



Anti-Bullying Policy

Responsible committee: Welfare and Inclusion

Ratified by Governing Body: March 2026

Review Date: Biannually spring term

This policy is delivered within the context of the School's Mission Statement:

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

Safeguarding: The Governors of St Dunstan's School are committed to safeguarding children and take their responsibility for this very seriously. In conjunction with this policy the reader is encouraged to read the school's Behaviour Policy and Child Protection and Safeguarding Policy.

GUIDING PRINCIPLES

At St Dunstan's we consider it is our responsibility to ensure that education takes place in an atmosphere that is caring and protective, where individuals feel safe and are free to develop, as they should. We strive to foster respectful and caring relationships between all persons in the school and to encourage positive behaviour.

Our children feel supported because they know the adults in the community take time to listen to them and respond to their needs. They develop qualities of trust, confidentiality and respect in an environment where they feel safe to ask for help. Children who experience

bullying will always be heard and have confidence in the teacher's ability to deal with bullying.

Our children recognise that respect of others, their beliefs and values is fundamental to the happiness of the school community and to citizenship as a whole.

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through pupil voice and class discussions.

Definition of Bullying

DfE definition of bullying from '[Preventing and Tackling Bullying](#)' (July 2017)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."

DfE [Preventing and Tackling Bullying 2017](#)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying.)

- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Specific types of bullying include:

At St. Dunstan's a child may suffer from a variety of types of bullying. These can include:

- Physical, where a child suffers physical harm e.g., kicking, hitting, taking and damaging belongings.
- Verbal, where words are used instead of physical actions e.g., name calling, taunting, threats, mocking, offensive remarks, homophobic language, sexual or gender orientation negative comments.
- Relational, involving trying to damage an individual's reputation or relationships through spreading nasty stories, gossiping, excluding from social groups, producing offensive graffiti. Can be deemed as controlling behaviour and intimidation.
- Cyber, where bullying takes place on electronic devices. With the increased use of online devices children may become a victim of bullying through a variety of mean, including; inappropriate texts, e-mails, picture/video clip, Instant Messaging (IM), social media or gaming.

Groups that are more vulnerable or at risk of being bullied:

- Pupils from a different race, religion, or culture
- Pupils with special educational needs or disabilities
- Pupils who have a different sexual orientation
- Pupils who have a different gender orientation
- Children who are young carers or care experiences (also known as looked after children)

Bullying can take place between young people; young people and staff/adults; between staff/adults', as individuals or groups.

Roles and Responsibilities

The head teacher and leadership team:

- Liaise with parents, pupils and governors
- Monitor and assess the policy's effectiveness in practice

- Co-ordinate strategies to prevent bullying
- Assess the need and co-ordinate training and support for staff

There is a nominated Governor with the responsibility for Anti-bullying (Behaviour).

Responsibilities of the Anti-Bullying Co-ordinator:

- Attend regular anti-bullying training sessions
- Ensure that anti-bullying work is incorporated into the RSHE curriculum across key stages as well as other curriculum areas
- Organise anti-bullying themed week to reinforce the anti-bullying message
- Ensure that incidents of bullying are recorded and responded to
- To ensure that children's behaviour including bullying is reported to governors on a termly basis
- Lead relational practice and restorative approaches across the school

Responsibilities of all staff:

- Foster in pupils self-respect and respect for others
- Demonstrate by example high standards of personal and social behaviour
- Be alert to signs of distress and other possible indications of bullying
- Listen to pupils who feel they have been bullied, take what they say seriously and act to support them
- Follow school procedures by reporting and recording incidents promptly to the Anti-bullying Co-ordinator
- Use restorative approaches when managing incidents of bullying.

Responsibilities of pupils:

- Refrain from becoming involved in any kind of bullying
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying
- Participate in restorative conversations where they have been involved in incidents of bullying

Responsibilities of parents:

- Watch for any signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Advise their child to report any bullying to a member of staff
- Advise their child not to retaliate violently to any forms of bullying

- Keep a written record of any reported incidents
- Speak to the school when they feel that their child has been subject to bullying
- Support the restorative approaches used by the school

Reporting and Responding to Bullying

We have clear and well publicised system for the whole school community (including staff, parents/carers and children).

All incidents are dealt with immediately, taken seriously and investigated fully. Staff listen to all pupils' accounts and help them to interpret and understand what has happened. This may include helping some pupils to appreciate the need to 'let go' and not remain negative about something that happened a long time ago.

Parents are contacted on the day the incident is reported and are kept fully informed of the outcome of the investigation. In the event of a parent feeling that a bullying incident has not been dealt with to their satisfaction or that of the victim, they are referred to the school's 'Responding to Parental Complaints and Concerns Policy and Procedures', a copy of which is available on the policies page of the school website or from the school office.

All behavioural incidents are dealt with in a fair way ensuring that everyone is given a voice.

A range of approaches appropriate to the situation are utilised including:

- The support group approach (circle of friends)
- Restorative approaches
- Supporting the student who has been upset in explaining to the perpetrator they hurt they have caused
- Referral to outside agencies, if appropriate
- Individual work with the victim
- Use of the school's ELSA where this is necessary

Possible consequences are outlined in the Behaviour Escalation Scale which is part of the school's Behaviour Policy. The school ensures that whatever the necessary outcome the incident has been dealt with. There is always a 'fresh start'. As part our restorative approach to bullying, those involved in the incident work together to decide "What needs to happen to move forwards and make things right".

The member of staff dealing with the incident is also responsible for recording it on CPOMS They should also report it to the Anti-bullying coordinator who can assist with investigations and supporting restorative approaches.

CPOMS reports and details of the follow up review information, are used by the Anti-bullying Co-ordinator to evaluate consequences and the impact. They are also used to identify trends and inform preventative work. This information will be presented to the governors in an anonymous format to the Welfare and Inclusion committee via the Inclusion Leader's report on a termly basis.

Whole school approaches for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at St. Dunstan's School have developed the following approaches to promote positive behaviour and discourage bullying behaviour.

- Relational and Restorative Approaches
- Involvement in Surrey Healthy Schools
- Involvement in National Anti-Bullying week annually
- Specific lessons and programmes around e-safety and online safety
- Circle Times, including check in check up and check out circles
- Assemblies – school-led or outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil voice
- Parent groups/extended schools
- Peer mentoring schemes / Behaviour ambassadors
- Friendship stops
- Lunchtime clubs
- ELSA support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)

Developing and promoting Resilience and Emotional Well being

This is what we do at St. Dunstan's School

- Solution-focused approach – involving and including all parties.
- Ensuring a pupil voice – pupil-friendly literature and information
- Pastoral systems
- Nurture provision
- Learning/Pastoral Mentors
- ELSA support

- Social skills groups
- Peer mentors/buddies
- Counselling
- Outside agencies/charities

Links with other policies

Behaviour Policy

Safeguarding & Child Protection Policy

Online and E- Safety Policy

Equality Policy

RSHE Policy

Responding to Parental Complaints and Concerns Policy

NATIONAL WEBSITES

www.childline.org.uk

Childline offers a free 24 hour helpline for children in distress or danger on 0800 1111

www.cyberbullying.org

plenty of useful advice on combating cyber bullying, including how to take screenshots of online bullying for evidence

[CEOP education centre](http://CEOP.educationcentre)

provides information for children and young people, parents, teachers and trainers on staying safe online

www.nspcc.org.uk

The NSPCC site includes information on bullying as part of the Full Stop campaign.