



EDALE RISE
Primary & Nursery School

Anti-Bullying Policy

September 2024



School Vision:

- To improve the life chances of every child through the pursuit of knowledge
- To ensure children are well rounded pupils with strong moral values through the 'Take Care' approach

School Values: Take Care

Take Care of our School and World	Take Care of Each Other	Take Care of Ourselves	Take Care of Our Work
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1. Introduction

At Edale Rise Primary and Nursery School, we believe all pupils have the right to learn in a supportive, caring, and safe environment without fear of being bullied. Bullying of any kind is unacceptable and will not be tolerated. We recognise the negative impact bullying can have on children's well-being and learning, and we are committed to preventing and addressing it. Our children are given the confidence and strategies to speak up and report any bullying experiences, knowing that effective and positive action will be taken to support them.

This policy aligns with our Take Care ethos. In which all children and adults in school are encouraged to Take Care of themselves and others.

2. Aims and Objectives

- To ensure that all forms of bullying are taken seriously and responded to swiftly.
- To provide a clear framework for preventing and addressing bullying behaviour.
- To create a safe and supportive learning environment where all pupils can thrive.
- To support both the victims of bullying and the individuals involved in bullying, helping them to understand the impact of their actions.
- To work closely with parents/carers and external agencies to address incidents of bullying.

3. Legal Framework and Statutory Requirements

The legal frameworks underpinning this Anti-Bullying Policy provide crucial guidance and statutory duties for schools to ensure the safety and well-being of all pupils.

These are:

- **Education Act 2002:** Places a duty on schools to safeguard children, which includes taking effective action against bullying to protect children's welfare.
- **Education and Inspections Act 2006:** Requires schools to promote good behaviour and prevent bullying, both within school and beyond the school gates, such as during online activities.
- **Equality Act 2010:** Ensures that our policy addresses bullying related to protected characteristics, such as race, disability, or sexual orientation, fulfilling our legal duty to prevent discrimination and promote equality.
- **The Children Act 1989:** Reinforces our responsibility to protect children from emotional harm caused by bullying, aligning with our safeguarding obligations.
- **Human Rights Act 1998:** Protects pupils' rights to a safe environment, free from degrading treatment and bullying, ensuring respect for all individuals.
- **Keeping Children Safe in Education 2024:** Directs schools to have clear measures for addressing child-on-child abuse, including bullying, as part of their safeguarding responsibilities.
- **Preventing and Tackling Bullying (2017):** Provides best practice guidance for preventing and responding to bullying, helping us create a safe and inclusive school culture.

These frameworks ensure that our policy is comprehensive, legally compliant, and focused on creating a safe and supportive environment where all children can learn and flourish.

4. What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It is important to recognise that bullying can be carried out by one person or a group of people, and can be directed at a single individual or multiple individuals.

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, pushing, or other forms of physical aggression.
- **Verbal:** Name-calling, taunting, teasing, or offensive remarks.
- **Relational:** Excluding someone from a group, spreading rumours, or manipulating friendships.
- **Cyberbullying:** The use of electronic communication to bully, including through social media, texts, or emails.
- **Prejudicial Bullying:** Bullying based on protected characteristics, such as race, religion, gender, disability, or sexual orientation.

We use the following information to support our community in identifying bullying behaviours:

Is it Bullying?

One off? Someone is being mean on purpose It is a one time thing Someone may be responding to hurt feelings	Joking around? Everyone is having fun No-one is getting hurt Everyone is joining in equally
Conflict? Two people with a balance of power in a conflict or disagreement A solution can usually be found	Bullying? Repeated, unwanted, negative behaviour towards someone Behaviour is several times and on purpose Someone is being hurt on purpose



If you think someone is being bullied, tell a member of staff in school straight away

Bullying is not a one-off instance of conflict or meanness but involves repeated, unwanted negative behaviour intended to harm. We use the following acronym to support children in identifying bullying and knowing how to seek help:

What is Bullying?

S	Several
T	Times
O	On
P	Purpose

What if you are being bullied?

