ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

ANTI-BULLYING

Policy Owner:	Head of School
ISSR Reference:	Part 3 – Welfare, Health and Safety of Pupils
Date of review:	Lent 2026
Approved by:	Local Board
Date of next review	Lent 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Designated Safeguarding Lead	Lent 2025	New template In line with KCSiE24
Annual review	Designated Safeguarding Lead	Lent 2026	In line with KCSiE25

1. Aims

St Dunstan's Education Group ('the Group') aims to ensure that parents / carers in contract with the Group:

Rosemead Preparatory School and Nursery ('the school') is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. As a school we must protect pupils and ensure a safe, supportive learning environment

This policy outlines the prevention, identification and management of bullying at Rosemead Preparatory School. This policy has been drawn up as a result of staff discussion and review of current practices. The implementation of this policy is the responsibility of all staff. It will be reviewed annually.

2. Legislation

This policy is based on the expectations laid out by the Independent Schools Inspectorate (ISI) and references the Independent Schools Standards and Regulations (ISSRs). Complaints relating to Early Years Foundation Stage (EYFS) provision can also be directed to Ofsted and by doing so operate on different timelines to the ones outlined in this policy.

- The Children's Act 1989
- The Education Act 2002
- Equality Act 2010
- Preventing and tackling Bullying July 2017
- Prevent Duty Guidance 2023
- Keeping Children Safe in Education September 2026
- Behaviour in Schools February 2024
- Working Together to Improve School Attendance July 2026

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Chief Executive Officer (CEO), who turn line manages the Heads of each school, specifically the Head of Rosemead Preparatory School and Nursery, The Head of St Christopher the Hall, The Head of Westlodge, the Head of St Dunstan's Junior School and the Head of St Dunstan's Senior School. This policy reflects that structure.

The Local School Board has a duty to:

- Review this policy annually and ensure it adheres to the ISSRs

3.2 The Head of Rosemead

The Head of Rosemead ('the Head') is responsible for developing a safe and happy culture amongst staff and pupils. This involves:

- Leading a weekly assembly linked to the Roots of Rosemead values
- Being a positive role model by encouraging and rewarding kind and respectful behaviour
- Ensuring policy is strictly adhered to when incidents of unkind behaviour or bullying occur
- Speak with staff, children and parents as appropriate when incidents of bullying occur

3.3 Detail all other key role holders and their duties

DSL team is responsible for ensuring a safe and happy culture amongst staff and pupils. This involves:

- Discussing poor behaviour and any incidents of bullying at the weekly Safeguarding Team meeting
- Monitoring C-Poms to address any behaviour or bullying concerns
- Putting actions in place which may involve talking to staff, children and parents
- Ensuring the anti-bullying log is updated when incidents occur
- Speaking regularly with staff about any children of concern (victims and perpetrator)
- Ensuring Safeguarding training is carried out with all staff at least annually
- Ensuring staff training includes recognizing how radicalizing influences can intersect with bullying behaviors
- Ensure Anti-Bullying week is an annual event and features in staff planning and assemblies
- Monitoring attendance as persistent absence or sudden changes in attendance can be a potential indicator of bullying or other safeguarding concerns.

3.4 Staff

Staff are responsible for ensuring . Staff will:

- All school staff, both teaching and non-teaching (for example lunchtime supervisors, caretakers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying.
- Being a positive role model by encouraging and rewarding kind and respectful behaviour
- Use PSHE, form time and circle time to discuss anti-bullying and behaviour as appropriate
- Reward good behavior with stickers, House Tokens and certificates

- Plan activities to promote anti-bullying week by focussing on kindness and respect

3.5 Pupils and parents/carers

Pupils are responsible for:

- Treating their peers and adults with respect and kindness
- Ensuring they actively adhere to and follow the Roots of Rosemead values
- Being proactive in reporting any unkind behaviour to a member of staff

Parents / carers will:

- Inform school promptly of any suspected incidents of bullying or unkind behaviour
- Support the schools messaging around respect and kindness to others

4. Policy content

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect, kindness and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our children by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures, through careful tracking using CPOMS and the Anti-Bullying Tracking Log

4.1 Definition of bullying

The school recognises the seriousness of bullying in causing psychological and emotional damage, inside or outside of school.

There are many definitions of bullying, but it is generally accepted to be:

- Deliberately hurtful, physically or emotionally (including aggression)
- On a single occasion or repeated incidents over a period of time.
- Difficult for victims to defend themselves against.

It is important to note that if actions are perceived by an individual child as bullying, and

these actions continue to happen, following knowledge of the perceived bullying, the school will act in accordance with this policy.

