



Anti-Bullying Policy

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Anti-Bullying Policy

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

2 AVAILABILITY OF THE POLICY (REG 33(B))

This policy is available to all parents and carers:

- On the school website: www.daffodilprepschool.org.uk
- In printed form upon request from the school office

3 INTRODUCTION

At Daffodil Preparatory School, we are committed to providing a safe, nurturing, and inclusive environment where every pupil feels valued, respected, and able to thrive. We recognise that all children have the right to learn without fear of bullying, intimidation, or discrimination.

This policy sets out our whole-school approach to the prevention, identification, and management of bullying. It defines the responsibilities of staff, pupils, and parents, and explains the procedures in place to ensure incidents are dealt with promptly, consistently, and fairly.

Our approach is aligned with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, which require schools to promote high standards of behaviour, safeguard pupils effectively, and foster a culture where pupils feel safe and respected. In doing so, we actively promote **British Values**, encouraging pupils to develop respect, tolerance, and responsibility in their relationships with others.

4 WHAT IS BULLYING?

School bullying is defined as deliberate and hurtful behaviour that takes place in schools. It can be:

- Physical: punching, kicking, hitting, spitting at, etc.
- Verbal: name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc. taunting, mocking, sarcasm, offensive or humiliating comments.
- Emotional: threatening, tormenting, showing hostile and unfriendly behaviour, spreading hurtful and untruthful rumours, laughing and sniggering in an unkind way, giving dirty looks and hand gestures etc.
- Exclusion: A student can be bullied simply by being excluded from discussions/activities.
- Damage to Property or Theft: Pupils may have their property damaged or stolen. Physical threats may be used, by the bully, in order that the pupil hands over property to them.
- Cyber: Misuse of all areas of social media, such as, but not limited to, email, chat room etc.

5 REASON'S CHILDREN MAY BE AT RISK OF BEING BULLIED:

- Race/ religion/ culture.
- Their name, the way they talk, i.e., accent.
- New student in school.
- Student with a family crisis.
- Disability or special educational needs.
- Timid students who maybe on the edge or outside a group or will not stand up for themselves.
- Appearance/ health conditions. Sexual orientation / gender preference

Students who are being bullied may feel lonely, unhappy, unsafe, and frightened. They may develop stomach aches, nightmares, nervousness, and anxiety.

Reasons for being a bully may be:

- A victim of violence.
- Bullied at home/ enjoyment of power/ creating fear.
- Not allowed to show feelings.
- Copying behaviour at home or from witnessing such behaviour on TV.
- Unhappy.
- Insecure.
- Self-hating.

6 WHAT IS NOT BULLYING

Bullying is **not**:

- The odd occasion of falling out with friends.
- Arguments or disagreements.
- The calling of names.

- When an occasional trick or joke is played on someone.

Bullying is:

- When negative behaviour happens **several times**.
- When it is done **intentionally**.

Students sometimes fall out or say things because they are upset.

- When these problems arise occasionally, it is **not bullying**.

It is an important part of student development to:

- Learn how to deal with friendship breakdowns.
- Develop social skills to build and maintain friendships.

The school supports this through:

- The **PSHE curriculum**.
- The **Assembly programme**.

7 WHAT CAN STUDENTS DO IF THEY ARE BEING BULLIED?

Responding to Bullying

Each term, and whenever incidents arise, the issue of bullying will be discussed. The following strategies will be reinforced with pupils:

- **Do not stay silent** – silence is the bully’s greatest weapon.
- **Remember your worth** – tell yourself you do not deserve to be bullied; bullying is always wrong.
- **Be proud of who you are** – individuality is a strength.
- **Control your reaction** – try not to show that you are upset; bullies thrive on fear.
- **Stay together** – remain with a group of friends or peers; there is safety in numbers.
- **Be assertive** – say a clear and firm “No!”, walk away with confidence, and go straight to a trusted adult.
- **Do not retaliate physically** – fighting back often makes the situation worse.
- **Tell a trusted adult straight away** – this ensures immediate support and protection.
- **Trust your teachers** – staff will take you seriously and deal with the situation in a way that stops the bullying without making things worse for you.

8 WHAT DO YOU DO IF YOU KNOW SOMEONE IS BEING BULLIED?

Act! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own.

If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

Do not be, or pretend to be, friends with a bully.

9 SIGNS AND SYMPTOMS

A student may indicate by signs or behaviour that he or she is being bullied. Adults should investigate if a student:

- Is unwilling to go to school.
- Begins truanting.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions "missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other students or siblings.
- Stops eating.
- Is afraid to use the internet.
- Bedwetting.
- Is frightened to say what's wrong.

10 ROLE OF PARENTS

Parents have an important part to play in our anti-bullying policy. We ask parents to: Look out for unusual behaviour in your child – i.e. reluctance to attend school, complaining of feeling ill regularly, or not completing work to their usual standard. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.

If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously, and appropriate action will follow. If a student has bullied your child, please do not approach that student in the playground or involve an older student to deal with the bully. Please inform school immediately. It is important that you advise your child not to fight back. It can make matters worse! Tell your child that it is not their fault that they are being bullied, and make sure your child is not afraid to ask for help. If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

11 WHAT WILL THE SCHOOL DO?

Use any opportunity to discuss the appropriate way to behave towards each other.

Encourage students to discuss how to get on with other people and form positive attitudes towards other people.

Encourage students to treat everyone with respect.

The staff will continue to have a firm but fair approach to behaviour management. Display posters in classrooms and corridors of Rules/Code of conduct.

Deal quickly, firmly and fairly with any complaints, involving parents where necessary

12 STRATEGIES FOR DEALING WITH BULLYING

If bullying is suspected and depending on the perceived seriousness of the situation, the following steps will be followed. We emphasise on a caring, listening approach as bullies are often victims too – that is why they bully.

1	Talk to the suspected victim, and any witnesses.
2	Identify the suspected bully and talking about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated at Daffodil Prep
3	If the bully owns up, then sanction procedures outlined in the Policy will be followed.
4	Incidents of bullying are recorded as such in the School Incident Log.
5	If the suspected bully does not own up, investigate further. If they are lying, continue with the procedure.
6	Inform parents if deemed necessary
7	Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded in the school Incident Log.

13 THE ROLE OF THE HEADTEACHER

It will be the responsibility of the Headteacher to implement the school anti-bullying Strategy. Ensure that all staff (both teaching & non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.

Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

Headteacher will ensure that all students know that bullying is wrong, and that it is unacceptable behaviour. E.g. If an incident occurs, SLT can use assembly time to discuss with other students why this behaviour was wrong.

Headteacher will ensure that all staff, including lunchtime staff, receive sufficient training to identify and deal with all incidents of bullying.

14 STRATEGIES FOR THE PREVENTING AND REDUCING OF BULLYING

Implement whole school initiatives and proactive teaching strategies to develop a positive learning environment, with the aim of reducing the opportunities for bullying to occur. These can include:

- Monitor the extent of bullying in the school and the effectiveness of the anti- bullying policy.
- Produce a 'student friendly' version of the policy for the students.
- Each year group agrees on their own set of class rules.
- Making national anti-bullying week a high-profile event each year.
- Have regular assemblies on bullying.
- Have class time on bullying issues.
- Students produce pieces of work and are encouraged to read stories about bullying, and consequently have adult led group discussions.
- Using drama activities and role-plays to help students be more assertive and confident and teach them strategies to help them deal with bullying situations.
- Display anti-bullying posters around prominent areas of the school.
- Have a confidential complaint box where students can write and post their concerns