



## Anti-Bullying Policy

This policy is written in compliance with the Equality Duty April 2011

### 1. Roles and responsibilities

The Headteacher has overall responsibility for the policy and its implementation.

The lead person (**Moira Bearwish - Deputy Headteacher**) will;

- Develop the policy and review in line with good practice
- Ensure that agreed protocols are followed
- Implement the policy, monitor and assess its effectiveness in practice
- Evaluate the progress the school is making in relation to the anti-bullying agenda
- Manage the reporting and recording of bullying incidents
- Coordinate training, support and strategies to celebrate difference and prevent bullying behaviour

**Class teachers and support staff** are responsible for the day to day implementation of practices and they will;

- Support the development of an appropriate culture within school
- Support children / young people who have experienced bullying including cyber bullying
- Respond to children / young people who have bullied
- Model appropriate, respectful behaviour

**Children / young people** in Damers First School will;

- Embrace a culture that respects and celebrates difference
- Support children / young people who have experienced bullying behaviours
- Model appropriate, respectful behaviour

Governors are responsible for monitoring the above. The nominated governor with responsibility for Anti-Bullying is **Jackie Sonner**.

### 2. Participation

At every stage in the development of this policy recognition has been given to the importance of ownership. Children / young people, staff and parent / carers have been

involved in;

- The development of the policy
- The implementation of the policy
- The evaluation of the policy

**A pupil focus group, staff focus group and a parent/carer focus group were consulted in the development and production of this policy.**

### **3. Aims and objectives**

Our school asked children / young people what they felt the purpose of an anti-bullying policy should be and they responded;

- To stop bullying
- To keep us all safe
- To tell parents we don't bully at our school
- So children know when they come to our school they will be safe
- So everyone can be happy

Our school asked school staff what they felt the purpose of an anti-bullying policy should be and they responded;

- To provide clear expectations and procedures for all to follow (including timelines)
- To protect children and keep them safe and secure
- To provide clear, easily accessible definitions of terms
- To provide fair and consistent procedures
- To provide a shared understanding
- To celebrate diversity and mutual respect
- To educate our children to keep themselves safe and to act responsibly

Our school asked parents / carers what they felt the purpose of an anti-bullying policy should be and they responded;

- To protect children from prolonged bullying
- To ensure issues of bullying are dealt with consistently and with the same expectations for all children and families
- To allow a clear understanding of the expectations for all
- To ensure that there are clear guidelines for responding to incidents of bullying so that parents know that their query will be dealt with consistently by all staff

In generic terms (and as stated in the DfE document 2011 'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies') the aims and objectives of this policy are to develop and maintain;

- A culture of respect where difference is valued
- A system of support for children / young people who have been bullied
- A system of clear, fair and consistent responses to incidences of bullying

#### **4. Defining bullying**

Our school asked children / young people to define bullying and they responded that bullying is;

- When someone calls you a name or pushes you around
- When someone kicks, pushes or hits you
- When someone calls you names
- When you hurt people
- Doing very, very mean things to people
- Shouting a rude word at someone
- When you do something constantly. If you do it by accident you're not a bully but if you mean it then you are. If it slips out it's not bullying.
- Being nasty and mean to someone
- Different in different year groups – Year 4 have more confidence so it's not the same, they have more responsibility
- When someone only does it on you and it's lots of times
- It can be 1 on 1 or a group on a group
- When you don't want to play with someone
- When people are horrible and mean to you everyday, constantly over and over
- When people just keep doing things
- When people call you names and fight you and knock you to the floor everyday

Our school asked school staff to define bullying and they responded that bullying is;

- Prolonged, deliberate intent to make someone unhappy and/or in physical pain
- Repeated and prolonged intimidation
- Physical, verbal or emotional abuse
- Purposefully identifying differences – social, cultural, ethnicity
- Targeted and persistent
- Repeated actions that impact negatively on another
- Inappropriate online activity that can cause harm

Our school asked parents / carers to define bullying and they responded that bullying is;

- Physical, verbal, emotional and non-verbal actions and looks that intend to hurt
- The perception that unkind behaviour towards you is bullying
- Intimidation
- Repeated and prolonged

#### **Cyber-bullying is:**

A result of the rapid development of, and widespread access to, technology. This has provided a new medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

## What do we do as a school?

- Ensure staff understand the reporting mechanisms on different sites and services to support pupils in reporting incidents of cyber-bullying
- Proactively discuss cyber-bullying with pupils so that they understand how and why it occurs and the consequences of such behaviour with an age appropriate focus on friendship and responsibility online
- Report any concerns about cyber-bullying incidents following school safeguarding procedures as stated in our Child Protection Policy

In generic terms (and as stated in the DfE document 2011 'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies') bullying is described as *'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

## 5. Prevention

Our community is developing a culture that embraces and celebrates differences and never tolerates bullying. We are doing this through;