S	Start
T	Telling
O	Other
P	People

5. Preventative Strategies

Edale Rise adopts proactive strategies to prevent bullying and promotes positive relationships and respectful behaviour through:

- **Restorative Justice Approach:** Encouraging open communication and repairing harm through a restorative process.
- **School Values:** The 'Take Care' ethos
- **Curriculum:** Incorporating anti-bullying education through PSHE, Relationship and Sex Education (RSE), Online Safety education, external delivery of programmes such as The Life Bus and themed weeks like Anti-Bullying Week.
- **The Votes for Schools Curriculum:** delivered three times a week in class assemblies, the Votes for Schools curriculums explores British Values and Protected Characteristics which are anti-bullying in principle.
- **Workshops and External Agencies:** Regular workshops on online safety and anti-bullying are conducted by external agencies such as NSPCC, SCARF and Nottinghamshire Police.
- **Pupil Leadership:** A focus on pupils as leaders and role models across a range of areas of school life

6. Procedures for Reporting and Responding to Bullying

All bullying incidents will be taken seriously and handled according to the following steps:

1. Reporting:

Pupils can report bullying to any staff member. We actively promote our safeguarding team of Designated Safeguarding Leads. Learning Mentor support is available to children throughout the day. 'Chatterbox' is available in the main corridor and children can write down any worries or concerns they may have, confident in the knowledge it will be dealt with swiftly. Parents can also report concerns directly to the school, either through communication with Leaders who greet the community at the school gates on drop-off and collection and through the School Office.

2. Recording:

All incidents of child-on-child abuse are reported on our Management Information System (MIS), ScholarPack. These incidents are treated in-line with our Behaviour Policy. Logging these incidents enable us to monitor incidents and proactively respond to any emerging patterns of behaviour. Also, to inform curriculum adaptations, targeted provision and intervention strategies. For all incidents that fall under our definition of bullying, or where an allegation of bullying has been made, a concern is recorded using our school safeguarding system MyConcern.

3. Investigation:

A senior leader, usually the Headteacher or Deputy Headteacher will investigate any reports of bullying involving all relevant parties and witnesses. This will happen on the day of an incident or allegation of bullying being reported. If reported at the end of the day, the investigation will commence on the following day. The investigation will be recorded on the concern logged in MyConcern. Parents/carers will be informed at the earliest opportunity of any concerns involving their child, either as a victim or as someone involved in bullying behaviour. We will seek to ensure that they are aware of the procedures outlined in this policy.

4. Response:

While we have a zero-tolerance approach to bullying, our response seeks to both address the behaviour and provide opportunities for learning and personal development. Confirmed cases of bullying are treated as serious incidents, which will result in immediate intervention and appropriate consequences. Such consequences are progressive with increasing seriousness depending on whether ongoing bullying behaviours occur.

In cases of confirmed bullying, consequences may include:

1. Restrictions on outdoor play during lunchtime or break times
2. Reflection time away from peers, supervised by a senior leader (internal seclusion)
3. Off-site education at another Transform Trust school (early intervention)
4. Fixed-term suspension
5. In exceptional circumstances, permanent exclusion
6. The Senior Leadership Team (SLT) will use their discretion to determine which consequence is most appropriate based on the nature of the incident, previous behaviour history, and the age/maturity of the child involved. Wherever appropriate, this will be in partnership with parents/carers.

5. Support:

We take a Restorative Justice approach, seeking to repair harm and restore relationships. Victims of bullying will receive pastoral support, including counselling and mentoring if needed. Pastoral support will be ongoing and reviewed regularly to ensure the well-being of both the victim and the child displaying bullying behaviour. Those involved in bullying will receive behaviour support and, where appropriate, an Individual Support Plan (ISP) to address underlying issues. In addition, the school may engage with external agencies, such as educational psychologists or behaviour specialists, to provide further support and ensure the child's well-being and progress.

6. Follow-up:

The school will follow up to ensure the bullying has ceased and seek to ensure that relationships have been restored. Follow-up meetings will be documented in MyConcern, and staff will continue to monitor the situation through regular check-ins with the pupil(s) involved to ensure that the bullying has ceased.

7. Working with Parents and Carers

At Edale Rise, we value the vital role that parents and carers play in supporting their child's well-being and behaviour. Positive collaboration between home and school is key to addressing any concerns and ensuring the best possible outcomes for all children.

The school encourages open communication and will:

- Keep parents/carers informed of bullying incidents involving their child.
- Provide advice and support to parents/carers on dealing with bullying at home or in the community.
- Work collaboratively with families to resolve bullying incidents and prevent further occurrences.

