



Dove Bank Primary School

ANTI-BULLYING POLICY

This policy was approved by the Governing Body of Dove Bank Primary School at their meeting on.....

Signed..... Chair of Governors

Introduction

Bullying in all of its manifestations, towards children or adults is completely unacceptable and will not be tolerated at Dove Bank Primary School.

Aims & Objectives

Under the aims of this policy we have high expectations to prevent or eradicate any form of bullying from our community thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently.
- Safeguard pupils who are experiencing bullying and to trigger sources of support.
- Help build an anti-bullying ethos in the school.

What Is Bullying?

DFE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Our school's definition of bullying

Dove Bank Primary School defines Bullying as ***'An abuse of power by an individual or group, through repeated hurtful or aggressive behaviour, that intentionally hurts another individual or group either physically or emotionally'***.

With the pupils we use the following simple definition:

Several Times On Purpose – STOP! Start Telling Other People – STOP!

Types of Bullying

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- Physical -pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- Verbal- name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional-being unfriendly, threatening, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities
- Cyber - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

The reasons for these types of bullying may be related to the following:

- Racist- racial taunts, graffiti, gestures related to race, religion or culture
- Sexual-unwanted physical contact or sexually abusive comments
- Homophobic or Biphobic – offensive remarks or behaviour because of, or focussing on the issue of sexual orientation
- Bullying related to appearance or health conditions
- Sexist - Sexist remarks, offensive stereotyping or belittling of a person's sex.
- Transphobic - Making someone unhappy who may not be perceived as conforming to typical gender norms
- Disability - Physical, verbal, emotional abuse of a person because of their disability or special educational needs (SEN).
- Religious - Offensive remarks made about an individual's faith or religion
- Bullying behaviour related to home circumstances

Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus and begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged or has possessions which are damaged or "go 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 children or siblings
- stops eating
- is frightened to say what's wrong

- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

How do you know if an adult/member of staff is a target of bullying?

The person may have a sudden change of behaviour. The target may be absent from work more frequently. Their work may suffer; they may seem withdrawn and unhappy.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

How can we recognise bullying behaviour?

A person showing bullying behaviour is likely to have power over others. They may be over-confident, loud and assertive but may also be quiet and manipulative. Sometimes they work alone and sometimes in groups. They may try to scare /intimidate people whether they are children or adults. Often they have a deep sense of insecurity and may therefore try to persuade others to join in with them. They often spread upsetting rumours about people.

What to do if you are a victim of bullying (Child)

- Tell Mr Cheesman (Headteacher) – the member of staff with lead responsibility for dealing with bullying
- Tell someone you can trust – Parent, grandparent, teacher, teaching assistant, friend, School Council member, brother, sister.
- Try not to show the perpetrator you are upset.
- Stay in a group and avoid areas where bullying can take place.
- Be assertive without being aggressive.
- If you are worried about telling someone that you are being bullied, leave a note in the ‘Listen to Me’ box.

What to do if you are a victim of bullying (Staff/Adult)

- Speak to Mr Cheesman – lead teacher for dealing with bullying
- Follow the agreed staff protocol and procedures in the Staff Code of Conduct Policy. See terms and conditions of employment.
- Seek union advice.
- Tell someone you can trust – family member, colleague, SLT member, Headteacher, governor.
- Try not to appear upset.
- Avoid situations where the bullying can take place; always take a witness.
- Be assertive without being aggressive.

What to do if you suspect a child or adult of being a target of bullying

Silence is the bully’s greatest protection. We therefore advise you to:

- Tell/Speak Out. You are not telling tales. Report your concerns to Mr Cheesman.
- If possible take action. Show your disapproval. Take responsibility – be a good friend/colleague.
- Don’t stand by – all people who witness bullying have a responsibility to inform a responsible person. Bystanders will be interpreted as indirect support for the bully.

Procedure for dealing with bullying

Parents should report any issues of bullying to either their child's class teacher, or directly to Mr Cheesman.

