



# DUNTON BASSETT PRIMARY SCHOOL

<u>Policy on Anti-Bullying</u>	
<b>Updated: October 2017</b>	<b>Agreed by Governors:</b>
<b>Due for Review: October 2019</b>	<b>Signed:</b>

Discipline is at the heart of the school. Good behaviour throughout the school enables teachers to teach and children to learn and provides a safe, secure and happy environment for all.

We believe that children learn by example, through the use of positive guidance, routine and rules. Children will have the best opportunities to learn when we specify the behaviour we expect from them, both in and out of the classroom.

We believe in promoting good behaviour and celebrating it through a variety of acknowledgements. We will not tolerate acts of bullying, whether verbal, physical, social or cyber. We feel that children have the right to be, and feel safe, in school. We feel that it is important to have appropriate sanctions for dealing with acts of bullying.

All staff have a responsibility to deal with acts of bullying but Mrs Senesie has a specific role within Dunton Bassett Primary School to promote Anti-Bullying.

This policy should be read in conjunction with our Policy on Behaviour and Discipline.

## **What is bullying?**

This definition was generated in partnership with pupils, parents and staff.

Bullying is different to other forms of unacceptable behaviour because it is the deliberate wish to hurt or frighten another person causing them pain or distress. It is repeated and targeted. It can be directed towards children or adults and could be:

- **Physical:** hitting, kicking, spitting, throwing stones, pushing or getting someone else to do this.
- **Verbal:** name calling, spreading nasty rumours, whispering behind someone's back, teasing, taunting, sarcasm.
- **Emotional:** taking your dinner money, taking or hiding your property, rude gestures, ignoring you or stopping you joining in, staring, 'dirty looks' silence, coercion into acts you do not wish to do.
- **Racist:** racial taunts, names, gestures, graffiti
- **Disability:** teasing/mimicking a child's disabilities, appearance or educational problems.
- **Religious:** attacking a child's family religion or cultural differences, could be with reference to beliefs or way of dress.
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Cyber:** all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities (see DBPS 'Acceptable use of ICT' policy)
- **Homophobic:** harassment because of, or focussing on the issue of sexuality, biphobi, name calling.
- **Transgender:** harassment relating to gender identity including those who are questioning their gender identity as well as those who are not trans but do not conform to gender stereotypes

### **What are the signs of bullying?**

Children or young people may:-

- be frightened of the journey to school
- refuse to attend school
- arrive home very hungry
- come home with possessions destroyed
- ask for extra money
- have unexplained cuts and bruises
- have difficulty coping with schoolwork
- have nightmares and cry in their sleep
- seem unhappy but refuse to say what is wrong.

### **What steps will be taken?**

Children are encouraged to:-

- talk about what is happening with their friends, parents or adults in school
- try to trust in others to help them
- realise that not 'telling' is the bully's greatest weapon
- know that bullying can be prevented or stopped
- understand that fighting back may make things worse
- remain calm (reacting emotionally may add to the bully's fun and give the bully control of the situation)

Parents are encouraged to:-

- listen calmly to their child and take what she/he says seriously
- reassure their child that it is not his/her fault
- make a note of what happened, when and who was involved
- tell their child that they will find ways to ensure his/her safety
- make an appointment to see the child's teacher and inform the school of any bullying situations
- find out what action the teacher plans to take and when
- keep in touch with the school
- let school staff know if things improve or if there are further incidents
- do not confront the child or parents themselves – work together with the school staff.

Adults in the school will watch for early signs of distress in pupils:-

- a change in the pattern of behaviour, becoming withdrawn or having temper tantrums
- a deterioration in work or concentration
- a pattern of petty illness or sporadic absences
- a child who is obviously becoming isolated
- a child who exhibits a greater desire to stay with adults

The first steps in response to bullying will be to:-

- be available to listen and take the incident or report seriously
- investigate as quickly as possible and take necessary action
- when responding consider carefully whether action needs to be private or public; who are the pupils involved?
- reassure the target(s), don't make them feel inadequate or foolish
- offer concrete help, advice and support to the target(s) such as a 'Champion' from another class to support at playtimes and to offer a listening ear.
- make it plain to the perpetrator that you disapprove
- encourage the perpetrator to see the target's point of view
- apply the appropriate sanctions for bullying (see DBPS behaviour policy and below)
- explain clearly the punishment and why it is being given.
- record the incident and monitor outcomes

(Responses will vary depending on the nature of the bullying incident from dealing with the situation within school with the support of parents to contacting the police if a criminal offence may have taken place.)

### **These sanctions for Bullying may be applied after a full investigation shows that a bullying incident has taken place**

#### **Action**

- Written apology.
- Formal parent contact by the head teacher.
- Contract between the child, parent and head teacher, which will be monitored daily or weekly as appropriate in order for the child to modify his/her behaviour.
- Loss of part or all of playtime/lunchtime play privileges

#### **Further optional sanctions which may be applied**

- Withdrawal from clubs.
- Withdrawal from social events.
- Withdrawal from trips.

If the child fails to conform following the implementation of these sanctions, a short fixed term exclusion would be enforced.

### **Reporting to parents**

Incidences of bullying will be reported to all parents or carers on the day it occurs. Parents will be encouraged to talk calmly with the child and to work with the school to deal with the situation. Parents should be informed of steps that have been taken to protect victims and deal with the perpetrator.

### **Recording bullying**

Incidents will be recorded in writing using the Issues/Concerns/Complaints form (available in the school office) and handed to the head teacher for filing. The head teacher will co-ordinate the recording system and, along with Alison Senesie, will analyse incidents to look for patterns. The information will be used to inform continuing policy development, planning on anti-bullying lessons within the school and to develop strategies to prevent bullying at other times.

### **Outside School**

Where there are incidents of bullying involving children from other schools, for example at a sporting event in which the school are participating, the Head Teacher will liaise with the Head Teacher from the other school and the procedures listed above will be followed to support a target or deal with a perpetrator.

Where the incident occurs away from school activities (in particular cyber bullying) parents are encouraged to inform the school so that the school can use the procedures listed above to support the target and deal with the perpetrator.

### **Within school**

Within school, we will look to actively promote good behaviour and encourage respect between individuals, understanding of individual differences, awareness of and empathy for the feelings of others and which teach negotiation skills as a means of resolving disputes as part of their behaviour policy keeping bullying to a minimum.

Teaching Assistants and Lunchtime Supervisors have taken part in training to support play at break and lunch times.

All staff will have annual training to support anti-bullying focussing on recognising possible symptoms and how to deal with incidents. Alison Senesie will regularly attend Anti-Bullying training to keep up to date on new initiatives and legislation.

We will discuss issues during assemblies, circle time, and as part of many other areas of the curriculum, including PSHE. Children will be given opportunities to talk about bullying.

Our response to bullying will be consistent with our policy on behaviour and discipline. Should incidents occur, types of incidents are many and varied, what is appropriate in terms of response will depend very much on the individual circumstances. With some pupils who have bullied, talking about how their behaviour has made their target feel may be enough to help them to reflect on and change their ways. This is an approach that teachers of young children use a great deal, and one which can usefully be extended to older pupils.

**Evaluation and review of this policy**

This policy has been developed with the input from staff, parents and pupils and its success will be evaluated by them during the review process. Feedback will be gathered via questionnaires to the school population and through the working party. This policy will be reviewed bi-annually and will be updated in-line with Ofsted recommendations and DfE guidance as they change.