



Anti Bullying Policy

Agreed by Governors: Autumn Term 2025

To be reviewed: Autumn Term 2026

Introduction

All children have the right to feel safe and protected in school. All adults in the school community have an obligation to support this principle, and all children should be encouraged to share in this responsibility for the safety and well-being of each other.

Our Vision

We strive to provide a welcoming, caring environment, in which each member of the school community feels nurtured, valued and secure. We ensure that our pupils are listened to by all stakeholders.

We are committed to delivering a fun, engaging curriculum, rich in experiences, that empowers children to become curious life-long learners with dreams and aspirations.

We hold high expectations for everyone, whatever their starting point, and seek to ensure each child can feel fulfilled and proud of themselves and their achievements.

We embrace diversity, celebrating our British Values, and regarding every child as an individual who harnesses their own strengths, ideas and interests and whose personal experiences contribute to and enhance our school.

We teach our children to be able to make choices which have a positive impact on their physical and mental health, and to be able to face challenges without fear of failure.

To facilitate all this, we aim to build trust and communication with our wider community, sharing in our goal to develop confident, kind, and happy children who love coming to school.

Aim

The aim of this policy is to ensure that all members of the school community understand the seriousness of bullying and know ways of responding to it effectively.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. It is only when all issues of bullying are addressed that pupils will be able to fully benefit from the opportunities available in school.

Definition

Bullying is: "Usually defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include physical assault, teasing, making threats, name calling or cyberbullying."

www.gov.uk

Bullying is not when pupils fall out or have disagreements with each other.

Bullying can be carried out by individuals or groups. The characteristics of bullying are as follows:

- It is deliberately hurtful
- It is repeated over time (Several Times On Purpose = STOP)
- It is difficult for those being bullied to defend themselves
- It is usually hidden from adults or authority figures

Bullying can take several forms including:

- Teasing
- Name calling
- Spreading rumours
- Exclusion from the group
- Threats, including looks
- Extortion
- Damage to belongings
- Physical assault
- Racial harassment
- Sexual harassment
- Homophobia/transphobia
- Cyber bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Cyber Bullying:

We recognise that bullying increasingly takes place in “cyber” environments, such as on the internet and using mobile phones. In whatever form, we will take action to prevent this. Parents are informed of all incidents. We ask that parents contact staff in school, if they feel that this is happening at home. In some cases, these incidents can be treated as a Safeguarding issue (see Safeguarding Policy).

Upon any incident where “cyber” bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done with the Designated Safeguarding Lead (DSL) and the Headteacher, and if appropriate, outside agencies.

The Designated Safeguarding Leads for Safeguarding are as follows:

Jenny Thomas

Nikki Harvey

Dave Kirkpatrick

Karen Sturmeay

Clare Thornhill

Governor with responsibility for Safeguarding – Kerry Weston

We recognise and will act in accordance with guidelines set down by the DfES on cyberbullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Homophobia/Transphobia

We recognise that bullying can often focus on *differences*. As teachers, it is our duty to recognise and address any bullying due to ignorance or lack of understanding around sexual or gender identity. This may take the form of using the word ‘gay’ as a derogatory term or pupils being picked on by other children for not behaving like a ‘typical girl’ or a ‘typical boy’.

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure that every pupil - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school.

Parents of the victim and perpetrator will be informed immediately, and should the matter persist, the pupil involved could face further sanctions. All such incidents should be logged and addressed with an explanation as to why it is wrong and inappropriate.

Lessons should include reference to and discussion about different types of families (Stonewall resources – Different families. Same love), e.g. single parent, living with grandparents, having step-parents, having two mums or two dads.

Racist Bullying:

Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin; it can be about their ethnic background or religion too. All incidents of racism are acted upon, recorded and reviewed. All racist incidents are recorded and reported to the Local Authority.

To allow or condone bullying may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.

The effects of bullying:

Bullying can be profound and have a long-lasting effect on pupils and their families.

Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Pupils who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by pupils who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Staff generally need to be aware of the ways in which school practices may enhance or diminish pupils' levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Our advice to parents is that it is easier to sort out a problem by approaching school in the first instance so that we can offer support.

Bullying is classed as unacceptable behaviour at Dothill Primary School. It is targeted in several ways:

- ✓ Through PSHE lessons in the curriculum
- ✓ Through whole school /class assemblies and discussion
- ✓ Through careful supervision of children both in and out of class
- ✓ Through support from our learning mentor
- ✓ Taking all allegations of bullying seriously and investigating thoroughly
- ✓ Dealing with any incidents according to school procedures

Preventive measures:

At Dothill Primary School we incorporate British Values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning. These values are discussed with pupils through assemblies and within class.

The five key British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Other ways we aim to prevent bullying:

- Establish school rules which demonstrate caring behaviour, and ensure that they are understood by all pupils through whole school assemblies and class discussions.
- Specify clearly those types of behaviour which are "bullying" and therefore unacceptable.
- Ensure that all pupils and school adults sign up to the schools Anti-Bullying Charter which links to Anti-Bullying Awareness Week during the Autumn term.
- Specify clearly what sanctions and support will follow bullying behaviour.
- Draw up individual plans for those pupils experiencing interpersonal and peer relationship difficulties.
- Use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning).

