Article 14: every child has the right to think and believe what they choose and also practise their religion, as long as they are not stopping other people from enjoying their rights.
Article 29: education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 31: every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Appendix 1: Anti-Bullying Policy

Bullying in any form is a direct contravention of the aims and values of the Academy and as a Rights Respecting School. It is always treated seriously and is not tolerated. Pupils who display bullying behaviours are not being their 'best selves'. It is the responsibility of all staff to ensure that Dartmouth Academy is a safe learning environment for all children.

The Academy's response to bullying recognises that '**it could happen here**': this approach is both proactive and preventative for mitigating potential incidents and clear and responsive when a bullying incident is identified or reported.

Pupils, parents and staff are encouraged to **Speak Up, Speak Out**. This slogan can be seen throughout the Academy.

This policy is based upon the DfE guidance Preventing and tackling the bullying and harassment of school staff - GOV.UK (June 2026). This includes the case studies from the DfE, 'Approaches to preventing and tackling bullying' (June 2018). It also draws upon the DfE statutory guidance Keeping children safe in education 2026: September 2026

Objectives

This policy outlines how Dartmouth Academy prevents and tackles all forms of bullying. The Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

Associated policies	**Owner:** PGI (Principal)
Other referenced policies include: • Behaviour Policy • Complaints Policy • Online Safety and Acceptable Use Policies • PSHE Curriculum Policy	

Links to legislation

Associated legislation	**Owner:** PGI (Principal)

The Academy follows the legislation which sets out the measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act (2006, 2011)
- The Equality Act (2010)
- The Children Act (1989)
- Protection from Harassment Act (1997)
- The Malicious Communications Act (1988)
- Public Order Act (1986)

Responsibilities

Policy & response	**Owner:** PGI (Principal)

It is the Headteacher's responsibility to:

- Communicate the policy to the school community
- Ensure that disciplinary measures in line with the anti-bullying policy are applied fairly, consistently and reasonably
- Ensure that a member of the senior leadership team is identified for overall responsibility (Associate Principal for Behaviour & Attitudes)

Monitoring & review	**Owner:** HKD (Chair of Governors)

The governing body take a lead role in monitoring and reviewing this policy.

Behaviour & Attitudes, including the anti-bullying policy, is an agenda focus annually to include an updated pupil voice study.

The Behaviour & Attitudes link governor includes a focus on anti-bullying as part of their meetings with the Associate Principal.

Implementation	**Owner:** PGI (Principal)

All staff, including teaching and non-teaching staff, have a shared responsibility to support, uphold and implement this policy accordingly.

Support	**Owner:** RDK (Assistant Principal B&A)

Parents and carers are expected to support their children and work in partnership with the Academy, as outlined in the Home-Academy agreement signed at the beginning of the year.

All pupils are expected to follow the anti-bullying policy, as outlined in the Home-Academy agreement signed at the beginning of the year.

Defining 'bullying'

Definition for reference	**Owner:** RDK (Assistant Principal B&A)

There is no legal definition of bullying.

However, it's usually behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The Academy recognises that bullying is a form of **child on child abuse**. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. This policy covers all types and forms of bullying.

Preventative Measures

Behaviour for Learning policy	**Owner:** RDK (Assistant Principal B&A)

Parents, carers and pupils are issued with a copy of the Behaviour for Learning policy annually, including the anti-bullying policy appendix.

Staff safeguarding training	**Owner:** RDK (Assistant Principal B&A)

All staff, teaching and non-teaching, receive statutory safeguarding training in line with KCSIE. Included within this is the definition of child on child abuse and the responsibility of all those working with children to respond in line with the Academy's policy.

Throughout the academic year, staff have weekly safeguarding updates, including scenario-based training, which includes a regular focus on child-on-child abuse and other aspects of anti-bullying.

PSHE curriculum (inc. RSE & H)	**Owner:** NPE (Assistant Principal PD)

The Academy delivers a PSHE curriculum in line with the statutory requirements introduced in 2020 (updated 2026) for Relationships and sex education (RSE) and health education - GOV.UK (see separate PSHE policy document).

