Exceed Learning Partnership
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Sheep Dip Lane Academy

Anti-Bullying Policy

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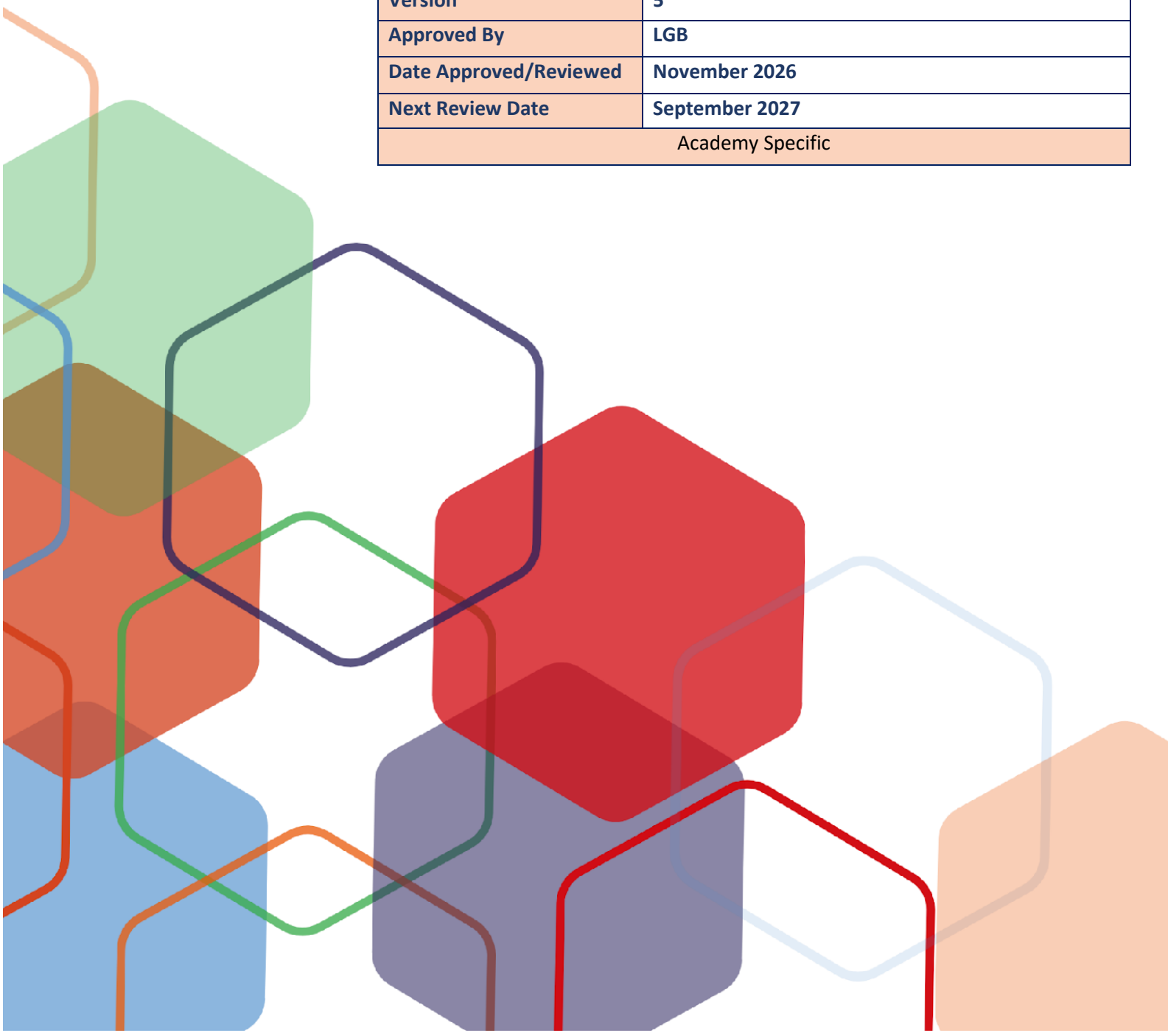
Academy Specific	



