

ANTI BULLYING POLICY

April 2026

Anti-Bullying Lead:	Rachel Moxley
Designated Safeguarding Lead:	Nicki Starling
Designated Anti-Bullying Governor:	Steven Frost
Approved by Governors:	30 th April 2026
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Statement

It is everyone's responsibility to prevent bullying.

Bullying of any kind is not tolerated at Dovers Green School. We are committed to providing a safe, caring and friendly environment for all of our children so they can learn effectively in a happy and secure atmosphere without the fear of bullying. If bullying does occur, all children should be able to tell a grown up and know that incidents will be dealt with immediately and appropriate action will be taken. We ensure the well-being of all children based on trust between school, parents, governors and children. We deliver consistent teaching about bullying and we deal with it in a systematic way, involving parents, children and staff.

Policy links

This policy sits within the Behaviour & Discipline Policy and is implemented in conjunction with our School Values of promoting equality and ensuring safeguarding for all members of the School Community. It is reviewed annually and communicated to all staff, parents, governors and children. This Policy will be implemented in conjunction with our School Aims and the following policies: Behaviour & Discipline; Complaints Policy & Procedures; PSHE including RSE; Child Protection & Safeguarding; Whistleblowing Policy; Equality Information & Objectives; Equal Opportunities; Well-Being and Special Educational Needs Policy.

This policy operates within a legal framework and is based on DfE guidance, 'Keeping Children Safe in Education' 2025 and 'Preventing and Tackling Bullying' July 2017. It states that, '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 children are able to learn and fulfil their potential.'

We are also guided by the advice notes published by the DfE to supplement Preventing and Tackling Bullying (July 2017): Cyber Bullying: Advice for Head Teachers and School Staff Advice for Parents and Carers on Cyberbullying. The Equality Act 2010 states that schools need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

Dovers Green is also aware of the statutory responsibility to encourage good behaviour and discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers power to regulate children's conduct when they are not on school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

What is bullying?

Definition

"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." (DfE 'Preventing and Tackling Bullying', July 2017).

Although the Anti-Bullying Alliance (ABA) defines bullying as, 'The repetitive, intentional hurting of one person or group by another person or group', occasionally a situation may be deemed to be bullying, even if the behaviour has not been repeated or persistent, for example where there is an imbalance of power.

How can 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 children 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 'social exclusion'- isolating or excluding children from groups.

What groups are more vulnerable or at risk of being bullied?

Bullying can take many forms and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. We also recognise that perpetrators of bullying may have special educational needs or be vulnerable themselves. We always consider the motivation behind bullying behaviour and where the child engaging in bullying may need support themselves.

What does bullying look like?

Physical Bullying e.g. hitting, kicking, taking, hiding or damaging belongings.	Verbal Bullying e.g. name calling, taunting, threats, mocking, insulting, making offensive remarks e.g. racist, sexist, transgender, homophobic remarks.
Emotional and Relational Bullying e.g. excluding, shunning others from group/ activity, menacing looks or stares, rude signs or gestures, producing offensive notes, intimidation, controlling behaviour or belittling another's abilities.	Cyber Bullying e.g., inappropriate texts, e-mails, picture/video clip, Instant Messaging (IM), social media or gaming.

There is no hierarchy of bullying - all forms are taken equally seriously and dealt with appropriately. Bullying can take place between young people, young people and staff, between staff, individuals or groups. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

School ethos

As part of our ongoing commitment to the safety and welfare of our children, we at Dovers Green School use Restorative Approaches to promote positive behaviour and discourage bullying. This approach enables children to reflect on their attitudes and beliefs, develop empathy, build resilience in managing conflict and acquire the skills needed to resolve everyday difficulties. It places a strong emphasis on positive relationships and collaborative teaching and learning. We use logical consequences to help children understand the impact of their actions, ensuring that responses are fair, consistent and directly related to the behaviour. We are also committed to embedding the six principles of nurture as a whole-school approach, so that every child feels a strong sense of belonging and is valued as an individual. By prioritising children's wellbeing and emotional development, we create supportive environments and relationships that respond to individual needs, enabling all pupils to develop resilience, confidence and independence. This integrated approach supports both the emotional and academic growth of every child. In addition, we actively support the Surrey Healthy Schools Approach, promoting physical, emotional and mental health and wellbeing. This reflects our commitment to personal, social and health development and strengthens the links between health, behaviour and achievement, extending beyond the curriculum to encompass the whole school environment and all aspects of school life.