When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out below:

- Where bullying is reported or suspected, the class teacher will initially talk to all children involved to examine the issues. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher. If the report is made directly to Mr Cheesman, then he investigates from the onset, liaising with school staff as necessary.
- The target and perpetrator should be interviewed separately.
- The target's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Targets of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the target's self-esteem and self-confidence.
- The alleged perpetrator should be spoken to and the reasons why s/he has bullied identified. The perpetrator should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.
- On some occasions it may be possible to sit target and perpetrator down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
- On other occasions the perpetrator should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the target.
- In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
- Follow up meetings with the target should be arranged to find out whether the solution has been effective or not, and the situation should be monitored for 2 weeks. At the end of this monitoring period, parents will again be contacted to check that all is well. If there is a recurrence, the class teacher will again talk to all children concerned and contact with parents will again be made as above.
- A written record is made of every incident of bullying using CPOMS (Child Protection Online Management System). Access to this incident record, as well as an ongoing bullying log, is held by the DSL (Headteacher) and deputy DSL. This is monitored for trends or patterns on a termly basis.
- If necessary, and appropriate, the police will be consulted.

Class teachers will be responsible for passing on relevant information to teachers on duty and to midday supervisors so that vigilance can be maintained. Relevant feedback would be made to the teacher concerned when appropriate

If a class is covered by a short/long term supply cover or temporary contract, the relevant upper/lower school co-ordinator will be involved.

Sanctions

Sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes namely to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour; and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

In most cases the school will therefore follow the Behaviour Policy when enforcing sanctions. Special consideration will be given to the nature of the bullying behaviour when determining the sanctions and involving parents at the earliest opportunity.

Sanctions could include:

- Writing an explanation or apology for the incident
- Withdrawal of break or lunch time privileges so that 'repair' work can be undertaken with the Headteacher to put right the wrong doing
- Discussion with parents with monitoring of behaviour in a behaviour plan/behaviour report card
- Monitored play-times

In extreme circumstances or instances of persistent bullying situations, it may be that the serious clauses within the behaviour policy come into action in terms of fixed term or permanent exclusions.

In conjunction with disciplinary sanctions, there are a range of other strategies that the school will use to combat bullying. These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. Schools are legally required to have a complaints procedure and to make parents aware of this procedure.
- Adult mediation services that may be offered by the local authority or by commercial organisations that schools can engage. Mediators work with pupils to try put an end to the bullying and mend relationships.
- Restorative approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.
- In some cases it may be necessary to organise circle of friendship situations to support a target (and possibly also the person bullying) to form positive playground relationships.
- Older Anti-Bullying Ambassadors also have training to support and coach individuals about their behaviour choices.

Continued Support

As well as immediate short-term monitoring, the school will review, over two or three months, whether the action has prevented recurrence of the bullying and will ensure that the pupil being bullied feels safe again.

Evaluation of school behaviour will form part of the school's ongoing Self Evaluation processes and involve all staff.

Employed staff powers to discipline pupils in relation to out of school incidents

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

The school is proactive in respect of bullying or unacceptable conduct which occurs outside the school premises, and reserves the right to discipline pupils based on poor behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision. In incidents which involve other individuals, other head teachers may be contacted or the police if deemed necessary. Issues involving texting, emailing and social networking sites are also dealt with in the same way.

If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Preventing Bullying

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement. As a school we use the following systems to prevent bullying from happening:

- In consultation with the School Council, all pupils are given a 'Child Friendly' Anti-Bullying Policy at the start of the academic year, which has been written in a clear and concise way for pupils to understand the key messages promoted within school
- A safe environment is created in each playground through careful adult supervision and the establishment of a 'Peer Mediator' system whereby children can talk to an 'Anti-Bullying Ambassador' from Year 2 or 6 if they have a problem and need help sorting it out. Our 'ABA' team also run assemblies, and regularly meet with the Headteacher to discuss any issues.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school anti-bullying policy.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).