From Reception to Year 11, one of the five strands of RSE is **Respectful Relationships.** This includes the discussion and teaching of:

- The characteristics of positive and healthy friendships, including boundaries, privacy & consent and the management of conflict, reconciliation and ending relationships
- Practical steps to improve or support respectful relationships
- How stereotypes (especially based on sex, gender, race, religion, sexual orientation or disability) can cause damage
- The responsibility in school and wider society to treat others with respect and to be treated with respect
- Different types of bullying, including the impact, the responsibilities of bystanders to report bullying and how and where to get help
- Criminal behaviours within relationships
- Sexual harassment and violence
- The legal rights and responsibilities of everyone regarding equality

By embedding this as a vital part of the curriculum throughout school, pupils have a strong foundation for what is and isn't acceptable behaviour and their responsibility for making school a safe place for everyone.

Speak Up, Speak Out	**Owner:** RDK (Assistant Principal B&A)

The Academy's anti-bullying message is promoted through the '**Speak Up, Speak Out**' slogan. Displays are used to encourage shared ownership from all within the school community, staff and pupils, to report and positively intervene for any potential bullying incidents and to create a 'telling' culture. Other initiatives, e.g. the tutorial scenarios, build on this key message.

Tutorial sessions	**Owner:** NPE (Assistant Principal PD)

In the Secondary phase, tutor groups have a fortnightly scenario which complements the PSHE Respectful Relationships strand. The scenarios cover likely situations where bullying could or does occur, including the different types listed above, and promotes discussion for what the appropriate response to this situation is.

The scenarios are planned across the year but also adaptive to any current issues which might arise and need addressing as a group.

Assemblies	**Owner:** NPE (Assistant Principal PD)

The Assembly rota is planned annually to cover the major celebration and awareness days throughout an academic year, including anti-bullying week. Assemblies promote British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

As a Rights Respecting School, assemblies are also used to promote the values of the Academy, including the right for all children to relax, play and take part in a range of activities (Article 31) and feel safe to do so.

Pupil voice	**Owner:** NPE (Assistant Principal PD)

A bi-annual pupil survey is implemented with a specific focus on anti-bullying in order to canvas pupils' perceptions on the extent and nature of bullying.

The survey includes an evaluation of pupils' understanding, in line with the RSE curriculum, as well as identifying potential gaps in how to report. It also seeks to identify any trends which need to be addressed at a whole-school level.

Safe spaces	**Owner:** BGO (Assistant Principal SENDCo)

The Academy recognises that unstructured time, i.e. before & after school and break & lunch time, can be overwhelming for some pupils.

Identified 'safe spaces' are created within the secondary phase for these times with a designated member of staff. Pupils can use this as an alternative to the dining hall or the outside spaces. Where pupils are identified as being vulnerable, the 'safe spaces' are clearly communicated to them.

Responsive Measures

The Academy promotes opportunities for pupils and parents/carers to report incidents of unkindness and/or bullying as promptly as possible as part of the '**Speak Up, Speak Out**' campaign. There is recognition that this can be a challenging action to take and offer different reporting methods in order to make this as manageable as possible.

When incidents are reported, the Academy is clear and swift in response and explicit in zero tolerance for bullying.

Reporting an incident (pupils)	**Owner:** RDK (Assistant Principal B&A)

Pupils, when witnessing or experiencing incidents of unkindness and/or bullying, have several methods to report this:

- **Directly to staff:** pupils are encouraged to speak to their class teacher (Primary), tutors or the inclusion team to report incidents.
- **Playground monitors (KS1 & KS2):** during break times, playground monitors are pupils who look out for anyone who is feeling lonely or isolated and also who will listen to any reported incidents, sharing this with the member of staff on duty.

Reporting an incident (families)	**Owner:** RDK (Assistant Principal B&A)

When an incident has occurred, a pupil may share this with their families first. The Academy encourages parents and carers to contact school as quickly as possible so that the incident can be addressed.

We ask that families allow the Academy to deal directly with the issue and do not contact the alleged perpetrators directly as this can often escalate the situation.

