



DINGLE COMMUNITY PRIMARY SCHOOL

ANTI BULLYING POLICY

Date adopted:	30 th September 2010
Date reviewed:	2 nd September 2013
	15 th September 2016
	15 th October 2019
	14 th September 2022
	23 rd September 2025
Next review due:	Autumn 2028
Reviewed by:	Governing Body
Signed:	 (Headteacher)
Signed:	 (Chair of Governors)
Date:	23 rd September 2025

Introduction

At Dingle Community Primary School we want to ensure that all children can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is

unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to achieve their full potential at school.

In line with the Equality Act 2010 it is essential that our school:

Eliminates unlawful discrimination, 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Dingle Community Primary, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

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 pupil 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.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy and the school's Vision, Aims and Values.

Definition of bullying

"Bullying is the behaviour arising from the deliberate intent to cause physical or psychological distress to others or to extort something from them" Maccoby (1980)

"Bullying is the wilful, conscious desire to hurt, threaten or frighten someone" Tatum and Herbert (1990)

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" ABA (Anti-Bullying Alliance)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Principles and aims

At Dingle Community we endeavour to create a safe and secure environment that is warm, caring, purposeful and stable where every pupil can learn and is treated with respect and dignity. It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work together. We make clear each person's responsibilities with regard to the eradication of bullying in our school and are determined to promote and develop a school ethos where an anti-bullying culture is adopted.

At Dingle Community, we agree that:

- Bullying is the deliberate intention of hurting another child, either physically or emotionally
- Bullying usually happens when the relationship is imbalanced.
- Bullying is repeated or persistent action.
- Bullying can be physical, verbal, indirect or cyber

Types of Bullying

Cyber-Bullying: This includes inappropriate and harmful behaviours expressed via any digital devices. It is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying: This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying: This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups: We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma, and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, or bisexual

Preventing, identifying, and responding

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum and each member of the school community has their role.

The role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to monitor records of severe incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to investigate the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to investigate the case, and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher and all staff to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, during assemblies.

The Headteacher ensures that all staff are aware of how to identify, report and respond to incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and respected and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the Teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied the teacher informs the child's parents and may involve the Headteacher.

Incidents of bullying are logged on an online system (CPOMS) to enable all staff and SLT to monitor children's behaviour and avoid problems recurring.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we then invite the child's parents into the school to discuss the situation. The incident is logged and the Headteacher is involved. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

Teachers are encouraged to share their experiences with other senior leaders which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact school immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of Pupils

Through regular assemblies, Anti-Bullying weeks, Pupil Leadership meetings, Circle Time, and Buddy systems pupils are given the opportunities to raise their awareness of bullying.

Additionally, as part of the PSHE programme (One Decision), there is a strong focus on teaching children how to stay safe. The topic of Anti-Bullying is addressed by teaching children:

- To judge what kind of physical contact is acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- To feel empowered to ask for help when necessary.
- To give pupils the skills to know how to ask for help.

Pupils have a responsibility to listen to and respect others and recognise that everyone is different and unique.

Pupils should believe that everyone is taken seriously and know how to express worries and anxieties about bullying by confiding in a trusted adult, friend, peer mentor, school councillor, ambassador or 'worry box/monster'.

Pupils should know to take immediate action by reporting and responding.

Pupils should have an awareness of the range of sanctions, which may be applied against those engaging in bullying. While each reported case is unique, and will be treated as such, sanctions can include restorative conversations, missed golden time and/or involvement of parents and in serious cases, suspension or exclusion.

All pupils will be involved in Anti-bullying campaign led by the school ambassadors.

Pupils are aware of help-lines and anti-bullying websites.

Monitoring and review

This policy is monitored and reviewed on a regular basis by the Headteacher, who reports to governors about its effectiveness.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually.

Governors will regularly examine the number of incidents which are explicitly of a bullying nature. These are discussed with the Headteacher and issues identified through monitoring will be incorporated into the school's action planning.

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" and it is recommended that schools read this guidance:

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

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: <https://www.beatbullying.org/>
- Childline: <https://www.childline.org.uk/>
- DfE: "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show
- Racism the Red Card: www.srtrc.org/educational

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990