



GREENWOOD ACADEMIES TRUST

Anti-Bullying Policy



DANESHOLME
ACADEMIES

Approved by:

Sonia Kendal
(Executive Principal)

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School statement on bullying

Danesholme Academies follows our KRR values—Be Kind, Be Ready, Be Respectful—create confident, caring community citizens who thrive, belong, and contribute positively every day.



Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

All different, all welcome.

Aims and purposes

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all pupils and staff is a key priority. We take all incidents of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and we work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens, and to make sure they grow up understanding the need to respect and celebrate differences, as well as similarities. These values reflect those that will be expected of our pupils by society when they enter secondary school, and beyond into the world of work or further study.

We use a combination of promoting our school's approach to tackling bullying, and regularly monitor, review, and assess the impact of our preventative measures.

Related policies e.g. Behaviour Policy and protocol / Equality Policy

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **PHYSICAL** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **ATTACKING PROPERTY** – such as damaging, stealing or hiding someone's possessions
- **VERBAL** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **PSYCHOLOGICAL** – such as deliberately excluding or ignoring people
- **CYBER** – such as long text, email or other social media content used to send or post hurtful messages

Bullying behaviours are characterised by the following attributes:

- The behaviour is repeated
- The behaviour is intentional
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on lots of different things, including, but not limited to:

- RACE (racist bullying)
- RELIGION or BELIEF
- CULTURE
- SOCIAL CLASS or SOCIO-ECONOMIC BACKGROUND
- GENDER (sexist bullying)
- SEXUAL ORIENTATION (homophobic or biphobic bullying)
- TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY (transphobic bullying)
- SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY
- APPEARANCE
- RELATED TO HOME OR OTHER PERSONAL SITUATION

- RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE

2. Reporting bullying

Pupils who are being bullied:

It is a pupil being bullied, pupils may not realise that they should report it such as when a friend, family member or trusted adult. There are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, specific names of anti-bullying staff
- Tell a playground buddy or anti-bullying buddy who in turn can help them tell a teacher or member of staff
- Tell any other adult in school – such as play worker, teaching assistants or school office staff
- Tell an adult at home
- Call Childline to speak with someone in confidence on **0800 1111**

Reporting – roles and responsibilities

Staff:

All school staff, both teaching and non-teaching (for example playworkers, site team, admin), have a duty to report any bullying that they see to the Head of Academy or relevant member of the pastoral team. The Heads of Academy are anti-bullying leads.

SENIOR STAFF:

The Senior Leadership Team and the Executive Principal have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads who are the Heads of Academy, the Senior Leaders responsible for behaviour who are the Executive Principal and the Assistant Principal.

PARENTS AND CARERS:

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child to talk to a trusted adult and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

PUPILS:

Pupils play a vital part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying they should support the victim, encourage them to report the bullying and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the incident, reporting form and any notes the incident centrally on CPOMS.
- Designated school staff will monitor incident reporting forms and information recorded analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the Executive Principal will report to the Trust.
- Staff will offer support to the target of the bullying in discussion with the pupil, class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will proactively respond to the bully, who may require support. They will discuss with the targets, class teacher to devise a plan of action
- Staff will decide whether it is more appropriate or relevant whether necessary, in line with the school policy
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying

outside of school, and report and respond according to their responsibilities as outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and recorded and monitored on SIMS, other school database or central recording system. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the causal use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is one of incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying:

- A child-friendly anti-bullying policy ensures all pupils understand and uphold the anti-bullying policy
- Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another
- Our curriculum provides opportunities for pupils to learn about different types of bullying and what they can do to prevent and respond to bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and events. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT+ History Month.

- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Strategies are challenged by staff and pupils across the school
- Playground Rangers and the Learning Mentor offer support to all pupils, including those who may have been the target of bullying
- Restorative justice consequences provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation and regular feedback

8. Training

The Head of Academy is responsible for ensuring that all school staff, both teaching and non-teaching (including Play Workers, caretakers and admin) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The Executive Principal is responsible for reporting to the Trust on how the policy is being enforced and upheld. The Trust Governance are in turn responsible for monitoring the effectiveness of the policy by in-school monitoring through their compliance checks.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.