



ANTI-BULLYING POLICY

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1. Rationale

1.1. Our goal is to create a culture based on the core values of effort, knowledge, respect, responsibility and resilience. For students to learn effectively, they must feel safe and respected. Because we are a school that sets high standards for our students, we must create an atmosphere where bullying does not flourish and no student has to experience harassment of any kind. Since bullying occurs in all societies and at all levels, we must educate students about bullying and teach them strategies that will enable them to stand up for themselves without resorting to any form of retaliation. With bullying in the news causing real fear for parents/carers, it is important that we provide parents/carers with complete information on how to deal with bullying so that parents/carers can distinguish between what is bullying and what is not.

2. An explanation of bullying

2.1. There is no legal definition of bullying, however the Anti-Bullying Alliance (2025) defines bullying as, “the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can be physical, verbal or psychological. It can happen online or face to face.”

2.2. Bullying can occur in many forms:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, threatening gestures, humiliation, intimidation, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact/touching, abusive comments, homophobic abuse, exposure to inappropriate materials etc.
- **Online/cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - Can include the exploitation of individuals

(Anti-Bullying Alliance, 2025)

2.3. Bullying is often motivated by prejudice against certain groups such as race, religion, gender, sexual orientation, or because the child is adopted or has caring responsibilities. It may be caused by actual or perceived differences between children.

The following properties are protected characteristics. Our role in schools is to ensure that students are protected from discrimination related to these characteristics, whether face-to-face or online. The protected characteristics are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

(Equality Act, 2010)

2.4. The rapid development and widespread use of technology has created new media for “virtual” bullying that may occur within and outside schools. Cyberbullying is another form of bullying that can occur at any time of the day, and when people click through to retweet content, the potential audience is larger and there are more attachments. Wider search powers for schools in the Education Act 2011 give teachers (DSL) stronger powers to tackle cyberbullying, giving them specific powers to search and, where appropriate, delete inappropriate images on electronic devices, including mobile phones.

2.5. If bullying outside school is reported to school staff, we will investigate and act. It will also be considered whether it is appropriate to inform the local police or antisocial behaviour coordinator about the action taken against the pupil. The police should always be notified if inappropriate behaviour may constitute a crime or pose a serious danger to the public.

2.6. We recognise that conflict between or amongst students occurs occasionally. When there is a balance of power, this is not considered bullying (relational dispute). In instances where students demonstrate unkindness towards one another, the pastoral team will make every effort to provide assistance and reiterate our core values.

2.7. At Dormston we recognise that bullying instances can be quite complicated, including a variety of roles; a quick explanation of these roles and the terminology used can be found in the appendix.

3. How we set the right ethos of a ‘whole school approach’

3.1. A ‘whole school approach’ is one where all parties work together when bullying is or has taken place.

- 3.2.** We must cooperate to establish a trusting environment if students who believe they are being targeted are to report bullying incidents. Pupils who are designated as 'targets' need to understand that inquiries take time and that their concerns will be treated seriously.
- 3.3.** We have to make reporting bullying as simple as possible. Everyone must be aware of the possibility of several outcomes from these and be familiar with the information presented in the flow chart on page 11.
- 3.4.** We will educate students through assemblies, form time and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities.
- 3.5.** Each person within the school community has a role to play in upholding our core values and promoting a positive atmosphere. It is essential to recognise that this responsibility is a collective effort and includes:
- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
 - ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
 - treating other people with respect at all times;
 - doing nothing that could be interpreted as bullying;
 - doing nothing that could be interpreted as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
 - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
 - engaging students in reviewing and developing our anti-bullying practices.
 - analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

4. How to deal with bullying and who to tell

- 4.1.** If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:
- Report to a teacher – such as a form tutor, head of year, a member of the safeguarding team or any other teacher;
 - Report to a member of the safeguarding team – safeguarding office is on the gallery;
 - Report bullying by emailing diversity@dormston.dudley.sch.uk or use our Be Heard Box located in our PLC;

- Report to other school staff – every adult has a responsibility for the safety of all our students;
- Call ChildLine to speak with someone in confidence on 0800 1111

4.2. If bullying behaviour is witnessed by our students, as part of taking on the role as defender, we ask that they too report their concerns using the above protocols. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.

4.3. If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's Form Tutor, Year Leader or our Pastoral Support Team. This will be logged, and the matter will be investigated.

