Dalestorth Primary and Nursery School

Anti-Bullying & Anti-Prejudiced Policy September 2026

At Dalestorth we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, actively challenging prejudice and celebrating diversity.

We recognize that a school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual safeguarding, trauma-informed, strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe, in and outside of school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated in our school.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm. We also recognise that children with SEND or disabilities are *'more prone to peer group isolation or bullying (including prejudice-based bullying) than other children'* and that they may have '*communication barriers and difficulties in managing or reporting these challenges'.* (KCSiE 2026). We also recognize our role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE 2026) Statutory Guidance and was formulated in consultation with the whole school community with input from:

- Members of staff- through regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governor's meetings, training,
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups. There will be a shorter parent version produced.
- Children and young people - pupils contribute to the development of the policy through the school council and in-class discussions.

This policy is available

- Online on the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Incidents of bullying may be considered as 'Child-on-Child Abuse'. School has a separate "Child on child policy" which concentrates on child on child abuse in the context of sexual harassment and sexual violence.

Roles and responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, the Local Authority and outside agencies and appointing an Anti-Bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Leads (DSLs): Mr Robertson, Miss Radford , Mrs Claxton and Mrs Curran

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns

The Anti –Bullying Coordinator in our school is: Mr Robertson (Headteacher)
Their responsibilities are: -

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying and Anti-Prejudice (Behaviour) is: Mrs J Wain

What is bullying and how does it differ to relational conflict?
At Dalestorth Primary School, we have adopted the definition of bullying as provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race and ethnicity, religion and belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Recommended language / Key terminology:

It is important to be mindful about the language we use when referring to children involved in relational conflicts or bullying incidents – terminology like 'victim' and 'bully' may be unhelpful as it can often be interpreted as a label or something that says that's what the child *is* rather than what they've experienced, or what behaviour they have perpetrated/displayed. Wherever possible, we would recommend using strengths-based language that acknowledges the experiences that children have had but also recognises that children's behaviour can change. Some young people may self-identify as a 'victim', but we should try to use language like 'target' or 'child who has experienced bullying behaviour'. Similarly, we should try to avoid language like 'bully' or 'aggressor' – instead we should try to use phrases like 'the child who has displayed bullying behaviour' or 'child who has allegedly perpetrated bullying behaviour'.

This language shift may be particularly important due to the latest evidence and research which shows that bullying tends to be a group behaviour and several different people with different roles can be involved – these roles can then shift depending on the scenario, who is present and the dynamics in the group. It's important for us to acknowledge that very rarely do bullying situations involve *just* a 'target' and a 'perpetrator', and instead there are often 'ringleaders', 'reinforcers', 'assistants' and 'defenders' etc. It is sometimes possible for a perceived 'target' to become the alleged 'perpetrator' if the power imbalance shifts.

What does bullying behaviour look like?

At Dalestorth Primary School, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.
- Baiting - 'a provocative act used to solicit an angry, aggressive or emotional response from another individual' – 'baiting can be used in bullying both on and offline and it can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully'. Research shows us that 'sometimes baiting is used secretively to try to get a person to explode in a rage or react negatively/loudly so that they get in to trouble'. Sometimes, children who have SEND may experience baiting from their peers as their triggers may be more well-known amongst the group.
- False friendships - 'describe relationships where someone pretends to be your friend, or is your 'friend' sometimes, but actually uses their power to bully you'. Research shows that 'false friendships can sometimes be hard for adults to identify' and that some children may be more likely to experience them if they don't understand what a good friend is.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

Where does bullying take place?

At Dalestorth Primary and Nursery School, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At Dalestorth Primary School, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community.he effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. If a pupil feels unable to tell a member of staff about their bullying verbally, they could send an email with their concerns, and these will be followed-up by the school's Anti-Bullying Coordinator.

Even if the behaviour or incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person or via Class Dojo Messaging) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMS) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to DSLs.

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead. We ask that visitors report their concerns in person by the

end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Dalestorth Primary School, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMS). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. As a school, we have chosen to adopt a restorative justice approach to dealing with both 'relational concern' and 'bullying'. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Dalestorth Primary School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RSHE and PSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying which are found within our units of PSHE.
- Themed assemblies, workshops and activities to promote equality and tackle prejudice
- Weekly celebrations of achievement for the whole school
- Opportunities for pupils to share their voice and opinions – through School Council reps, voting stations and suggestion boxes
- Inclusive displays throughout the school with a diverse range of work and photographs linked to our Busy Bee values
- Specific initiatives for identified individuals or groups (ELSA, Drawing and Talking Therapy for example)
- Parent information board and area on the school website
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Good Relationships and Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSE / PSHE Policy	Includes information about our school's PSHE/rse programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: October 2025
Date to be reviewed: October 2026

Useful organisations

Mencap – www.mencap.org.uk
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
Stonewall – www.stonewall.org.uk
The lesbian, gay and bisexual charity
Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.
School's Out – www.schools-out.org.uk
Childnet International – www.childnet-int.org
The UK's safer internet centre

References Documents and Related Policy/Guidance

Keeping Children Safe in Education (KCSiE) 2026: Keeping children safe in education - GOV.UK (www.gov.uk)

Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk)
Preventing and Tackling Bullying 2017: Preventing bullying - GOV.UK (www.gov.uk)
Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance :Nottinghamshire Safeguarding Children Partnership
Nottinghamshire Schools' Portal – Education, Safeguarding, Health and Wellbeing Hub (ESHAWH) pages: * Anti-Bullying * | NCC Schools Portal (nottinghamshire.gov.uk)
Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance
Nott Alone website – separate pages of information for children and young people, parents and carers and professionals: Bullying | NottAlone

National Documents
Safe to Learn- DCSF Guidelines
Embedding Anti-Bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - **www.education.gov.uk/publications**

Appendix One

BULLYING/ PREJUDICE –BASED INCIDENT REPORT FORM

County Council district details: Ashfield Name of School: Type of report: BULLYING/PREJUDICE-BASED INCIDENT (delete as appropriate)	
Date of incident:	Reported by:

Target/s details*: *Some incidents may not have a target	Is the target vulnerable or especially distressed? Is the target safe? Has the target experienced this prejudice based bullying/incident before?
Name :	
Age:	
Gender:	
Ethnic Origin:	
Religion/Faith:	
Home Language:	
Home district (Postcode)	
Repeat target? YES/NO	

Perpetrator/s details:	
Name :	
Age:	
Gender:	
Ethnic Origin:	
Religion/Faith:	
Home Language:	
Home district (Postcode)	
Repeat Perpetrator? YES/NO	

Type of Bullying/Incident	Race/Ethnicity	Religion/Belief	Disability/SEND	Other (please specify)
	Gender	Gender Reassignment	Sexual Orientation	

Where did the incident/bullying take place?

Home Visit	Outside CC premises	CC grounds	On site	Other (please specify)

Please give a description of the bullying/incident reported:
