



RGS Dodderhill Anti-Bullying Policy 2026-2027

To be read in association with the following policies:

- RGSW Anti-Bullying Policy
- Safeguarding including E-Safety
- Behaviour, Rewards and Sanctions Policy

Introduction

We are committed to providing a listening, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere both academically and socially. Bullying of any kind, including cyber-bullying, goes against our core values and is unacceptable at our school. If bullying does occur, all pupils are encouraged to talk, in the knowledge that incidents will be dealt with promptly, compassionately and effectively. We are an inclusive and open school. This means that everyone who knows that bullying is happening is expected to tell the staff.

Our Head and Deputy Heads, our Pastoral team, Mrs Nobel, our Safeguarding Governor, alongside Mrs Bradley, Head of PSHE, have all been involved in the writing of this policy.

What Is Bullying?

Bullying is doing something to hurt, frighten or threaten other people and is usually repeated over time.

Bullying behaviours are actions that intentionally hurt people physically, emotionally or psychologically and they include:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things, tripping someone up etc
- Racist - racial taunts, graffiti, gestures, making fun of culture and religion

- Sexual - unwanted physical contact or sexually abusive or sexist comments
- Homophobic - because of/or focusing on the issue of sexuality or gender
- Online/Cyber - setting up 'hate websites', sending offensive and abusive text messages, emails and abusing the victims via their mobile phones, sharing of images online, or on tiktok and snapchat without consent. Engaging in group chats that are abusive and unkind
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs or ANY protected characteristic

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place."
(Department for Education - Preventing and tackling bullying, July 2017)

It is bullying if it is done several times on purpose (STOP) • Several • Times • On • Purpose

Bullying Is Not...

- The odd occasion of falling out with friends
- Arguments or Disagreements with people
- The occasional trick or joke played on someone
- Changing friendship groups/choosing a new friend

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

At RGS Dodderhill, staff, parents and children work together to create a happy, caring, learning environment and will work together to prevent bullying. Bullying, either verbal, physical, cyberbullying or indirect, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying can be brought to the attention of staff either by the victim(s), their friends, their parent(s) or any member of the school community. We encourage timely and concise communication in any matter of bullying.

Strategy for dealing with bullying

The emphasis is always on a caring, listening approach as bullies are often victims too – and that may be the reason why they bully. Therefore, we have made clear the support that we offer to pupils who experience bullying behaviour and to pupils who demonstrate bullying behaviours.

Pupils who are vulnerable to experiencing bullying behaviour and to demonstrating bullying behaviours include those experiencing:

- Personal insecurity or worries (they may be concerned about others judging them, picking on them or pointing out failings, they may find social interaction and making friends challenging)
- Challenging personal circumstances (for example, trauma, family relationships...)
- Lack of knowledge or understanding of others (such as not knowing that some jokes or comments may hurt some people and not others)
- Difficulties with accepting unique qualities in others (such as physical, cultural, social, financial, learning, developmental or sexual differences). They may have these unique qualities and need the support of others to feel accepted and included. In order to identify incidents of bullying and the identities of bullies, we have agreed to carry out the following strategies:
 - All staff watch for early signs of distress and/or anxiety in pupils
 - All staff listen, act and share with the appropriate member of staff
 - Establish with all pupils, the school's definition of bullying and the behaviours that are linked with bullying
 - Encourage pupils and parents to inform staff members of concerns regarding bullying behaviour
 - Encourage pupils to inform Y11 wellbeing leads/Y11 Leaders, of concerns regarding bullying behaviour as part of our peer mentoring
 - All Y11 Leaders watch for early signs of unhappiness, loneliness or sadness in fellow pupils
 - Display posters in school sharing the school's Anti-Bullying support and provision and dissuading children from bullying (including in cloakrooms and toilets)
 - Display the Childline telephone number on the school noticeboard and in corridors

Strategies to prevent Bullying.

