



Deepdale Community Primary School

Anti-Bullying Policy 2025 – 2026

Value Statement

At Deepdale community primary school, we embrace harmony and celebrate diversity, fostering a vibrant community where every child is valued, respected and encouraged to thrive together in a safe environment. We believe we need to help and support the person being bullied and the person carrying out the bullying. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable by all groups within the school family.

Our Aim

At Deepdale we aim to reduce bullying by:

- Ensuring the school's environment focuses on respect and values every member of the school family
- Use a consistent approach to address fairly any incidents of bullying
- Empowering all children with strategies to deal with any incidents of bullying
- Provide a safe and secure environment where everyone can learn without anxiety and ensure measures are in place to reduce the likelihood of bullying.
- Communicating effectively with children, families, staff and governors ensuring all are fully aware of our anti bullying policy

It is recognised that there are some children who may be particularly susceptible to bullying behaviour. For example, children with Special Needs or disabilities, new children joining a class, children from different backgrounds or children with other distinguishing characteristics. Staff should be especially vigilant to the possibility of such children being subjected to bullying and approach this in the same way as any other category of Child Abuse, that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied because of their young age or Special Needs.

The Equalities Act

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty requires public bodies to have due regard to the need to:

- Eliminate 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
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by

excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

What is Bullying?

We have adopted the Department for Education's definition of bullying as follows:

'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 particular 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.'

(Department for Education- 'Preventing & tackling bullying' 2017')

There are a number of types of bullying, which all members of our school community should be made aware of. These are categorised as:

- **Verbal bullying** – name calling or making nasty comments or jokes based on sexuality, appearance, race, disability or religion.
- **Indirect bullying** – being ignored, dirty or intimidating looks or gestures, giving people the evil eye, being unfriendly, being made to feel like an outsider or spreading rumours.
- **Physical bullying** – punching, being spat at, making people do things they don't want to do, having belongings damaged or stolen, making people feel uncomfortable or scared.
- **Cyberbullying** – sending nasty or threatening texts or e-mails, making threatening phone calls, taking humiliating pictures or video clips and sharing them with others, or horrible comments or threats placed on Facebook and other social media sites.
- **Racist bullying** – racial taunts, graffiti, gestures, refusal to co-operate with other pupils because of their race or ethnicity.
- **Sexual bullying** – any **bullying** behaviour, whether physical or non-physical, that is **based** on a person's sexuality or **gender**.
- **Community related bullying** – any form of bullying that takes place outside of the school community
- **Religious bullying** – making or sharing nasty comments about peoples religions.
- **Child on child abuse** – see 'Keeping Children Safe in Education'.

Responsibilities

It is the responsibility of the head teacher and the senior leadership team to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably. All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly. Parents/carers to support their children and work in partnership with the school. Pupils to have a clear understanding and ownership of the policy and its implementation.

Procedures

What to do if a child discloses to you that they are being bullied or you suspect they are being bullied (staff)

- Listen to the child and offer support
- Complete a CPOMs report informing SLT and Pastoral team.
- Staff to then investigate and identify what has happened
- Behaviour policy to be followed for appropriate sanctions
- Pastoral Team or SLT to contact parents
- Pastoral team, SLT and staff to monitor

If it is found that bullying has not taken place:

- The parent's concerns will be recorded on CPOMs and all relevant staff informed.

Bullying Sanctions

The following may apply when dealing with a bullying issue in school;

- CPOMs the concern
- SLT to follow up (if required) and parents involved
- Learning mentor team to provide appropriate follow up work
- See behaviour policy

Support for children who have been bullied

- Children will be offered an immediate opportunity to discuss the experience with a member of staff who they feel comfortable talking to.
- The child will be reassured that they have done the right thing by telling someone what has been happening.
- Providing ongoing support from the school's Pastoral team.
- Having other children look out for them if necessary.
- Checking regularly that the bullying has stopped.

Support for the bullies

Bullying damages the bully as well as the person being bullied. Bullies will be supported by:

- Finding out the reasons why the bullying has taken place.
- Establishing that the behaviour was wrong and must not happen again.
- Agreeing on how they can make it up to the person they have bullied.
- Support from the school's Pastoral Team on how to make and maintain friendships.
- Involving parents and carers to ensure the child can make lasting changes.

Prevention

We firmly believe in developing empathy and good relationships between all members of our school community. This is the basis for a happy and productive school, where relationships are built on trust and respect.

There is no place for bullying at Deepdale Community Primary School and where we find bullying has taken place, we act immediately to stop any further occurrences. Staff treat bullying very seriously because of the harm it causes both to the victim and the bully.

We use a variety of approaches to help prevent bullying, including:

- Discussion time and PSHE.
- Anti-Bullying Week – raising awareness and helping children to understand that 'telling' is an important way to make the bullying stop.

- Encouraging a good network of friends amongst children, where they are taught to respect and look after each other.
- Assemblies
- Pastoral team interventions
- School values and class promises
- Pride of Deepdale award
- Parent workshops
- Assigning buddies to look after new pupils

Advice to Children

If a child feels that they are being bullied then there is some guidance that they are encouraged to follow.

- Tell a trusted friend – they might be able to talk to an adult for you.
- Tell a trusted adult in school.
- Tell a parent or another adult at home.
- If you don't want to talk about it, write a note and/or put it in the 'Ask It Basket/Whassup Box.'

Advice for parents

If you think that your child is being bullied at school, we ask that you follow this guidance:

- Report the bullying to your child's class teacher or another adult you trust in school.
- Your concerns will always be investigated and you will be informed of the outcome as soon as the teachers know what has happened.
- Staff in school will work with the bully to make sure the bullying stops, but it is not appropriate to discuss details of this with you because of confidentiality.
- The parents of the bully will always be involved.
- Please do not attempt to sort the problem out yourself by either speaking to the child concerned or to their parents.

Monitoring and Evaluation

The Senior Leadership Team will meet on a regular basis to examine any recorded incidents of bullying that have taken place. They will look for patterns of people, places or groups. They will monitor the incidence of racist bullying or that directed towards children with SEN or disabilities.

This policy is monitored by the headteacher, who reports to governors regarding the effectiveness of this policy and makes recommendations for any amendments necessary.

This policy will be reviewed on an annual basis.

	Date	By	Role	Ratified	Review Date
Version 11	Autumn 2024	J. Hurley	Behaviour and PSHE Lead	SLT & N. Mirza	Autumn 2025
Version 12	Autumn 2025	J. Hurley	Behaviour and PSHE Lead	SLT 7 N. Mirza	Autumn 2026