At Dovers Green, all members of the school community treat each other with respect and exemplify our shared School Aims and Values. We do this through:

Providing a safe, secure, happy and caring environment:-

Ensuring diversity is openly discussed and celebrated, children are given opportunities to discuss bullying, relationships and their responses to key issues are shared and personal successes and achievements are celebrated to promote and build a positive school ethos.

Effective staff training & supporting staff to promote positive relationships to help prevent bullying:-

We are fully committed to developing a Relationship-based community with the use of Restorative Approaches to build relationships, maintain relationships and repair relationships when harm has been caused. Staff are regularly reminded of all policies and procedures in this wider area and updated on information, particularly in response to developments in online safety.

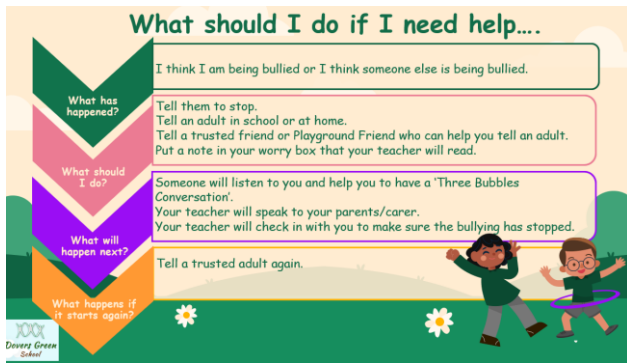
Involving children:-

We ensure all children are clear about our zero-tolerance approach, by encouraging them to follow the 'Anti-Bullying Pathway of Help'. Children are encouraged to talk about their worries, to 'tell' if they experience

or see bullying occur and/or put a note in a worry box. It is essential that children know that:

- They are listened to.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how to get support from others.

The above are reinforced by sharing clear and consistent school and playground rules; including the use of Playground Friends, the 'Three Bubbles Conversation' and the Buddy Bench. Children are encouraged to express their concerns with the use of the Worry Boxes, Pupil Voice, Pupil Questionnaires, Well-being Surveys and the School Council.



Child-friendly Flow chart



'Three Bubbles Restorative Conversation'

Involving staff:-

Effective monitoring and reporting systems are in place to ensure that any concerns related to bullying are identified and addressed sensitively and effectively. All staff, including support staff (such as administrative and lunchtime staff), receive training to recognise different forms of bullying and to respond appropriately in line with the school's policies and procedures, including the accurate recording and reporting of incidents. Discrete PSHE lessons, including Online Safety, are taught, and key messages are reinforced through initiatives such as Anti-Bullying Week and revisited regularly during circle times throughout the year. Our School Values are shared through assemblies and consistently promoted within the classroom. Where appropriate, children are supported with visuals, social stories, comic strip conversations and Makaton to help them understand and communicate their emotions.

Involving parents:-

Parents are involved in reviewing the anti-bullying policy and all parental concerns are taken seriously. We recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages. Information is shared through Parents Forum, Parent information events and newsletters. We ensure that parents work with the school to model positive behaviour for children, both on and offline. We strongly encourage parents/ carers to share any concerns about bullying with the class teacher or headteacher. We also ensure all parents/carers know about our complaints procedure (refer to complaints policy) and how to use it effectively, to raise concerns in an appropriate manner.