We ask that parents work closely with us to support their child(ren) through the procedures outlined in this policy. This includes keeping open lines of communication with the school and being actively involved in any actions taken to address bullying incidents.

It is crucial that families trust our trained staff to follow the appropriate processes to address incidents of bullying. Parents and carers are strongly advised not to attempt to resolve conflicts between children themselves, as this can often escalate situations and affect relationships further.

We also ask that all members of our school community follow the Transform Trust Parent Code of Conduct, which outlines the respectful and supportive behaviours we expect from everyone in our school community. This code helps ensure that together, we create a positive, nurturing environment where all children feel safe and valued.

We appreciate the support of our families in helping to maintain the respectful and caring ethos of our school and in modelling the behaviours that contribute to our shared commitment to kindness and unity.

8. Single Equality Incidents

Edale Rise Primary and Nursery School is committed to promoting equality and ensuring that every member of our community is treated with respect, dignity, and fairness. Any form of bullying that targets individuals based on protected characteristics (such as race, gender, disability, or religion) as outlined in the Equality Act 2010, will be treated as a Single Equality Incident.

All incidents are recorded in our safeguarding system, MyConcern, and the number of incidents along with the school's response is shared with governors on a half-termly basis and with Transform Trust on a termly basis.

The school will inform parents/carers of any single equality incident involving their child, whether as the victim or the individual responsible and will work closely with families to provide appropriate support.

- Support for the Victim: The victim will receive pastoral care, including mentoring or counselling where necessary, to ensure they feel safe and supported.
- Support for the Individual Responsible: The child involved in the discriminatory behaviour will receive behaviour support and re-education to help them understand the impact of their actions and learn more inclusive and respectful behaviours.

By addressing these incidents promptly and collaboratively, we aim to foster a respectful, inclusive school environment for all.

9. Bullying Outside of School Premises

Under the Education and Inspections Act 2006, headteachers have the right to regulate pupils' conduct outside the school gates. This includes bullying that occurs off-site or online. The school will take action in line with our behaviour policy when bullying occurs:

- On school transport.
- During off-site visits, including residential trips.
- Via social media or electronic communication between pupils.

10. Supporting Pupils with SEND

We are aware that pupils with Special Educational Needs and Disabilities (SEND) are particularly vulnerable to bullying. This policy aligns with our SEND policy, and we will ensure that appropriate support is given to SEND pupils both in preventing bullying and responding to it. Reasonable adjustments and personalised strategies may be made to support pupils with SEND who are involved in bullying, whether as a victim or as the individual bullying others.

11. Related Policies

This Anti-Bullying Policy is supported by and should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- E-Safety Policy
- SEND Policy
- Complaints Policy
- PSHE Curriculum

11. Monitoring and Evaluation

At Edale Rise, we are committed to continually reviewing the effectiveness of our Anti-Bullying Policy. Bullying incidents are monitored and evaluated to ensure appropriate and timely responses, with a focus on both prevention and intervention.

- **Reporting to Governors and Transform Trust:** All incidents of bullying are reported to the school's governing body on a half-termly basis. Additionally, a termly report is provided to Transform Trust. These reports include a detailed analysis of the nature of the incidents, patterns or trends in behaviour, and the school's responses to each case.
- **School Response:** The school's response to bullying incidents is categorised into three levels of support:
 - **Universal Support:** Whole-school approaches aimed at promoting positive behaviour and preventing bullying, such as assemblies, curriculum-wide anti-bullying lessons, and awareness campaigns like Anti-Bullying Week.
 - **Targeted Support:** Specific interventions aimed at individuals or small groups where bullying incidents have been identified. This may include mentoring, behaviour plans, or restorative justice sessions.
 - **Specialist Support:** In cases where more intensive intervention is required, the school may provide specialist support in collaboration with external agencies, such as educational psychologists, MHST Practitioners or behaviour specialists.
- **Curriculum Adaptations:** Based on the findings from bullying incidents, the school may adapt elements of the curriculum to address emerging trends. This could include additional PSHE lessons, online safety workshops, or focused discussions on empathy, respect, and inclusion.

At Edale Rise, we believe that every child deserves to feel safe, respected, and valued. By working together with pupils, staff, parents, and the community, we aim to create an environment where bullying is not tolerated and everyone can flourish.