The Academy does not tolerate physically aggressive behaviours under any circumstances. We ask that all families do not condone violence nor to promote responding to unkindness and/or bullying with violence or physical aggression.

If families are not satisfied with the actions of the Academy then they may contact in writing to request a meeting with a member of the Senior Leadership Team or Headteacher to discuss their concerns.

If this does not lead to a satisfactory resolution, the family may wish to write to the Chair of Governors.

Staff procedures (school-based incidents)	**Owner:** RDK (Assistant Principal B&A)

All incidents should be recorded on the pupil incident record sheet. Pupils are directed to give as much accurate detail as possible and be honest in all accounts that they give to staff.

Staff should, wherever possible, follow the below when investigating an incident:

- **Do** interview pupils separately
- **Do** scribe a pupil's own words for them, asking them to sign afterwards, if they find writing a statement difficult
- **Do** clarify 'who, what, where, when, why' within the statement
- **Do** thank pupils for being honest and transparent – part of the '**Speak Up, Speak Out**' culture
- **Don't** make assumptions about the incident or ask leading questions
- **Don't** invalidate a pupil's experience by dismissing it, telling them to ignore it or telling them they are being too sensitive

Where an incident includes physical injury or threat with a weapon, an OSHENS form must be completed (held by PA to the Headteacher – VHA).

When an incident has been investigated and statements gathered, this should be passed to the Inclusion Team (KPA/JAB/AHU) and to the relevant SLT, including the DSL where there are safeguarding concerns. They will identify any further actions (see below for consequences).

It is vital that the parents/carers of all involved pupils are notified of (a) the incident and (b) the follow-up action. This must be recorded on CPOMS by the member of staff.

The weekly Inclusion briefing is used to share with staff an overview of incidents where this helps vigilance to prevent anything subsequent from occurring.

Staff procedures (external incidents, inc. cyber-bullying)	**Owner:** RDK (Assistant Principal B&A)

When incidents of unkindness and/or bullying occur outside of the school site or normal school hours, including cyber-bullying, the Academy investigates insofar as is possible. The DSL may liaise with other schools where the incidents involves children who do not attend the Academy.

All incidents should be recorded on the pupil incident record sheet. Pupils are directed to give as much accurate detail as possible and be honest in all accounts that they give to staff.

Staff should, wherever possible, follow the below when investigating an incident:

- **Do** encourage pupils to keep screenshots of the incident

- **Do** interview pupils separately
- **Do** scribe a pupil's own words for them, asking them to sign afterwards, if they find writing a statement difficult
- **Do** clarify 'who, what, where, when, why' within the statement
- **Do** thank pupils for being honest and transparent – part of the '**Speak Up, Speak Out**' culture
- **Do** request that content is deleted where it goes against the Academy's behaviour policies
- **Don't** make assumptions about the incident or ask leading questions
- **Don't** invalidate a pupil's experience by dismissing it, telling them to ignore it or telling them they are being too sensitive

NB: if there is suspicion that a pupil is in possession of content related to 'sexting' or other explicit content, staff must not search the phone. This should be immediately communicated to the DSL who will liaise as appropriate with the police.

When an incident has been investigated and statements gathered, this should be passed to the Inclusion Team (KPA/JAB/AHU) and to the relevant SLT, including the DSL where there are safeguarding concerns. They will identify any further actions (see below for consequences).

It is vital that the parents/carers of all involved pupils are notified of (a) the incident and (b) the follow-up action. This is true of cyber-bullying where follow-up advice – for example, around staying safe on the internet – might need monitoring by the parent or carer. This must be recorded on CPOMS by the directed member of staff.

The weekly inclusion briefing is used to share with staff an overview of incidents where this helps vigilance to prevent anything subsequent from occurring.

Outcomes

Appendix 2 – **Anti-Bullying Flow Chart** – an overview of the responses to any incident of unkindness and/or bullying.

External agencies	**Owner:** RDK (Assistant Principal B&A)

Where the incident necessitates the involvement of other agencies, the Academy will act in the best interests of the children to ensure their safety and protection from harm.