5. Derogatory Language

5.1. Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language on CPOMS in order for Senior staff to maintain a true picture of the school.

6. Prejudice-based incidents

6.1. A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. What any adult – teacher, support staff, parent – who has been told about bullying should do

7.1. Phone or email the student's Form Tutor, Year Leader or Pastoral Support Team of the student concerned.

- If parents or carers do not know the appropriate persons, they should contact school and the Receptionist will advise.

8. Who should investigate

8.1. In the first instance it is expected that the student's form tutor would discuss any issues with their tutees and suggest possible solutions.

- If this is ineffective or the form tutor believes they need help in resolving an issue they will email the Head of Year and the Pastoral Support Team. An investigation into a complaint of bullying will be carried out in most cases by one of the Pastoral Support Team.

9. The need for gathering evidence

9.1. If we are to deal with incidents fairly, we need to collect as much evidence as we can in order to handle occurrences properly.

10. How we deal with incidents that cross the inside/outside school boundaries

10.1. In cases where events that occur outside of school are clearly disruptive to a student's life within the school, we shall look into them and, in collaboration with the parents/carers and local law enforcement, implement suitable measures.

11. Sanctions

11.1. At Dormston, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

11.2. As every incident is different a 'best fit' approach may often be required. Our Zero-Tolerance means that the school will not overlook or ignore behaviour if it is deemed unacceptable. However, consequences will be considered, measured and proportionate and support the school's Prepared for Success system and Behaviour Policy to ensure that sanctions across the school are equal and fair.

11.3. When we inform you of the school's actions, we will tell you as much of the details as we can, but possibly not everything. Telling you all the details may prejudice a student and affect their ability to move forwards positively in their education. The release of too much information might prevent us from the use of our Behaviour Policy and may also contravene a student's data protection rights.

12. Engaging with parents and carers

12.1. We believe that schools must work with parents or carers to help them understand our approach to bullying and contact them immediately when bullying is identified, whether or not your child is the pupil being bullied or involved in bullying behaviour. We ensure parents/carers know how to work with us if bullying occurs and how to get help if the problem cannot be resolved. Some parents/carers may need special support to manage their children's behaviour. If our school determines that this is the case, we will first provide support ourselves or refer parents/carers to appropriate support channels.

12.2. We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents and carers.
- ensure that all parents and carers know who to contact if they are worried about bullying.
- ensure all parents and carers know about our complaints procedure and how to use it effectively.
- ensure all parents and carers know where to access independent advice about bullying.
- work with all parents and carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

12.3. Particularly during a lengthy investigation or when bullying occurs repeatedly, the target's parents/cares may become very concerned. It is important that investigators and parents/carers stay in touch, but parents/carers must understand that classroom teachers, Pastoral Support Team, Heads of Year have different demands on their time. We will make every effort to call parents/carers on the day of the incident; however, calls may not always be made as quickly or as frequently as parents/carers would like.

13. How we monitor the situation

13.1. Pastoral staff will aim to follow up with victims of bullying on a regular basis, however we do depend on students to report any recurrence of events. Whilst the sanctions outlined above will be used as appropriate, both parents/carers and pupils should be aware that we cannot act if we are not informed.

14. Support

- 14.1.** During an investigation, it is likely that the alleged target will feel vulnerable, particularly at break-time, lunch-time, lesson change over and the end of the school day. They will be offered protection at such times, in the form a member of staff being available nearby when the child socialises, or a room or office in school in which they might go to with or without friends as safe space, alternative arrangements for social times and a leave lesson early pass if deemed appropriate.
- 14.2.** The target will also have regular check-ins with the Pastoral Support Team and Year Leaders.

15. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying, including:

- A student-friendly anti-bullying policy to ensure all students understand and uphold the antibullying policy; this is available in each form room;
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying;
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions;
- Assemblies aimed at raising students' awareness of bullying and derogatory language;
- Differences and diversity are celebrated across the school through displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month;
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible;
- Stereotypes are challenged by staff and students across the school;
- Peer mentoring schemes offer support to all;
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour;
- Students are regularly involved in developing school-wide anti-bullying initiatives through consultation with groups and through anti-bullying surveys;
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.

16. Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, 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

LGBTQ+

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

SEND

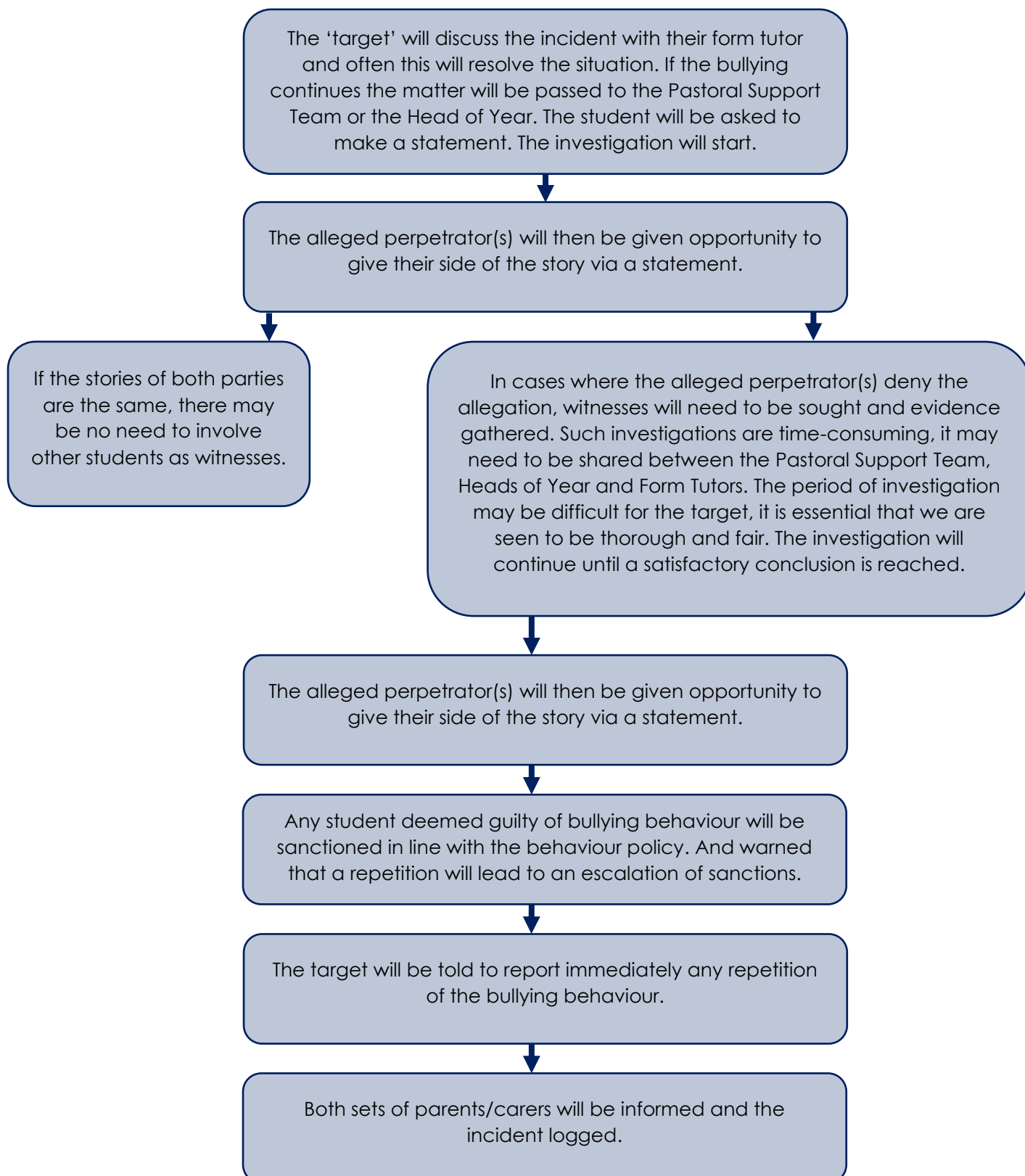
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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

17. The Process Flowchart



18. Reference List

Anti-Bullying Alliance (2025) Available at: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition> (Accessed 5th July 2025)

Equality Act 2010, c.15. Available at: https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf/ (Accessed 16th April 2024)

Education Act 2002, c.32. Available at: <https://www.legislation.gov.uk/ukpga/2002/32/contents/data.pdf> (Accessed 16th April 2024)

19. Appendix

The roles involved in bullying.