4.2 Types of bullying

Bullying can take the forms of:

- Physical - pushing, kicking, hitting, pinching or any use of violence.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Emotional - excluding, racial taunts, tormenting (i.e. hiding books, threatening gestures), being unfriendly, graffiti.
- Cyber - social websites, mobile phones, text messages, photographs and email

Research has shown that name calling is the most common direct form. Children may be called names for a variety of reasons including individual characteristics, ethnic origin, religion, nationality, gender, a form of disability or sexual orientation. It is against the law to discriminate anyone due to the 'Protected Characteristics'

Bullying can be based on any of the following things:

- Race (racist bullying)
- Age
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs or disability
- Appearance or health conditions
- Related to home or other personal situations such as being adopted or being a carer

No form of bullying will be tolerated, especially against these protected characteristics, and bullying in any form is taken seriously and will be treated as a Child Protection concern, under the Children Act 1989, should there be a reasonable cause to believe that a child is suffering or likely to suffer significant harm.

More information can be found by referring to the school's EDI Policy.

4.2.1 Homophobic/Sexual/Sexist/Transphobic Bullying

Homophobic, sexual, sexist and transphobic bullying have a significant impact upon individuals, whether child or adult. Those experiencing such bullying are more likely to miss school/work; children are less likely to stay in full-time education, and are less likely to feel

safe, achieve, be healthy and make a positive contribution to their community.

4.2.2. Cyber-bullying

This is the use of ICT, particularly mobile phones, iPads, Chromebooks and the internet, deliberately to upset someone else. Cyber Bullying can take place at any time, intrude into areas previously considered to be safe/personal and be used to reach a large audience very rapidly, with the perpetrator able to remain anonymous. The person cyber-bullying may never be in the same personal space as their target, and this is more likely to be happening at home or out of school. It can take place both between peers and across generations; teachers have also been targets. However, some instances of cyber-bullying are known to be unintentional – the result of something sent as a joke may be deeply upsetting or insulting to the recipient. Cyber bullying can also include harmful online content misinformation, disinformation, and conspiracy theories More information can be found in our Online Safety Policy.

4.2.3 Racist/Racial Bullying

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. A racist incident is any incident which is perceived to be racist by the victim or any other person.

4.3. Prevention of Bullying

At Rosemead we aim to prevent bullying by promoting self-management of own behaviour and by following a clear set of sanctions should a pupil display unacceptable behaviour (see Behaviour Policy). In addition to this we engage in a number of further strategies/arrangements to help prevent bullying including:

- Having a clear set of 'Class Rules' for children to follow and refer to
- Using the school's internet security as a filtering system to prevent pupils from accessing inappropriate material online (see Online Safety policy)
- Utilising guidance in DfE's **"Generative AI: product safety expectations"** (January 2025) to ensure the school's filtering and monitoring systems are equipped to handle risks posed by AI-generated bullying or harassment.
- Teaching pupils about effective anti-bullying strategies in PSHE lessons, wellbeing lessons, form times and assemblies
- Weekly assemblies link to our School Values (Roots of Rosemead) with the pastoral values (Kind, Responsible, Honest, Respectful and Confident) particularly linking to anti-bullying.
- Arranging workshops for children that specifically target areas such as friendship, communication and self-esteem.

- Having playground buddies who offer support to all children, including those who are feeling vulnerable
- Seeking advice from outside agencies such as the NSPCC
- Taking an active part in 'Anti bullying Week' each year
- Making use of curriculum opportunities to raise pupils' awareness e.g. through drama, story writing etc
- Listening carefully to children and taking a proactive approach
- Ensuring that stereotypes are challenged by staff and children across the school
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- Displaying posters to increase awareness of bullying and the help available
- Ensuring that the Anti Bullying Policy is closely linked to the Behaviour Policy and EDI Policy
- Checking historical information recorded on our Management Information System 3sys, our Safeguarding Software CPOMs and Anti-Bullying and Incident Logs.
- Initiatives led by the EDI Team throughout the academic year
- Our School Counsellor is used to lead social groups or speak with individuals or groups as and when necessary.
- Ensure children are aware of who the DSL Team, but also that they can raise any concerns with any trusted adult at home or school

We should help children to prevent bullying. The most effective way of preventing bullying is to create effective learning environments in which:

- The contribution of all children is valued;
- All children can feel secure and are able to contribute appropriately;
- Stereotypical views are challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Children learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying and harassment are challenged;
- Children are supported to develop their social and emotional skills.
- Ensure parents / carers are signposted to all policies so they can be encouraged to mirror school expectations at home

4.4 Supporting Transition

Transition at every level is carefully planned and organised to ensure high standards of behaviour and understanding of structure and routine remains. Parents / carers of children coming into School for the first time regardless of entry point will be involved with the transition process with an expectation of two-way communication.

The transition from Year 2 to Year 3 involves a new cohort of children joining from other schools. It is important that the dynamics between them and the existing children are understood quickly and information from their previous school is used to ensure that their behaviour is in line with our school rules.

The Year 6 transition process to secondary school is carefully considered and planned. The children are spoken to about many aspects of transition, including personal safety and travel safety. We also invite past pupils to talk to the children about specific school transfers. Parents/ carers are a huge part of this transition process and are invited in as a group and individually as and when required.

4.5 School Council

Our School Council is made up or children across all years from Reception to Year 6 and enables the children and give them a voice. It fosters a whole team, inclusive ethos, whereby every individual feels they have a valued contribution to make, and consequently the ability to voice this.

4.6 Procedures for Identifying and Managing Bullying

Bullying can take place anywhere and at any time. The school ensures that the pupils are aware that we have the same behavioural expectations out of school as we do in school. During the school day all staff are vigilant in all areas of the school but have an increased focus on the playgrounds at break and lunch time to optimise the chance of identifying any inappropriate behaviour.

If a child is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. The school ensures that the children are aware that if they feel they are being bullied they need to report it to their class teacher or any teacher they feel able to. Children should be able to report concerns in the certain knowledge that the concerns will be listened to and fully investigated, and that it will result in an effective resolution. The Designated Safeguarding Lead will ensure there is a culture amongst staff and children of knowing that they will be listened to.

Should an incident occur, the following procedures will be followed:

- Ensure that the child is safe and calm.
- Report the incident to the Class Teacher, who will make a note of the incident on CPOMs. In regular staff meetings these records will be scrutinised in case any patterns of bullying are able to be identified. These notes will also be tracked by the Senior Leadership Team (SLT) through their Anti-Bullying Log.
- The unacceptable nature of the behaviour must be made clear to the child involved and

strategies should be employed to change their behaviour. The child will offer an apology, and other appropriate consequences will take place. The Assistant Head of Key Stage may become involved at this stage. (see Behaviour Policy)

- If bullying is, or has been, established and taking place:
- The bullying situation should be reported, if this has not happened already, to a member of the DSL Team, who may then consult with the Head.
- The parents/ carers of *both parties* will be informed of any behaviour, preferably through face-to-face contact but failing that via the telephone.
- Teaching activities and class discussion can be used to develop self-esteem and offer support for both bullies and those being bullied. Related issues are covered in PSHE and other areas of the curriculum. Assemblies taken by the Senior Leadership Team or EDI Team may also focus on topics related to anti-bullying.
- If the problem continues, arrangements will be made to closely monitor those involved. The Senior Leadership Team will become involved to ensure that strategies are being implemented and an improvement in the current situation is being made. Staff meeting/INSET time will be given over to staff training to develop awareness and whole school strategies.
- See Behaviour Policy for further escalation of sanctions if the bullying continues.

In serious cases, parents / carers will be informed and asked to attend a meeting to discuss the problem. Suspension or exclusion may be considered in some circumstances.

Staff will ensure that all educational visits are adequately staffed, with additional adults where there is known to be a pupil issue.

Should there be reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, by another child or children, then any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being "at risk". Rosemead will appoint appropriate external agencies to support children as necessary and offer their own internal counsellor to speak to the children either individually or as a group.

4.7 Raising Awareness

Staff training will include regular exploration of bullying, cyber-bullying and the implementation of our policy. Staff and pupils alike are advised that there is a zero-tolerance attitude towards bullying at Rosemead. Staff are made aware of their legal responsibility and how this impacts on their wider safeguarding responsibilities, as well as how the policy is to be implemented in practice. Recommended actions are defined to resolve and prevent problems, and sources of support are available for staff to use. On occasions and should the situation demand it, Rosemead will enlist the specialist skills and services of outside agencies in order to understand the needs of our pupils.

5. Monitoring

This policy will be reviewed by the DSL annually.

At every review, the policy will be approved by the Local School Board.

6. Links with other policies

This Anti-bullying policy links to the following policies:

- Safeguarding Policy (which includes Child Protection Procedures)
- Behaviour Policy
- Online Safety Policy
- PSHE Policy (which references British Values and the school's ethos)
- Preventing Extremism and Radicalisation Policy
- Equity, Diversity and Inclusion (EDI) Policy
- Expulsion Policy
- Attendance policy