

CITY OF DERBY ACADEMY

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CITY OF DERBY ACADEMY (CODA)

ANTI-BULLYING POLICY

Last Update	September 2025
Next Review Date	July 2026
Approved by	Governing Body

This policy is aligned with the following Department for Education (DfE) guidance:

[Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities \(2015\)](#)

[Preventing and tackling bullying Advice for Headteachers, staff and governing bodies \(2017\)](#)

[Equality Act 2010: advice for schools \(2018\)](#)

[Mental health and behaviour in schools \(2018\)](#)

[Keeping children safe in education - Statutory guidance for schools and colleges \(2025\)](#)

It is also aligned to other school policies including the Safeguarding & Child Protection Policy (2025).

PURPOSE

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure.

Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at the school.

The school is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

Bullying behaviour is always unacceptable and will never be tolerated:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- It interferes with a student's right to enjoy their learning and leisure time free from intimidation;
- It is contrary to our vision and values..

PRINCIPLES

We will:

- Adopt a definition of bullying that is agreed and adhered to within the community.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSICHE and pastoral programme, related activities and through curriculum opportunities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the School.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Pay due regard for those students with SEND who may be at higher risk of peer group isolation and can suffer a disproportionate impact of bullying. Students with SEND may have difficulties with communication and it is important that staff are aware of changes to behaviour or mood. Injuries may not be consistent with their SEND but could be related to incidents of abuse or bullying.

ROLES AND RESPONSIBILITIES

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying. The Headteacher is ultimately responsible for the well-being of all students and staff.

All staff, students and parents will be made aware of the schools Anti-Bullying Policy alongside awareness being raised of the issues associated with bullying.

Staff

All staff will:

- Treat all members of our community respectfully
- Foster in our students' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Designated Safeguarding Lead (or deputy) or Safeguarding Manager and pastoral staff.

Students

We expect our students to:

- Refrain from becoming involved in any kind of bullying.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering support for the bully and effectively joining in with the bullying.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but speak out knowing that we will support them.
- Not use bullying tactics themselves as retaliation.

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Taking appropriate responsibility for the use and misuse of technology, including social media.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, to ascertain the truth.
- Speaking respectfully when talking to all members of school staff.

DEFINITION OF BULLYING

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

The school defines bullying as persistent or repeated deliberate attempts to hurt or humiliate someone.

Bullying is a specific form of child-on-child abuse and can occur through several types of anti-social behaviour. It can be:

- Physical e.g. pushing, barging, poking, pinching, kicking, stamping shaking, biting, hitting, punching or any use of violence that may cause physical harm; unwanted physical contact including an 'invasion of personal space'; taking, damaging, or hiding possessions; the threat of violence or the encouragement of physical harm towards another; initiation/hazing type violence and rituals.
- Verbal e.g. name calling, sarcasm, spreading rumours, threats, teasing, belittling, taunting, insulting, shaming.
- Non-verbal e.g. staring at someone, pulling faces, gestures, threatening gestures or looks, sucking teeth.
- Emotional/psychological e.g. tormenting, hiding possessions, ridicule, humiliation, mockery, mimicry, intimidating, manipulation and coercion; spreading rumours or writing unkind notes; exclusionary behaviour e.g. isolating or excluding a person from a group.
- Extortion e.g. threatening to, or taking money, equipment, resources, blackmailing.
- Sexual e.g. unwanted intimate physical contact, sexual harassment or sexual comments, exposure to inappropriate images, up-skirting, sharing nudes or semi-nudes, asking for intimate images or videos
- Prejudice/discriminatory-based i.e. relating to the characteristics considered part of a person's identity or perceived identity group include their disability, gender, gender identity, race, religion or belief or sexual orientation. These are referred to as protected characteristics by the Equality Act 2010.
- Cyber (online) e.g. posting on social media, sharing photos, sending unkind or abusive text messages/threats, social exclusion

Some perpetrators may see their hurtful conduct as teasing or "banter". These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A perpetrator who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.

CYBER-BULLYING

To help prevent cyber-bullying, we will ensure that students understand what it is and what to do if they become aware of it happening to them or others. We will ensure that students know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

The Malicious Communications Act 1988 and Section 127 of the Communications Act 2003 make it a criminal offence in UK schools to send electronic communications (including texts, emails, social media posts) that are indecent, grossly offensive, threatening, or false, with the intent to cause distress or anxiety. It applies to bullying and online harassment, often involving social media, and if severe, school staff may report such actions to the police.

Where illegal, inappropriate or harmful material has been spread among students, the school will use all reasonable endeavours to ensure the incident is contained. The Designated Safeguarding Lead (or deputy) or Safeguarding Manager will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

CREATING A POSITIVE LEARNING ENVIRONMENT

Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos, and encourage students to manage their relationships positively with others.

We use the PSHE curriculum to develop social and emotional skills such as empathy and the management of feelings.

Assemblies and tutorial time are also used to promote awareness of bullying and the negative consequences of bullying.

In alignment with British Values and our own values of being respectful and responsible, the school aims to encourage understanding and tolerance of all our differences and encourage our students to disown bullying in any form.

BULLYING LOG

All incidents of bullying will be recorded on our data systems (Class Charts, Arbor CPOMs) to allow tracking, monitoring and evaluation. This will in all instances include:

- Incident details
- Action taken including sanctions applied
- Resolution
- Staff involved

School leaders and pastoral teams will capture and regularly analyse incidents of bullying as part of a clear monitoring and evaluation cycle.

These analyses will help to identify patterns and solutions to bullying such as the need to provide additional support to groups or individual students, and to ensure that the school ensure is meeting its duties under the Equality Act 2010.

RESPONDING TO BULLYING INCIDENTS

Initial complaint about a bullying incident

- Respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim, then
- Report the allegation to the appropriate member of staff – (safeguarding team/pastoral lead/SLT)
- Record the incident on CPOMS
- Conduct a thorough investigation
- Inform and update parent/carer(s) of victim(s) and perpetrator(s) should be informed and updated as appropriate
- Record the outcome on CPOMS

The outcomes of an investigation can be:

1) There has been a misunderstanding which can be explained sympathetically to the alleged victim and with clear advice given to the alleged perpetrator in modifying their behaviour as appropriate.

2) Complaint is partially justified:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate.
- Advice and support to the perpetrator in trying to change their behaviour; this may include clear instructions and a warning or final warning.
- Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the perpetrator which contributed to the bullying behaviour. If these considerations lead to any concerns that the perpetrator may be at risk of harm, the school's safeguarding and child protection procedures will be followed.

3) Complaint is justified. Our approach:

- The school may decide to hold a supervised (restorative) meeting between the perpetrator and the victim (only with the agreement of the victim) to discuss their differences and the ways in which they may be able to avoid future conflict.
- A disciplinary sanction against the perpetrator, in accordance with school's Behaviour Policy.
- Importantly, any behaviour or bullying incident must be followed by showing and teaching the students how to behave to prevent any further incidents. Support and signposting will be provided to the victim and perpetrator as required.