- Use of curriculum opportunities include: our whole school plan linking PSHE, citizenship and use of SEAL materials to whole school assembly themes; time-tabled slot for PSHE and circle time activities in each class.
- The school has clear Golden Rules which are explained each term in class and in assembly.
- We regularly reinforce the importance of 'values' through school values assemblies.
- Classes have anti-bullying charters/contracts.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest anti-bullying ethos. E.g. monitoring of critical incidents forms by SLT; reporting and monitoring of racial and hate incidents by the Headteacher and Governors, and close regular monitoring of behaviour.
- Members of staff are trained to be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy. We implement CPD for lunchtime supervisors and children alike to develop peer support schemes and playground games.
- We actively promote 'positive contributions' both in school and in the wider community by praising children who demonstrate 'values' such as kindness or consideration. Certificates of recognition are given in Friday's achievements assemblies.
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity and by making links with and engaging the wider school community in this agenda.
- We have established safer school partnerships with local police and the Leicestershire Prevent team.
- Pupils are taught that Dove Bank is a 'telling' school. Our children are encouraged to talk to teachers if they feel worried or frightened about anything. It is expected that all staff will take time to listen to children's fears and take them seriously. In all instances of bullying it is expected that they are reported to the Head Teacher and recorded on a bullying incident form.
- Parents are told that they should inform the school if they believe their child is being bullied. Parents who work or who are not able to come into school are able to contact the headteacher through the online form on our website.

Cyberbullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It can take place at any time and can intrude into spaces that have previously been regarded as safe and personal.

It includes bullying via:

- text message
- instant messenger services
- social network sites
- email
- images or videos posted on the internet or spread via mobile phone.

It can take the form of any of the previously discussed types of bullying i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

The school has a dedicated E-Safety Policy to ensure safe practice is advocated at all times in school. At Dove Bank Primary School the following will take place:

- Cyberbullying will be addressed at least termly through PSHE lessons or assemblies. It will be revisited informally through the year.
- Safer Internet Day will be used to reinforce messages regarding the safe use of technology.
- Information for parents will be put on newsletters and published in the school's website; a meeting for parents to discuss internet safety will be offered annually.
- All children, parents and staff sign an Acceptable Use Agreement
- All incidents of cyberbullying must be reported to the Headteacher. This can be done directly to staff or anonymously through class worry boxes.
- The use of technology will be carefully monitored and evaluated.

Whilst the school recognises that cyberbullying may take place out of school hours, it will wherever possible, step in to mediate a suitable solution. Our E-Safety Policy also takes into account potential issues arising for children who may witness or experience coercive behaviours against the principles of British Values.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Telephone Number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-Bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiries) 08451 205204 (helpline-adults only)	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk

The Children’s Legal Centre	0800 783 2187	www.childrenslegalcentre.com
Leicestershire County Council	0116 3057570	www.beyondbullying.com

Relationships and respect with parents and the wider community

Dove Bank will not accept any person in connection with our organisation, feeling intimidated by any other person or indeed using intimidating behaviour towards others (this includes potential cyber-bullying and inappropriate use for example of social media sites that may be used as a platform to attack individuals on a personal level or indeed the school). The school will investigate any reports it receives of this nature and challenge such behaviours. The school will, if needed, request any such comments are removed whilst advising individuals to use the complaints procedure.

Anyone entering our property is expected to abide by the culture and ethos of our school community and speak and behave respectfully towards others. In all matters, we expect relevant parties to share views in a calm and respectful way using the complaints procedure if needed (see complaints policy).

Staff are advised to follow our lone-working policy in anticipating potential volatile issues that may arise. The Headteacher is at liberty to exclude any person from the school premises as a result of intimidating or abusive behaviour, particularly if that behaviour is in the presence of children. In this respect the school will liaise with the LA and follow their guidance.

Review and Monitoring

This policy will be monitored by the Headteacher and Senior Leadership Team and reviewed annually by Governors and members of the School Council. To support this process any incidents of bullying are recorded in the behaviour incidents folder and looked at on a termly basis to see if any patterns emerge. These will be discussed as a staff when appropriate and summarised for the Teaching and Learning Committee.

This policy was developed in consultation with:

Pupils through the ABA Team (Anti-Bullying Ambassadors); all staff; Parents; Governors; the Beyond Bullying Team at LCC

This policy should be read alongside the Child Protection and Safeguarding Policy, Behaviour Policy and E-Safety Policy. Any safeguarding issues should be dealt with according to LCC protocols and procedures and concerns passed onto Mr Cheesman, Senior Designated Safeguarding Lead.

November 2019