



# **Anti Bullying Policy**

**Agreed by Governors: Autumn Term 2019  
To be reviewed: Autumn Term 2022**

## Introduction

All children have the right to feel safe and protected in school. All adults in the school community have an obligation to support this principle, and all children should be encouraged to share in this responsibility for the safety and well-being of each other.

*"Our core belief is that children at Dothill should feel **safe and happy** and we work hard to ensure this.*

*We believe that our **children are unique** and bring their own personal experiences and contributions to our school.*

*Our Dothill community has **high expectations** for everyone and seeks to develop **creativity and independence** through a stimulating and supportive environment.*

*We believe in the importance of **widening our horizons**. We are committed to celebrating the rich diversity of local, British and international cultures and religions within a broadly Christian ethos, providing a foundation upon which everyone can develop a sense of their own **value and purpose**.*

*We aim to develop **positive, confident, reflective children** who:*

- *are happy, fulfilled and proud of themselves and their achievements*
- *take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose*
- *understand the school expectations and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong*
- *are able to think creatively and independently in order to have aspirations for the future are proud to be part of a diverse British society"*

*(Taken from our whole school vision)*

## Aim

The aim of this policy is to ensure that all members of the school community understand the seriousness of bullying and know ways of responding to it effectively.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. It is only when all issues of bullying are addressed that pupils will be able to fully benefit from the opportunities available in school.

## Definition

Bullying is: "Usually defined as 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 or cyberbullying." [www.gov.uk](http://www.gov.uk)

**Bullying is not when pupils fall out or have disagreements with each other.**

Bullying can be carried out by individuals or groups. The characteristics of bullying are that:

- It is deliberately hurtful
- It is repeated over time (Several Times On Purpose = STOP)
- It is difficult for those being bullied to defend themselves
- It is usually hidden from adults or authority figures

Bullying can take several forms including:

- Teasing
- Name calling
- Spreading rumours
- Exclusion from the group
- Threats, including looks
- Extortion
- Damage to belongings
- Physical assault
- Racial harassment
- Sexual harassment
- Homophobia/transphobia
- Cyber bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **Cyber Bullying:**

We recognise that bullying increasingly takes place in "cyber" environments, such as on the internet and through the use of mobile phones. In whatever form, we will take action to prevent this. Parents are informed of all incidents. We ask that parents contact staff in school, if they feel that this is happening at home. In some cases, these incidents can be treated as a Safeguarding issue (see Safeguarding Policy).

Upon any incident where "cyber" bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done with the Designated Safeguarding Lead (DSL) and the Headteacher, and if appropriate, outside agencies.

The Designated Safeguarding Leads for Safeguarding are:

Becca Butler

Karen Rankin-McCabe

Nikki Harvey

Governor with responsibility for Safeguarding - Charlotte Chadderton

We recognise and will act in accordance with guidelines set down by the DfES on cyberbullying as specified on.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **Homophobia/Transphobia**

We recognise that bullying can often focus on 'differences'. As teachers it is our duty to recognise and address any bullying due to ignorance or lack of understanding around sexual or gender identity. This may take the form of using the word 'gay' as a derogatory term or pupils being picked on by other children for not behaving like a 'typical girl' or a 'typical boy'.

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure that every pupil - regardless of their sexual orientation - has someone to turn to if they are being bullied and that they feel included and valued - at home and at school. Parents of the victim and perpetrator will be informed immediately, and should the matter persist, the pupil involved could face further sanctions. All such incidents should be logged and addressed with an explanation as to why it is wrong and inappropriate.

Lessons should include reference to and discussion about different types of families (Stonewall resources - Different families. Same love)

Eg single parent, living with grandparents, having step-parents, having two mums or two dads.

### **Racist Bullying:**

Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon, recorded and reviewed. All racist incidents are recorded and reported to the Local Authority.

**To allow or condone bullying may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.**

### **The effects of bullying:**

Bullying can be profound and have a long-lasting effect on pupils and their families.

Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Pupils who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by pupils who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Staff generally need to be aware of the ways in which school practices may enhance or diminish pupils' levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Our advice to parents is that it is easier to sort out a problem by approaching school in the first instance so that we can offer support.

***Bullying is classed as unacceptable behaviour at Dothill Primary School. It is targeted in several ways:***

- ✓ Through PSHE lessons in the curriculum
- ✓ Through whole school /class assemblies and discussion
- ✓ Through careful supervision of children both in and out of class
- ✓ Through our learning mentor
- ✓ Taking all allegations of bullying seriously and investigating thoroughly

- ✓ Dealing with any incidents according to school procedures

### Preventive measures:

At Dothill Primary School we:

- Incorporate British Values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning. These values are discussed with pupils through assemblies and within class.

The five key British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

- Establish school rules which demonstrate caring behaviour, and ensure that they are understood by all pupils through whole school assemblies and class discussions
- Specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- Ensure that all pupils and adults sign up to the schools Anti-Bullying Charter this links to Anti-Bullying Awareness Week during the Autumn term.
- Specify clearly what sanctions and support will follow bullying behaviour
- Draw up individual plans for those pupils experiencing interpersonal and peer relationship difficulties
- Use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning)

### All Staff:

- **are available** - they make it known that they are ready to listen, providing immediate support
- **listen to the pupil** - they ask how she or he is feeling and ask who is involved
- **record** - the incident and forward this to Senior leaders
- **respond** - ensuring that responses are non-aggressive and provide models of positive behaviour.
- **identify vulnerable pupils** with long-term needs requiring a development programme.
- **follow up** - review progress and evaluate policies and intervention.