This may include:

- Consultation with the police, if a criminal offence has been committed
- An Early Help referral to support a pupil and their family
- A MASH referral where there are safeguarding concerns that meet threshold

- Liaison with online service providers to prevent a cyber-bullying incident from spreading or to assist in the removal of offensive or upsetting materials from circulation
- A MHST/CAMHS referral

Support for victim	**Owner:** RDK (Assistant Principal B&A)

The pupil who has been victim of unkindness and/or bullying receives support from the Inclusion Team following any known incidents. This will vary depending upon the needs of the pupil but could include:

- Follow-up supportive conversation where the pupil can discuss their experience with a trusted adult in school
- Clear regular 'check-ins' with a named trusted adult in school
- Counselling support
- Work towards restored self-esteem and confidence
- Advice for staying safe online (where cyber-bullying has occurred)
- Changes to classroom seating plans
- If the pupil deems it appropriate and supportive, a facilitated restorative conversation with the perpetrator
- Mental Health Support Team referral

The pupil's voice is vital in determining what appropriate outcomes might be.

Support for perpetrator	**Owner:** RDK (Assistant Principal B&A)

For consequences to incidents of unkindness and/or bullying, see below.

For any child involved in unkindness and/or bullying towards another child, there needs to be both a clear consequence in order that the Academy community understands what is not acceptable behaviour. There also needs to be help for the perpetrator to understand why and how to make positive changes. There may be underlying reasons that a child behaves in this way towards others and, in order to mitigate any future incidents, it is important that they also have support.

For any child involved in unkindness and/or bullying towards another child, there needs to be both a clear consequence in order that the Academy community understands what is not acceptable behaviour. There also needs to be help for the perpetrator to understand why and how to make positive changes. There may be underlying reasons that a child behaves in this way towards others and, in order to mitigate any future incidents, it is important that they also have support.

Help for a pupil who has perpetrated unkindness and/or bullying will vary depending on the child but may include:

- A discussion of what has occurred, what the concern is and what needs to change
- A discussion with parents/carers in order to help change the attitude and behaviour of the child
- Writing a letter of apology to the victim
- Providing appropriate education and supporting regarding the attitude or behaviour
- Counselling support/MHST referral

Consequences for incidents	**Owner:** RDK (Assistant Principal B&A)

There is zero tolerance for unkindness and/or bullying incidents at the Academy. Following investigation, as outlined above, pupils who have perpetrated such incidents will receive a consequence (sanction) in line with the Academy's behaviour policy.

Consequences will follow an escalating response if a single incident then results in a repeated or persistent incident. This may include:

- Detention
- Internal redirection
- Suspension

In order to facilitate a restorative relationship between the victim and the perpetrator, it may be appropriate to support a written letter of apology. There may also be a Positive Choices Agreement drawn up with the perpetrator, following the victim's wishes, in order to mitigate any further potential incidents and ensure that all parties are clear on acceptable behaviour choices.

Bullying incidents are also logged with Devon County Council in line with their Bully and Prejudice / Hate Incidents protocol (see procedure on their website, **here**).

Where a perpetrator has not, with the support outlined above and with consequences for incidents, altered their behaviour, a managed move may be explored.

One-off, serious incidents where significant harm or acts of aggression have occurred will result in a fixed-term exclusion for the perpetrator.

Supporting Adults

In addition to measures to prevent and tackle bullying amongst pupils, the Academy recognises that there may be incidents in which adults, including staff and parents/carers, are the victims of bullying behaviours. There is zero tolerance for this.

Should incidents of bullying or aggression towards a member of staff occur from a member of the community, including parents and carers, they may be written to by the Headteacher to advise that they will not be permitted on school site and to determine a single point of staff contact.

Reporting incidents	**Owner:** PGI (Principal)

Where a member of staff has experienced bullying, whether by pupils, parents or other staff members, this should be raised with their line manager in the first instance. The line manager will implement an appropriate response, including support for the member of staff. This may need to be raised with the Headteacher.

The member of staff is advised to keep a record of the bullying as evidence – for example, email trails.

Response to bullying incidents towards members of staff will vary dependent on the situation. This will be agreed with the consent of the member of staff as a supportive, reasonable response.