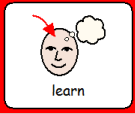

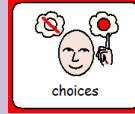







'To provide a foundation for fulfilled lives, inspiring confident and happy learners'

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

Anti Bullying Policy 2025

Document Adopted By Governing Body

Signed (Chair):	
Date:	January 2025
Print Name:	Sarah Hinchliffe
Date of Next Review:	January 2026

Article 19

I have the right to be protected from being hurt or badly treated.



Statement of intent

- Dobicroft Nursery Infant School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.
- These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.
- The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.
- All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Relationships and behaviour policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education (RHE) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Remote Education Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively. This is currently Aimee Clifford.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

5 Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences

1. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy

Our school is committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can be safe, learn, and achieve. We do not tolerate bullying. We teach our children social, emotional and behavioural skills to help motivate and equip them to maintain friendships and to take an active stand against bullying. Our children and staff can only fulfil their potential as learners and become happy, healthy, social people if we create a school community where everyone feels, represented, valued and safe and secure. All members of our school community are taught to identify bullying behaviour and to be proactive in preventing and dealing with it.

‘Our purpose is to provide a foundation for fulfilled lives, inspiring confident and happy learners.’

Dobcroft Infant School Vision Statement

Aims:

- To represent and value difference and diversity.
- To establish and maintain an emotionally positive and safe environment in which learning flourishes.
- To develop and use whole-school language and strategies to help children, parents and staff prevent bullying.
- To respond to bullying behaviour promptly and consistently.
- To acknowledge that those who bully, those who are bullied and those who stand by need support and help to understand what has happened and how to change their behaviour if necessary.
- To apply a Trauma Informed Approach. For more information on this please refer to our [Behaviour and Relationships Policy](#).

How We Prevent Bullying:

- **RHE/PD Curriculum**

Our RHE teaching underpins our Anti-Bullying work and provides key messages to promote respectful relationships and positive behaviour. During weekly RHE lessons, our children learn that everyone has a right to learn in a safe school. We teach that bullying is always wrong. Through our anti-bullying work, our children practise the personal, social and emotional skills that help protect them from bullying.

- **Our Wider Personal Development.**

Say No To Bullying

Every November, we take part in the national Anti-Bullying week involving all members of our school community. We use resources from the Anti-Bullying Alliance. Our children create Anti-Bullying charters which are displayed in their classrooms. We send our parents information about bullying and how to deal with it. Parents are also informed about how to make a complaint if they feel that the school has not effectively addressed bullying.

Safer Internet Day

In February we hold a whole school safer internet day to raise awareness of cyberbullying and give children strategies to stay safe on line.

A relational approach

Teachers and other staff invest time in building positive relationships with the pupils. One to one time is available for students. We support children to help them share their worries and know there are emotionally available adults in school for them to access. Strategies for this include ‘I wish my teacher knew’ boxes, Put It Right areas, zones of regulation and time to talk. Some pupils may then be invited to join a small group intervention on emotions and mental health.

Rights Respecting School Council

Our School Council and class meetings give our children real opportunities to voice their opinions and to effect change in school. Pupils can ask their School Council reps to raise issues at their next meeting. They also support the children in school to learn about the UN Convention on the Rights of the Child, including the right to be kept safe from harm (Article 19).

Philosophy For Children (P4C)

P4C supports children's spiritual development and is an integral part of our RHE. It enables our children to discuss big juicy questions articulating their understanding of the world. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. During these discussions, they learn to consider other viewpoints and to think about differences and similarities between their own lives and those of others. P4C frequently affords the opportunity of valuing diversity and discussing bullying.

School Values

These apply to everyone and were negotiated with children and parents. They help us to create a respectful, safe and thriving learning community in which bullying is not tolerated.

- We enjoy learning
- We try our best
- We make good choices
- We respect each other and our surroundings
- We work together
- We celebrate our successes

E-Safety

Our computing curriculum addresses online safety through age/ development specific resources e.g. Hector's World. This helps children to protect themselves from cyberbullying. Our Year 2 e-cadets meet half-termly to learn about an aspect of e-safety and then teach that message to their class, as well as the younger years.

High Quality Playtime Supervision

Teaching staff, Welfare Supervisors and Year Two Playground Leaders work together to ensure that all children enjoy a happy and safe lunchtime playtime. The playground is zoned so that children are able to play football, play on the Heart Start Line, Trim Trail and Jungle Walk or enjoy a quieter time in the Hexagonal Gardens. We also have a Reading Shed for pupils who want some quiet reading time at playtimes. Children also have access to a scrap shed for building and a mud kitchen.

The Butterfly Room

The butterfly room is a safe place supervised by adults available for pupils to go if they need some down time, support with co-regulation or wish to be alone. This is staffed by trained and experience teaching assistants. It is a safe, nurturing place for vulnerable children who need support, and is open during lunchtimes. If discussions with the child indicate a concern of bullying, information is passed to the class teacher and recorded on CPOMS.

Educating Parents and Carers about Bullying

Information on Anti-Bullying, RHE, peer massage and promoting positive behaviour is shared with parents so that we can identify, prevent and deal with bullying together. Our prospectus also outlines our approach to anti-bullying. Foundation Meetings and KS1 Welcome meetings also sign the procedures for identifying, preventing and dealing with bullying.

6. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money

- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, who will investigate the matter and monitor the situation. They would also discuss this with SLT.

7. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

8. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and RHE lessons, in line with the [Prevention](#) section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened. The school’s Child-on-child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

9. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

10. Procedures

Anyone can report a concern or incidence of bullying. Concerns and incidents are documented clearly on CPOMS and the safeguarding team is included in all posts. Teachers will talk to parents / carers and the children (or staff) about the concerns / incidents of bullying and work with them to ensure that all parties feel safe, emotionally supported and understand the procedures. Staff record the names and classes of children involved in bullying behaviour to ensure Welfare Supervisors are aware of these vulnerable children and can observe and support them in the playground. These children will be monitored for two weeks to ascertain if bullying is happening and a concern of bullying form is completed. Any observations indicating bullying are immediately reported to the class teacher. At the end of the two weeks a decision is made on whether bullying has taken place and parents are informed on the outcome of the monitoring.

12. Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Working with External Agencies

We work in partnership with experts who are able to enrich our support of children vulnerable to bullying. Partnerships include educational psychology, CAHMS, play therapists, art therapists, and our Educational Mental Health Practitioner Harry Jenkins, who works in school one day a week.

Staff Training

Every year, teaching staff review anti-bullying guidance, policies and procedures along with other safeguarding policies. This ensures that all staff shares a common language and a consistent approach to identifying, preventing and dealing with bullying.

13. Sanctions

The severity of the bullying and the range of responses to it will vary according to need but bullied parties and those doing the bullying will be supported. This may involve children working with a teaching assistant in the Butterfly Room, participating in small group work, apologising to those they have hurt, reflecting on the impact of their behaviour in the Put It Right Areas. All bullying incidents will be reported to the headteacher. The headteacher will report the number of bullying incidents to Governors every term and report annually to the LA. Returns will be analysed for any patterns or opportunity to improve our practice.

14. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the class teacher
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to speak to a trusted adult in school
- Advice on aspects of online safety.

The head teacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s).

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional support.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

The progress of both the perpetrator and the victim will be monitored by their class teacher.

Pupils who have been bullied will be offered continuous support. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis.

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

16. Monitoring and review

This policy is reviewed every year by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **January 2026**

Written by: Shama Chaudhry