Version Control

Version	*Revision Date*	*Revised by*	*Section Revised*
V1	Oct 2020	Oct 2022	New Front Cover, Headteacher changed to Principal on signature page
V2	Sept 2022		Section 1 definitions and procedures reviewed. Appendix 1 flow chart amended to include a pictorial version of procedures
V3	October 2024		New Cover Added reference to KCISE 2024 Updated staff roles and responsibilities
V4	October 2025		Added reference to KCSIE 2025
V5	November 2026		Added reference to KCSIE 2026 New front cover

Sheep Dip Lane Academy: Anti-Bullying Policy
Reviewed: November 2026

Linked Policies: Schools Complaints Procedures, Equalities Policy
Child Protection Safeguarding Children Policy, Citizenship/PHSE Policy

Our Commitment

Sheep Dip Lane Academy recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

- Sheep Dip Lane Academy is a place where children and adults should feel safe, secure and valued.
- We promote good behaviour, self-discipline and respect.
- High expectations of behaviour extend throughout school, and are supported by all staff.
- We encourage pupils to communicate their feelings in words, not inappropriate actions.
- Bullying, in any form, will not be tolerated.

Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, parents and children should be confident that incidents will be dealt with promptly and effectively.

What is Bullying?

Our Academy adopts the Doncaster Wide definition of bullying:

- Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyber space.
- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).

- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:

- Teasing banter between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;
- Behaviour that all parties have consented to and enjoy.

Signs of bullying

At our school, children are encouraged to tell somebody about anything that makes them unhappy. However, some children may be scared of telling, therefore adults and children should be aware that changes in a child's behaviour may mean they are being bullied.

Children may:
· feel worried about walking to school on their own
· begin truanting
· become quiet or lacking in confidence
· feel ill in a morning (particularly on school days)
· cry themselves to sleep or have nightmares
· lack concentration or begin doing poorly in school work
· come home with clothing or books damaged
· have possessions or dinner money 'go missing'
· begin stealing
· have unexplained cuts and bruises
· become aggressive or bully other children
· stop eating · refuse to say what is wrong.
· be reluctant to play outside
· be secretive over their mobile or computer.

These signs and behaviours do not always mean that a child is being bullied but they do mean that it should be considered. Victims of bullying can feel like failures. They feel stupid, ashamed and ugly. Bullying may lead to bed wetting, sleeping difficulties, depression, loneliness and a lack of trust. It is clear that bullying affects the whole family and should not be ignored in the hope that things will improve.

How people can help:
· If you are worried that your child or friend is being bullied ask him/her if they are.
· Be aware of the symptoms of bullying
· Don't agree to keep it a secret – and tell an adult at school or tell their parent.
· Allow your child/friend to talk about their feelings.
· Don't tell your child/friend to hit back – the problem will get worse.
· Avoid threatening the bullies – it often makes matters worse.

Remember if you are a child at school and you are being bullied or worried about a friend; you can:
· Talk to any member of staff but especially your class teacher.
· Speak to one of our Thrive Buddies.
· Speak to a member of the Pupil Parliament Team
· Speak to our Senior Leaders

Prevention:
Respect is central to our Values and within our curriculum, we teach the importance of respecting others and taking responsibility for our own actions.

We always address issues such as bullying and we learn how to resolve problems without falling out.

Members of our Thrive Buddy Team and our Pupil Parliament are committed to raising awareness and creating an anti-bullying ethos. Every year they work with teachers to organise an anti-bullying week. During this time, we review our policies and processes.

Procedure:

Process for Dealing with allegations of Bullying

Stage 1 (Allegation received)	Child / parent / carer raises concern – record
Stage 2 (Investigation)	Investigation begins by class teacher and phase lead – record
Stage 3 (Response and Report)	1. If substantiated – record, staff to feedback to parents/carers of pupils involved. 2. If unsubstantiated – record and monitor
Stage 4 (Follow up)	2-4 weeks after stage 1 class teacher and phase lead to meet again with child / parent / carer to discuss how the situation is now.
Stage 5 (Support and Monitoring)	Ongoing monitoring to check there is no recurrence
Stage 6 (Further support needed)	If there is recurrence, additional support will be gained from outside agencies e.g. BOSS, PCSO, EP, etc.
At all stages the child will be checked on regularly by staff	

All reports of bullying will be investigated immediately by the class teacher and phase leader.
All incidents will be shared on CPOMS and recorded in line with this guidance.

It is the responsibility of the whole school community to report any incident of bullying.

Children may react to events within their own lives by being nasty to others. This may make them bully. Understanding why children bully is very important; we do not believe in calling children 'bullies'

We have a clear process for dealing with situations where bullying may take place. If the process has been followed and the child continues to behave in a bullying manner towards other pupils the following steps will be taken:

School staff will consult with external agencies to provide additional support for either the

1. victim or the perpetrator.
2. Formal parents meeting with a behaviour contract will be signed
3. A Governors Disciplinary Panel meeting
4. Possible Fixed Term Exclusion
5. Possible Managed Move
6. Possible Permanent Exclusion

The Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education, July 2017
By Law - Every school must have measures in place to prevent all forms of bullying.
'The Educations and Inspections Act 2006'
'**The Education (Independent School Standards) Regulations 2014'**
The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
'The Equality Act 2010'
'Keeping Children Safe in Education' (2026)

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences.
- Appoint a designated member of staff as anti-bullying officer- Mrs A Parkhurst
- Appoint an Anti-bullying Governor, Mr C Lambert.
- Designated Safeguarding Lead is Mrs A Parkhurst.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying using the CPOMS system.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
    - Regular praise of positive and supportive behaviour by all staff.
    - Work in school which develops empathy and emotional intelligence.
    - Any incidents are treated seriously and dealt with immediately.
    - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators' parents will be informed.
- Equality Act 2010 - Schools (including academies and free schools) cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

Protection is now extended to pupils who are pregnant or undergoing gender reassignment

- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.
- Safeguarding children and young people – under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

- Take part in events such as: National Anti-Bullying week, Doncaster Anti-Bullying Charter Mark, Internet Safety days, LGBT history month.
- Recognise that different groups of children are at a greater risk of Bullying, such as those with SEND and children who are or are perceived by peers to be LGBTQ+
- Senior leaders will review behaviour data on a weekly basis to spot patterns or trends that could escalate to bullying, providing early intervention

How we will work with victims of bullying

- Ensure that there are easy/clear pathways for reporting bullying.
- Ensure that victims are listened to and reported incidents are acted upon.
- Ensure that strategies are put in place to support individual needs.
- Ensure victims are consulted, and kept involved and informed.

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators are consulted, and kept involved and informed.
- Implement appropriate sanctions and learning programmes for example:
    - counselling/instruction in alternative ways of behaving
    - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
    - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
    - fixed periods of exclusion
    - permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.
- Implement appropriate learning programmes and raise awareness about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Bullying Buddies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer
- Sharing good practice with other schools
- Participation in Anti-Bullying Week
- Work with other agencies
- Implement sanctions
- Thrive Approach

How we will educate the school community

- Involve Parents/Carers, involve pupils, involve organisations & celebrate success.
- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Arrange e-safety events.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.

- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)
- Challenge homophobic/transphobic language and support different families working with Stonewall & Doncaster Pride.

How will we work with parents and carers
By ensuring that:

- There are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- Every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying).
If after following the schools formal complaints procedure the parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be accessed.

How we will support staff
We will ensure appropriate agencies' contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield CounsellingHuman Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

Linked Legislation

- Criminal law - Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

Date of Policy: November 2026 To be reviewed: September 2027

Signed: Principal

Signed: Chair of Governors