### School Procedures:

- All incidents of suspected bullying are reported to senior leaders.
- Incidents are recorded and investigated (**Appendix 1 and 2**). This incident log is kept in the Head Teacher's office.
- Where judged necessary, parents of all the pupils involved should be informed and will be asked to come in to a meeting to discuss any issues.
- Support will be given to help the pupil displaying bullying behaviour to change their behaviour.

### Principles for the management of incidents:

- A secure environment is provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Staff should respond calmly and consistently to incidents of bullying
- The school protects and supports all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, are encouraged to behave in a more acceptable way

- Interventions are monitored and followed-up appropriately at the individual, group or whole school level.

### **Working with parents:**

We recognise that bullying can be an upsetting and emotional experience. The school undertakes to deal with incidents as sensitively and speedily as possible. We ask parents to inform the school if they suspect that their child is being bullied. Sometimes the child will not want this to happen. Experience shows that a situation will rarely get better if ignored. Where parents approach the school with concerns about bullying, the incident will be investigated and the findings reported back as soon as possible.

It is essential to involve parents when bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

The following advice is offered to parents:

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it can happen to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

*Each case must be treated as the unique incident that it is.*

### **Working with children:**

Work with an individual or a group of pupils is carried out:

- to reduce the likelihood of instances of bullying occurring
- to respond to the needs of pupils who have been bullied and to those pupils responsible for the bullying

This work may happen within class, by senior leaders, through support from the learning mentor. Work with pupils following any discovery or report of bullying must avoid aggravating the bullied pupil's physical or emotional distress. Staff need to take particular care, when following up a complaint of bullying, that they do not expose the bullied pupil to the risk of even more bullying. They should take all reasonable measures to ensure that the pupil is supported and protected. Where a pupil has suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the pupil who has been bullied
- avoid embarrassing and shaming the bullied pupil by focusing on a particular incident when the child is present
- use "supportive" pupils to ensure that the bullied child is befriended and supported

### **Conclusion**

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can be unlearned too. This is why the school approaches the issue on several fronts:

- ✓ We investigate thoroughly and fairly
- ✓ We look at issues involved in bullying in lessons and assemblies
- ✓ We aim to give children the confidence and opportunity to 'tell' if they have a problem
- ✓ We try to involve the parents

**We believe that:**

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The bullied need a balance between protection and empowerment

It is the aim of our approach to bullying at Dohill Primary School to work towards achieving all three of the above statements.

**Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

**Making the policy known to all**

To ensure that all staff, children, and parents are aware of the aims and procedures of the policy.

The policy will be presented to:

**All staff:** through their regular meetings.

**Parents:** through any induction meetings and school website.

**Children:** through PSHE lessons and assemblies. Also through display of 'anti-bullying charter' in poster form and in child accessible language.

This will include:

- A definition of bullying
- A clear statement of unacceptability
- Strategies for what to do if a) you are bullied b) if you know bullying is going on
- How to ask for help privately

**Arrangements to monitor and review the policy**

The policy will be monitored by the Head teacher

The policy will be reviewed every three years or sooner if issues need addressing or advice changes.

Signed.....Date.....

(Head teacher)

Signed.....Date.....

(Chair of Governors)



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**SCHOOL ALLEGED BULLYING INCIDENT REPORT FORM**

To be completed as soon as possible by member of staff or person observing or reporting incident & handed to designated member of senior management team.

<b>Date</b>		<b>Time</b>		<b>Location</b>	
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<b>Name of person reporting incident</b>	
<b>Role/status</b>	

**Type of Incident** (please tick all relevant box/es)

1.	<b>Verbal</b>	
2.	<b>Emotional</b>	
3.	<b>Contact</b>	
4.	<b>Organised</b>	
5.	<b>Cyber</b>	
6.	<b>Other</b>	
7.	<b>Outside the school</b>	

**Those involved**

<b>Alleged victim/s</b>	
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<b>Alleged perpetrator/s</b>	
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<b>Witnesses</b>	
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(if known)	
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**Summary of incident**

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_



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**SCHOOL ALLEGED BULLYING INCIDENT INVESTIGATION FORM**

To be completed by designated member of management team within 3 working days of incident and copied to head teacher attached to Alleged Bullying Incident Report Form.

**1. Those involved**

Name alleged victim/s	Ethnicity	Sex
Name alleged perpetrator/s	Ethnicity	Sex

**2. Investigation details**

**4. Investigation outcomes**

<b>Was the incident bullying?</b>	<b>Yes</b>		<b>No</b>	
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If incident was judged to be bullying please continue below.

**5. Action taken**

<b>Victim/s</b>
<b>Perpetrator/s</b>
<b>Parent/carer/s</b>
<b>Action taken involving other agencies</b>

**6. Comment**

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**7.**

<b>Signed</b>		<b>Date</b>	
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