All Staff:

- **are available:** they make it known that they are ready to listen, providing immediate support
- **listen to the pupil:** they ask how she or he is feeling and ask who is involved
- **record:** the incident and forward this to Senior leaders
- **respond:** ensuring that responses are non-aggressive and provide models of positive behaviour
- **identify vulnerable pupils** with long-term needs requiring a development programme
- **follow up:** review progress and evaluate policies and intervention

School Procedures:

- All incidents of suspected bullying are reported to senior leaders.
- Incidents are recorded and investigated (**Appendix 1 and 2**). This incident log is kept digitally.
- Where judged necessary, parents of all the pupils involved should be informed and will be asked to meet to discuss any issues.
- Support will be given to help the pupil displaying bullying behaviour to change their behaviour.

Principles for the management of incidents:

- A secure environment is provided in which incidents can be reported confidentially
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Staff should respond calmly and consistently to incidents of bullying
- The school protects and supports all parties while the issues are resolved
- The person who has bullied, and those who may have colluded, are encouraged to behave in a more acceptable way
- Interventions are monitored and followed up appropriately

Working with parents

We recognise that bullying can be an upsetting and emotional experience. The school undertakes to deal with incidents as sensitively and speedily as possible. We ask parents to inform the school if they suspect that their child is being bullied. Sometimes the child will not want this to happen. Experience shows that a situation will rarely get better if ignored. Where parents approach the school with concerns about bullying, the incident will be investigated and the findings reported back as soon as possible.

It is essential to involve parents when bullying has taken place. In meetings with parents, joint problem solving is effective. The aim of such an approach is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

The following advice is offered to parents:

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive

- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

Each case must be treated as the unique incident that it is.

Working with children

Work with an individual or a group of pupils is carried out:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of pupils who have been bullied and,
- to those pupils responsible for the bullying

This work may happen within class, by senior leaders, or through support from the learning mentor. Work with pupils following any discovery or report of bullying must avoid aggravating the bullied pupil's physical or emotional distress. Staff need to take particular care, when following up a complaint of bullying, that they do not expose the bullied pupil to the risk of even more bullying. They should take all reasonable measures to ensure that the pupil is supported and protected. Where a pupil has suffered prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will do the following:

- provide an opportunity for discussions with the pupil who has been bullied
- avoid embarrassing and shaming the bullied pupil by focusing on a particular incident when the child is present
- use "supportive" pupils to ensure that the bullied child is befriended and supported

Conclusion

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately, bullying is learned behaviour and can be unlearned too. This is why school approaches the issue on several fronts:

- ✓ We investigate thoroughly and fairly
- ✓ We look at issues involved in bullying in lessons and assemblies
- ✓ We aim to give children the confidence and opportunity to 'tell' if they have a problem
- ✓ We try to involve the parents

We believe that:

- It is possible to counter bullying effectively

- Bullies need help and support to change their behaviour
- The bullied need a balance between protection and empowerment

It is the aim of our approach to bullying to work towards achieving all three of the above statements.

Equal Opportunities

It is important to ensure that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; recognising differences, meeting individual needs and taking positive action is also important so that everyone has equal access to the educational opportunities offered by the school; in addition, we must regularly monitor that each child has the opportunity to achieve.

Making the policy known to all

To ensure that all staff, children, and parents are aware of the aims and procedures of the policy, this policy will be presented to **all staff** through their regular meetings; **parents** through any induction meetings and school website; and **children** through PSHE lessons and assemblies.

We also display an 'anti-bullying charter' in poster form and in child accessible language which includes:

- A definition of bullying
- A clear statement of unacceptability
- Strategies for what to do if a) you are bullied b) if you know bullying is going on
- How to ask for help privately

Arrangements to monitor and review the policy

The policy will be monitored by the Head teacher

The policy will be reviewed every three years or sooner if issues need addressing or advice changes.

**SCHOOL ALLEGED BULLYING INCIDENT REPORT FORM**

To be completed as soon as possible by the member of staff or person observing or reporting the incident and handed to the designated member of senior management team.

Date		Time		Location	
Name of person reporting incident					
Role/status					

Type of Incident (please tick all relevant box/es)

1.	Verbal	
2.	Emotional	
3.	Contact	
4.	Organised	
5.	Cyber	
6.	Other	
7.	Outside the school	

Those involved

Alleged victim/s	
Alleged perpetrator/s	
Witnesses (if known)	
Summary of incident	

Signed _____

Date _____

**SCHOOL ALLEGED BULLYING INCIDENT INVESTIGATION FORM**

To be completed by the designated member of the management team within 3 working days of incident and copied to head teacher attached to Alleged Bullying Incident Report Form.

Those involved

Name alleged victim/s	Ethnicity	Sex
Name alleged perpetrator/s	Ethnicity	Sex

Investigation details

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Investigation outcomes

Was the incident bullying?	Yes		No	
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If incident was judged to be bullying please continue below.

Action taken

Victim/s
Perpetrator/s
Parent/carer/s
Action taken involving other agencies

Further Comments

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Signed _____

Date _____