



# Anti-bullying policy

## Matlock & Dales Primary Partnership

Review: Annually

Version	Date	Narrative	Minute No.	Review Date
1	<p>AS: 6.9.22</p> <p>DCT: 5.10.22</p> <p>STG: 13.9.22</p>	<p>Reviewed whole policy and amended in line with each school's behaviour policy. This policy also includes evidence from EEF's 'Improving Behaviour in school.'</p> <p>Included STOP strategy, involvement of DSLs, and new PSHE curriculum in the policy.</p> <p>Amended section 5 and 6 to match behaviour policy.</p> <ul style="list-style-type: none"> <li>• 6: Information on protected characteristics</li> <li>• 7: Behaviour off the school premises</li> <li>• 8: Behaviour during wraparound provision</li> </ul>	<p>AS: FGB/2223/060522/15</p> <p>DCT: FGB/2223/051022/15</p> <p>STG: FGB/2223/130922/15</p>	September 2023
2	29 <sup>th</sup> August 2023	<p>Summer review of policies.</p> <p>Adopted as a <b>partnership policy</b>.</p>	RMC/2223/290823/1	August 2024
2	September 2024	<p>Summer review of policies. No amendments.</p>	<p>DCT/LAC/2425/190924/10</p> <p>AS/LAC/2425/170924/10</p>	September 2025



			STG/LAC/2425/180924 BI/LAC/2425/230924	
3	AS: 30.9.25 BI: 1.10.25 DCT: 2.10.25 St. G: 1.10.25	Updated: 1: Online Safety policy 6: Reference to CPOMS and accurate classification of all allegations	AS/LTC/2526/300925/9 BAK/LTC/2526/081025/11 STG/LTC/2526/011025/10 DCT/LTC/2526/021025/10	September 2026

## 1) Objectives of this Policy

This policy outlines what **each school in the Matlock and Dales Primary Partnership (All Saints' CE Infant, All Saints' CE Junior, Bakewell CE Infants, Darley Churchtown CE Primary and St. Giles CE Primary)** will do to prevent and tackle bullying.

The policy has been drawn up through the involvement of the **partnership** 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. Our vision is for our children, staff and community to flourish. This is integral to **each school's vision which incorporate inclusivity, tolerance and respect.**

This policy is based on:

- DfE guidance ["Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017](#) and on evidence from EEF's 'Improving Behaviour in school.'

This policy operates in conjunction with the following policies:

- Online Safety Policy (**Trust**)

## 2) Each 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



### 3) 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)

All of the schools within the Matlock and Dales Primary Partnership define bullying as **STOP** (Several times on purpose) around the sites.

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.

### 4) 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 (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology “cyberbullying”

### 5) Preventing, Identifying and Responding to Bullying

All of the schools within the Matlock and Dales Primary

Partnership will:

- In line with the behaviour policy, and supported by our Christian values, create an inclusive environment which promotes a culture of mutual respect and care for others.
- Educate children to use the STOP (hand up) strategy when they feel that bullying is taking place. Display the STOP hand around both sites.
- Invest time in EYFS to develop PSED areas to give all children a strong foundation of kindness and consideration to others.



- Teach high quality PSHE lessons from Year 1 to 6 to educate pupils on how to recognise and deal with bullying. Teach PSHE matters unit – Bullying Matters to children across school.
- Support children who are not meeting age expectations in managing feelings and behaviour through positive play and nurture sessions.
- Take part in termly collective worships to address bullying and what it can look like.
- Take part in anti-bullying week each year.
- Challenge all practice that does not uphold the values of tolerance, non-discrimination and respect towards others.
- Celebrate success and achievements in school, including behaviour, to promote and build a positive school environment.
- Provide parents with a direct email to contact a DSL or Behaviour leader to report bullying within school:
  - All Saints CE Infants: [safeguarding@allsaintsfed.derbyshire.sch.uk](mailto:safeguarding@allsaintsfed.derbyshire.sch.uk)
  - All Saints CE Junior: [safeguarding@allsaintsfed.derbyshire.sch.uk](mailto:safeguarding@allsaintsfed.derbyshire.sch.uk)
  - Bakewell CE Infants: [safeguarding@bakewell-inf.derbyshire.sch.uk](mailto:safeguarding@bakewell-inf.derbyshire.sch.uk)
  - Darley Churchtown CE Primary: [safeguarding@darleychurchtown.derbyshire.sch.uk](mailto:safeguarding@darleychurchtown.derbyshire.sch.uk)
  - St. Giles CE Primary: [safeguarding@st-giles-matlock.derbyshire.sch.uk](mailto:safeguarding@st-giles-matlock.derbyshire.sch.uk)
- Create a supportive and safe classroom environment rooted in respect and care to enable children to have the confidence to talk about their experiences to their class teacher.
- Train staff to respond to all incidents and reports of bullying in line with the policy. (see part 6)
- Trained DSLs lead, gather and analyse data termly, with regards to bullying incidents to monitor and review practise and strategies moving forward.

## 6) 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.
- A clear and precise account of the incident will be recorded on to **CPOMS** and labelled as **bullying/perceived bullying**.
- The behaviour leads will provide involved staff with a next step and oversee the outcome of the concern.
- Teachers will investigate the concern through observations and discussions with the children involved.
- When responding to cyberbullying concerns **each** school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- 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 policy.



- Parents/carers will be kept informed and updated on the actions taken and their impact.
- Wraparound care providers (such as Breakfast club or after school providers) will (where appropriate) be informed and involved in the positive approaches to addressing bullying.
- 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.

## 7) 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.

Pupils who have bullied 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 our behaviour policy.
- Speaking with police or local services.

## 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 school's behaviour policy.
- Reassuring and offering appropriate support.
- 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 school's 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.

## 7) Involvement of Pupils

We will:

- Ask our school councils to 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 through PSHE lessons and worships.
- 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 (STOP and Anti-bullying Week).
- 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.

## 8) Liaison with Parents and Carers

We will:

- 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.

## 9) Links with other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Acceptable Use of IT



- Behaviour policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety
- SEND policy
- Lettings policy

## 10) Links to Legislation

There are a number of 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
- DfE (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- Power to tackle poor Behaviour Outside School

## 11) Responsibilities

It is the responsibility of:

- **Each school's Local Academy Committee** to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Head of Schools, 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.
- Leaders to monitor **CPOMS** and bullying incidents and feedback to SLT.
- 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.

## 12) Monitoring & Review, Policy into Practice

This policy will be monitored and reviewed annually.

The named Governor for bullying will report on a regular basis on incidents of bullying and outcomes. Each 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.





## 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.

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](#).

[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.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

## 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

[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 cyberhomophobia.

[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 and 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 LGB 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](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[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 peoples 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

[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.

[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 advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW) This website has a guide which 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 bullying.



# Behaviour Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reasons for my behaviour

Consequences of my behaviour

What happened?

How do I feel?

How has my behaviour affected others?

Other consequence(s)

Next time I would:

What now? | \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

