prevent and Tackling Bullying’.



## 1. Objectives

This policy outlines what Castleton C of E 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. Links to Other School Policies

This policy links to other policies, practises and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- E-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- PSHE and citizenship policy

## 3. 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 pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils 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.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Pupils to abide by the policy.

## 4. Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

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 (cyberbullying) 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.

Bullying is recognised as a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

## **5. Forms of Bullying Covered by this Policy**

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

- Bullying related to race, religion 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.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Gender based bullying, including transphobic bullying.
- Bullying via technology e.g cyberbullying
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Prejudicial bullying (bullying against people with protected characteristics)

## **6. Preventing, Identifying and Responding to Bullying**

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. The school community will:

- Ensure our pupils are aware that bullying concerns are dealt with sensitively and effectively so that everyone feels safe to learn together.
- 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 pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Ensure anti-bullying has a high profile throughout the year, reinforcing through key opportunities such as anti-bullying week.
- 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 and the school/student council.
- 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 behaviour.
- 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 school 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.

## 7. Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Appropriate support will be given to person being bullied, ensuring they are not at risk of immediate harm.
- The DSL will be informed of all bullying where there are safeguarding concerns.
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers and classroom teaching assistants will be kept informed.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school’s behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.
- A clear precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## 7. Cyber Bullying

When responding to cyber bullying concerns, the school will:

- Act as soon as the incident has been reported or identified.
- Provide appropriate support for the person who has been cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at the school systems
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and police if necessary
- Work with the individuals and online service provider to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscating policy.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to respond or retaliate
  - Provide 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.

## 8. Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Provide ongoing support; this may include working with and speaking to staff, offering formal counselling, engaging with parents and carers.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened and 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.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and 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, or the Children and Young Peoples Mental Health Service (CYPMHS).

## 9. Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

## **10. Involvement of Pupils**

We will:

- 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 help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **11. Liaison with Parents and Carers**

We will:

- Take steps to ensure parents are aware the school does not tolerate bullying.
- 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.

## 12. Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- 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
- The Computer Misuse Act 1990

## 13. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with Lead Responsibility is

**Christine Tonkins**

The named Member of Staff with Lead Responsibility is **Jayne Jackson**



### 13. Management of this Policy

This policy was approved by the Governing Body on: 15/12/25

This policy will be monitored and reviewed: December 2027

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

### Appendix A – Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying:

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. (<http://www.anti-bullyingalliance.org.uk/>)



The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here. (<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/choosing-anti-bullying-tools>)

**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. (<http://diana-award.org.uk/>)

**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. (<http://www.kidscape.org.uk/>)

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. (<https://www.bullyinginterventiongroup.co.uk/index.php>)

**Restorative Justice Council:** Includes best practice guidance for practitioners 2011. (<http://restorativejustice.org.uk/restorative-practice-schools>)

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. (<http://www.childnet.com/>) (<http://www.childnet.com/new-for-schools/cyberbullying-guidance-and-practical-toolkit>)

**Digizen:** provides online safety information for educators, parents, carers and young people. (<http://www.digizen.org/>)

**Internet Matters:** provides help to keep children safe in the digital world. (<https://www.internetmatters.org/>)

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. (<https://www.thinkuknow.co.uk/>)

**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.' (<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>)

LGBT:



**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying. ([http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm))

**EACH:** (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia. (<http://www.eachaction.org.uk/>)

**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. (<https://www.metrocentreonline.org/>)

**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 and events, campaigns, undertaking research and creating resources. (<https://www.theproudtrust.org/>)

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. (<http://www.schools-out.org.uk/>)

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. (<http://www.stonewall.org.uk/>)

SEND:

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people. (<http://www.mencap.org.uk/>)

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference. (<https://www.changingfaces.org.uk/Home>)

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice. ([http://www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf))

**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. (<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>)

**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. (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about/what-do-ias-services-do>)



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 peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. (<https://www.minded.org.uk/>)

**PSHE Association:** Guidance and lesson plans on improving the teaching of mental health issues. (<https://www.pshe-association.org.uk/>)

Race, Religion and Nationality:

**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. (<http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools>)

**Educate Against Hate:** Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation. (<http://educateagainsthate.com/>)

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. (<http://www.srtrc.org/educational>)

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools. (<http://www.kickitout.org/>)

**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. (<http://tellmamauk.org/>)

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. (<https://www.gov.uk/government/groups/anti-muslim-hatred-working-group>)

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. (<http://www.endviolenceagainstwomen.org.uk/>) (<http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf>)

**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. (<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>)

**Anti-bullying Alliance:** Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying. (<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>)