Preventing bullying behaviours can be possible through a range of proactive measures. At RGS Dodderhill School, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English
- Assembly programmes reinforce Fundamental British Values and the ethos of the school, and celebrate all national occasions of anti bullying
- Providing opportunities to learn about bullying, friendships and relationships in Personal Social Health Education and Relationship and Sex Education which is aligned with the standards of the PSHE Association.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it

- Hello Yellow and Wear Green/Odd Sock days all show our commitment to anti bullying, and prioritisation of mental health awareness
- Students are not permitted to use their mobile phones around the school. From September 2026 a black out phone app will be in place for all pupils
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small
- Duty points and rotas have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed and toilets are checked at break times.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils, as detailed in the weekly pastoral briefing notes from the Deputy Head Pastoral
- The School Council regularly considers new ways to prevent bullying through their whole school projects, meetings and through the collaborative House system
- Posters around the school emphasise the importance of diversity in the school community
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- Promoting our School ethos and culture through our own Characteristics of Learning, of which Empathy is a primary value
- Regular activities by the Y11 Leaders to raise the profile of the importance of Anti-Bullying as well as reminding pupils of their role and the support they offer
- Discussing definitions of bullying in class, form time and assemblies
- Positive Behaviour Rewards
- Encouraging positive play at break times and lunchtimes
- Prominent and Updated Anti-Bullying Notice Board

Reporting bullying

Students can report bullying of themselves or someone else in the following ways:

- Speaking to their Tutor
- Speaking to their Trusted Adult in school
- Speaking to SLT
- Speaking to the Designated (or Deputy) Safeguarding Lead
- Speaking to parents and/or carers and asking them to pass on the information to the school.

Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, telephone, meeting
- Contacting the Deputy Head Pastoral/Head in the event of non resolution by form tutor/trusted adult

Recording incidents of Bullying

Despite all the provisions we put in place to prevent bullying, if incidents do occur they will be investigated, recorded and placed on the **Bullying Log**. There is a procedure that will be followed and this is detailed in the RGSW Anti-Bullying Policy. Incidents of Bullying, or child on child abuse, whether physical, mental or online is recorded in a LOG which is reviewed weekly by Head and Deputy Head Pastoral. This is securely held in our SLT folder in google drive with restrictive permissions to SLT.

Investigation

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include the Form Tutor, the LSA, the teaching member of staff, Deputy Head Pastoral or may even include external agencies such as the Police.

Any investigation into alleged bullying will be discreet, sensitive, timely and thorough. The exact timeline of investigations will vary depending on the scenario but will usually include:

- The victims will be talked to along with other witnesses and statements will be taken
- The accused will be talked to, to get their version of events
- Other staff, students and parents will be involved, where needed
- Parents/carers will be kept fully aware
- A record will be placed in all the involved students' files in wellbeing manager or in 'My Concern' as appropriate
 - *The SEND needs of all children to be taken into account at all times*
- All students will be made aware that such behaviour will not be tolerated and the sanctions poster/policy adhered to

Outcomes

- The student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling through Amy Drake, our school counsellor, or mentoring with our LSA team or a member of teaching staff, or in more extreme cases, referral to external agencies such as CAMHS and/or MELO
- Students who have displayed bullying behaviour will be issued sanctions in line with the school behaviour policy. These sanctions range from detentions to fixed and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging.
- Parents of those bullied, and bullying, will be notified of the outcomes of the investigation.
- A 'Mediation' meeting can sometimes be set up to take place as soon as possible, *if all parties give consent*. This is the process where both parties get an opportunity to achieve closure and move forward

Links

The websites listed below offer direct links to other sources of information for parents and young people.

- Anti - Bullying Alliance
<https://anti-bullyingalliance.org.uk>
- Bullies Out
<https://bulliesout.com/what-we-do/support-for-schools/>
- Childline
<https://www.childline.org.uk/>
- Kidscape
<https://www.kidscape.org.uk/>
- Young Minds
<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>

Review and Development

This policy will continue to be reviewed and developed in consultation with pupils and parents. Updated versions will be discussed and approved by the School Governing Body on an annual basis.

Reviewed and updated by Deputy Head Pastoral: July 2026 (CMV)