Developing and Promoting Resilience and Emotional Well-being:-

- Restorative Approach focusing on building, maintaining and repairing relationships
- Embedding a Nurture whole school approach by following the six principles of nurture
- Child-centred approach e.g. inclusive classrooms, scaffolded learning, child-friendly leaflets, displays
- Playground Friends with training provided for new mentors
- Checking in/ Checking out circles
- Circle time
- ELSA and Drawing and Talking support
- Parent support e.g. Early help, Home School Link Worker (HSLW), parent forum
- Social Skills groups/ Lego therapy
- Zones of Regulation
- Mindfulness and 'Relax and Calm' sessions

Responding, Reporting and Recording Bullying:-

- Dovers Green ensures that all staff understand the principles and purpose of the Anti-Bullying policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support. A

matter of bullying when reported will be addressed and investigated immediately by the school in partnership with the parents.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. Initially, a 'Three Bubble' Restorative conversation will be held and details passed on to the class teacher. An appropriate member of staff will then effectively investigate the incident. This could be the class teacher, support staff, Deputy Head, or Headteacher, depending on the circumstances.
- If after investigation, bullying has been identified, appropriate sanctions will be applied which reflect the seriousness of the incident. All sanctions are detailed within the Behaviour and Discipline Policy. Such sanctions will be applied fairly, consistently and reasonably, taking account of any Special Educational Needs or disabilities that the children may have and taking into consideration the needs of vulnerable children. All responses to the situation will be solution focused and built upon Restorative Approaches such as; Restorative conversations, logical consequences, social stories, circle time, individual work with children or referral to outside agencies if appropriate. A DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will ensure parents/carers are kept informed about the incident and action taken, as appropriate and in line with child protection and confidentiality policies.
- Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and acted upon.
- Bullying incidents are recorded on CPOMS by the member of staff who deals with the incident and this includes recording appropriate details regarding decisions and action taken.
- Year group leaders regularly monitor the behaviour incidents in their year group and identify any patterns of behaviour which need to be addressed.

Supporting Children who are involved in Bullying:-

All children who have been involved in bullying are supported by offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice. Children will be identified through Care Meetings and discussion with SLT/DSL. Referrals to the ELSA programme or Drawing and Talking may be made by teachers and parents will be informed of this intervention. Where necessary, further support will be offered; offering formal counselling, mediation with parents/carers or working with outside agencies to provide specialist support e.g. Early Help, Children's Services or Mindworks.

Responsibilities and Support:-

The Headteacher has overall responsibility for the policy, its implementation and in liaising with the governing body, all staff, parents/carers, LA and outside agencies. The Headteacher, in collaboration with the Anti-Bullying Lead, will ensure that the policy is implemented, monitored to assess its effectiveness and evaluated to inform policy review. Governors, parents/ carers are involved in reviewing/ developing the anti-bullying policy to ensure they are aware that the school does not tolerate any form of bullying. The named Governor for bullying will report to Governors on a regular basis.

Bullying can take place between child and child, staff and staff and staff and child. We consider the pastoral care of the children and staff to be of prime importance. A common code of behaviour is expected from everyone at Dovers Green (see Behaviour Policy). All staff and volunteers at Dovers Green are expected to treat each other with a professional level of respect. We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with. Where there are concerns around staff on staff bullying, these will be addressed through the Whistle Blowing policy and Code of Conduct.

Useful links and Supporting Organisations :-

Government and Statutory Guidance

- Department for Education
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Anti-Bullying Organisations

- Anti-Bullying Alliance
www.anti-bullyingalliance.org.uk
- Kidscape
www.kidscape.org.uk
- The Diana Award
<https://www.antibullyingpro.com>

Safeguarding and Support

- NSPCC
www.nspcc.org.uk
- Childline
www.childline.org.uk
- Family Lives
www.familylives.org.uk

Mental Health and Wellbeing

- Young Minds
www.youngminds.org.uk
- MindEd
www.minded.org.uk
- Anna Freud Centre
www.annafreud.org
- Place2Be
[Improving children's and young peoples mental health - Place2Be](#)

Online Safety

- UK Safer Internet Centre
[Homepage - UK Safer Internet Centre](#)
- CEOP
<https://www.ceop.police.uk/safety-centre/>

Education and Curriculum Support

- PSHE Association
www.pshe-association.org.uk
- Restorative Justice Council
www.restorativejustice.org.uk
- Anti-Bullying Alliance - Restorative Practice Guidance
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

Inclusion and Additional Needs

- Contact
<https://contact.org.uk>
- Young Carers
www.youngcarers.net