1. The delivery of an appropriate curriculum:
  - Ensuring that positive images, not least of people with protected characteristics, are displayed in school
  - Ensuring positive role models in history, science, literature etc are promoted
  - Ensuring a system is in place for talking to pupils about difference including assemblies, dedicated events and lessons
  - Ensuring the promotion of other cultures and ethnic groups are promoted through all aspects of the curriculum
  - Promoting anti-bullying messages through targeted Anti-Bullying weeks, our school anti-bullying logo and slogan
  - Teaching children the appropriate definitions and terminology regarding bullying
  - Promoting differences and no tolerance of bullying through specific taught sessions e.g. Circle Time, Jigsaw sessions etc
  - Teaching children about the dangers and impact of cyber-bullying
  - Ensuring online safety is regularly delivered through our computing scheme and safeguarding procedures
  - Training for staff to ensure a knowledge about diversity and issues associated with bullying
  - The modelling of appropriate respectful behaviour by staff & pupils and other members of the school community

Things that our children/young people feel we do in our school to celebrate difference and prevent bullying:

- All our tasks help us to work together
- Being in the same class with people throughout school helps us develop really good friends and relationships

- If something happens once everyone in our school keeps an eye on it
- Teachers and adults help us to make the right decisions and show us how to make up with each other
- Keeping the same teachers in the school helps them to know us more and they can see if someone is being bullied
- We get to work as a team
- Friendship Week
- Sports days and activities where we work together across the school
- Kids doing jobs to help us look after each other like playground helpers and peer mediators

## 6. Responding & Supporting

Our school asked children / young people about the type of support that already exists or they would like and they responded;

- Tell a grown-up – if you do what the bully does, you'll be a bully as well
- Tell the midday supervisors
- Try and sort it out, not give up
- More playground helpers and spread them out more
- If you are a bully you should just stop it, if you're not one then you should persuade the bullies to stop
- Walk away and tell a grown-up
- Tell your teacher
- Have reminders such as a novelty item that says 'Don't be a bully'. We could give it out to them to remind them, like a jigsaw puzzle or a fan
- Tell them to stop but don't get yourself into trouble
- Even if you're not involved you should tell on them
- Violence isn't the answer
- Just look after each other and make sure everyone is OK
- Tell Mrs Smith or Mrs Bearwish
- Have a friendship award - awards make people think they have a goal to reach and have motivation to do it
- We should have a new award for being spotted being really, really kind or spotting friends playing very nicely and helping to sort out their own problems
- All the grown-ups in our school help to stop bullying

Our school asked school staff about the type of support they think works best and they responded;

- Quick, responsive appointments with parents
- Parent and staff workshops
- Good communication between teachers and lunchtime staff
- Good playground mediation

Our school asked parents / carers about the type of support they would like and they responded;

- Teach children what bullying is, input needs to be age appropriate

- Need a visual structure to support less able
- Need to teach key vocabulary to the children
- Clear support and information sessions for parents to enable them to support their children
- Confidence in procedures being followed and communicated to them. Reassurance they know the action being taken, follow up communication with result of action and how situation is to be monitored
- Children need to feel confident that any adult they speak to in school understands the expectations for responding to an issue, who to inform and deals with it consistently
- Staff training to ensure staff recognise the seriousness of bullying
- Letter to parents to summarise the policy
- Volunteers should be aware of who to go to if a child discloses they are being bullied
- Confidentiality should not prevent parents being informed about issues as soon as they occur

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listening to the child / young person who has been bullied and identifying the type of support they feel they need
2. Listening to the child/ young person who has bullied and identifying the type of support they need
3. Applying disciplinary protocols consistently and fairly
4. Carefully considering and deciding upon the appropriate level of parental involvement for both parties
5. Completing the school's recording system through My Concern reporting and involving outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate

## **Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children's Services Social Care.

## **7. Reporting**

Our school has a clear system for gathering information about what is happening within school through the reporting of incidents on My Concern.

An annual report is presented to Governors on bullying and prejudice related incidents.

Young people feel safe to report incidents to appropriate members of staff. When appropriate incidents will be reported to members of the SLT/DSLs.

## **8. Evaluating**

Our school will track the outcomes of individual incidents of bullying. Our school will monitor

the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

## 9. Resources

Our school is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

## 10. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and parent forum meetings.

## 11. Links with other policies and guidance:

DfE - [Preventing and Tackling Bullying](#)

DfE - [Cyber bullying: advice for headteachers and school staff](#)

DfE - [Advice for parents and carers on cyber bullying](#)

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy

Equalities Policy

SEN and Disability Policy

PSHE and Citizenship Policy

Complaints Policy

Confidentiality Policy

<b>Date effective</b>	November 2017	<b>Approval</b>	Full Governing Body
<b>Maintenance</b>	SLT	<b>Role/responsibility</b>	Moira Bearwish - Deputy Headteacher / DSL
<b>Date of next review</b>	September 2022	<b>Date of last update</b>	September 2021