



ANTI-BULLYING Policy

Statement of Intent

At Davyhulme Primary School 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. 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.

What Is Bullying?

"Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It usually reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so."

Sonia Sharp

There is no firm legal definition of bullying, but the literature suggests that any definition must include the following characteristics

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power
- that it may be verbal, physical or psychological

In Circular 8/94, *Pupil Behaviour and Discipline*, the DfES acknowledges this and emphasises the harmful effects on the victim:

"Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident..."

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Social Media and digital technologies: all areas of internet, such as email & internet chat room, messaging platforms and gaming misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities, and AI enhanced online bullying (AI Bullying) including deepfake abuse, voice cloning, automated harassment using bots, AI generated impersonation, sextortion and report brigading.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. We must teach our pupils to 'call out' unacceptable behaviour. We aim for our children to understand that bullying is not just physical or verbal. We must recognise that if we 'go along' with unkind behaviour by saying nothing, this is allowing the bullying to continue. We must educate our pupils to recognise that staying silent and allowing bullying to take place is not acceptable.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- A sudden change of friendship groups
- lack of friends
- becomes frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- 'illness' at certain times or on certain days
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
 - withdrawal/sudden lack of confidence
 - severe cases of depression

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff. There is no legal definition of bullying, but our school would define serious bullying as persistent, intentional, and harmful behaviour—physical, verbal, or emotional—that exploits a power imbalance to cause significant distress, fear, or lasting damage to a victim's well-being.
3. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.

Staff must deal immediately with any incident they witness, either in their own classroom or around the school.

Communication is essential and suspected bullying must be reported to the class teacher, Deputy Headteacher and Head Teacher.

Sanctions that may be imposed on the child who bullied

These include:

- The bully (bullies) will have the support of staff to follow the school's relationship's pathway, including time to reflect, repair and restore.
- If possible, the pupils will be reconciled using Restorative Practice techniques.
- Removal of privileges/activities.
- Exclusion from peers/lesson.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Exclusion from school as detailed in the school's behaviour and discipline policy. This is always the last resort.

Prevention

We support our pupils through Anti-Bullying Ambassadors. These are pupils from Years 3 - 6 who have taken part in the Anti-Bullying Ambassador Training Programme. They lead the way for our school through events and activities, as well as leading social action to prevent bullying.

We will also empower the children with strategies and skills to prevent bullying. As and when appropriate, these may include:

- Completing a behaviour reflection sheet (restorative practice)
- signing a behaviour contract
- participation in Restorative Practice meeting
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays.
- having discussions about bullying and why it matters
- Using education materials such as 'Saying No to Bullying'
- promotion of positive behaviour traits through our school values
- Regular discussions/stories about bullying during Assemblies
- Promotion of bullying, what it is and how to tackle it during Anti-bullying week.

9. Suggested strategies to reduce bullying

- Ensuring that the school's anti-bullying statement or charter is clearly displayed around the school
- HELPLINE numbers displayed: CHILDLINE: 0800 1111 (24 hours a day), KIDSCAPE BULLYING HELPLINE FOR PARENTS 020 7730 3300 (Monday to Friday: 10a.m. to 4p.m.)
- Providing regular opportunities for children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- PSHE Curriculum to raise awareness, challenge attitudes and maintain profile of the policy
- Promoting our school's values - each month, we introduce a new value and we encourage pupils and staff to 'live the values' in their daily life.
- Regular Class Circle Time/'emergency' class circle times.
- Weekly Values Assemblies
- 'Emergency' assemblies for the Year Group/Key Phase wider audience when an important message about a current concern can be urgently conveyed
- Poster (periodic) campaigns around the school, undertaken by classes, for example Anti-Bullying week.
- Raising self-esteem of children who have been bullied and teaching assertiveness techniques through class/circle time activities
- Liaise with school pastoral supports (Miss Warwick and Miss Williams)
- Provide a Listening Box in all classrooms where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly.
- Using Pupil Voice - Anti-bullying ambassadors trained through The Diana Award to raise awareness and support their peers.
- Listening room in Key Stage 2 - providing pupils who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal
- Empowering victims of bullying by allowing them to decide how they would like the incident to be dealt with: some like to talk to the bully with a teacher present; some would prefer a teacher to deal directly with the bullies; with a minor incident they may wish teachers to monitor the situation
- Restorative practice/conversations to take place in order to acknowledge any harm caused and to repair relationships
- Supervising areas of the playground or school which pupils have identified as key areas where they feel vulnerable.
- Supervising play with an awareness of possible bullying
- Liaising closely with Midday Supervisors

Persons responsible:

EYFS	Mrs Mitchell
KS1	Mrs Brundrett
KS2	Miss Molloson

Whole School Ms Brookes and Mrs Brundrett

Approved by Curriculum Committee

Chair _____ Date 01/2026

Reviewed: Spring 2026

Next Review due Spring 2027

HELP ORGANISATIONS:

Bullying Online www.bullying.co.uk

CHILDLINE Telephone counselling and advice service for children and young people who are experiencing bullying or any other problem or danger. **0800 - 1111** (free 24 hours)

www.childline.org.uk

CHILDREN'S LEGAL CENTRE Gives advice about law and policy affecting children and young people in England and Wales. 01206 714650 (Mon-Fri 9-30am to 5-00pm)

www.childrenslegalcentre.com

KIDSCAPE Offers free child protection leaflets (send a SAE plus 6 loose first class stamps) and a

telephone helpline for parents, guardians or concerned relatives of bullied or abused children.

Kids cape, 2 Grosvenor Gardens, London, SW1W 0DH. Helpline for parents,

carers and relatives. 0207-7303300 www.kidscape.org.uk

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN (NSPCC)

Helpline for anyone, including children, concerned about, involved in, or at risk of child abuse.

0808-800-5000 (24 hours) www.nspcc.org.uk

PARENTLINE PLUS/FAMILY LIVES Available to anyone parenting a child to talk through any concerns or

worries. Email support also available via website. **0808-800-2222** (24 hours)

www.familylives.org.uk

SAMARITANS Helpline for anyone in distress. Email support also available. 116 123

hours) Email jo@samaritans.org