Danegrove Primary School

Anti-Bullying Policy

Review Date:	**4th February 2022**
Approved by:	**Governing Board – 22nd February 2022**
Next review date:	**4th February 2024**
Person/s responsible:	**Miss. L. Oliver, Head teacher**

Table of Contents

1. Introduction

At Danegrove Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including developing an understanding of the issues relating to safety, such as bullying and racism. We want pupils to feel confident to seek support from school should they feel unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

In line with the Equality Act 2010, it is essential that our school:

- Eliminated unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

2. Policy development

This policy has been developed in consultation with the whole school community.

- Pupils contribute to the development of the policy through school council, pupil voice, circle time discussions, PSHE lessons, etc.
- The school council will develop a pupil friendly handbook to be displayed across the school.
- Parents/carers are encouraged to contribute by taking part in written consultations, via parents' meetings, etc.

3. Roles and responsibilities

It is the responsibility of:

The Head teacher

- to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably

Governors

- to take a lead role in monitoring/reviewing this policy and implement it accordingly

The Designated Safeguarding Leads (DSLs) are- Miss Oliver, Mr Huseyin, Mr Davis, Mrs Toumazou, Mrs Stevens and their role is:

- to develop the policy and review it involving pupils, staff, governors, parents/carers and relevant local agencies
- to implement the policy and monitor/assess its effectiveness in practice
- to manage bullying/racist incidents
- to assess and coordinate training and support for staff and parents/carers where appropriate
- to manage the reporting and recording of bullying/racist incidents

- to coordinate strategies for preventing bullying/racism

Staff

- to be aware of this policy and implement it accordingly
- to support and uphold the aims of the policy

Parents/Carers

- to support their children and work in partnership with the school, receiving support when it is needed
- to support and uphold the aims of the policy

Pupils

- to abide by the policy and receive support, care and guidance when it is needed

4. Definition of bullying and racism

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, silent bullying through gestures / facial expressions, peer on peer abuse, ridicule or indirect action such as spreading rumours about somebody.

Racism includes all practices, procedures, actions or behaviour that discriminate against (or disadvantage) people because of their race, colour, culture, nationality or ethnic group, whether on an individual, institutional or cultural level. Racism can take many forms and can occur between any ethnic group. People are seriously harmed and injured by racism.

At our school, we work hard during curriculum time to ensure that all pupils recognise that all forms of bullying/racism are unacceptable, that pupils understand the effects of bullying/racism upon the victims and also that pupils know the difference between bullying and simply 'falling out'.

All staff, pupils and parents need to be aware of the negative and damaging effect that bullying/racism can have on individuals, and the school in general, and should work together towards ensuring that it is eliminated as far as is practicable.

Bullying can be (but is not limited to):

- Physical – hitting, kicking, punching, taking belongings
- Verbal – name calling, spreading rumours, sarcasm, insulting
- Emotional – being unfriendly, excluding others, tormenting
- Racist – racial taunts, graffiti
- Silent – through gestures / expressions
- Homophobic – Homophobic remarks and negative use of words such as 'Gay'
- Biphobic/Transphobic – Biphobic and Transphobic remarks and negative use of words. Fear and hatred of bisexuality, of trans and gender non-conforming people
- Sexual – unwanted physical contact, sexually abusive comments, focusing on sexuality
- Cyber-bullying - defined as the use of Information and Communications Technology (ICT), particularly mobile devices and the Internet, deliberately to upset someone else. Because cyber-

bullying differs in several significant ways from other kinds of bullying, and the potential for its increase will grow with the development and use of technology, our treatment of it is explained in a specific section of this policy.

Racism can be (but is not limited to):

- physical assault against a person or group because of their colour, ethnicity or nationality
- use of derogatory names, insults and racist jokes
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- bringing racist material into school
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments in the course of discussion
- attempts to recruit others to racist organisations and groups
- ridicule of an individual for cultural difference e.g. food, music, religion, dress etc
- refusal to co-operate with other people because of their colour, ethnic origin or nationality
- written derogatory remarks

Friendship issues, relational conflict and bullying behaviour:

- We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents/carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.
- Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will try and want to resolve the problem.
- However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Signs and symptoms of bullying (can be, but is not limited to):

A pupil may indicate by signs or behaviour that they are being bullied. We should be aware of these signs and investigate if a pupil shows or a parent reports any of the following:

- is unwilling to go to school
- changes their routine
- begins truanting
- becomes withdrawn
- runs away
- cries themselves to sleep
- has nightmares
- starts stammering
- feels ill in the morning
- does poorly at school
- damaged or missing possessions

- comes home starving
- bullies siblings
- becomes aggressive or unreasonable
- asks for money
- bed wetting
- stops eating
- gives implausible excuses for any of these signs/symptoms

5. Cyber-bullying

Bullying does not have to happen in person. With the increased use of email, mobile phones, social media and other electronic devices, cyber-bullying can be just as distressing as being bullied face to face.

Cyber-bullying is the sending or posting of harmful or cruel text or images using the internet or other digital communication devices. It can be a criminal offence and as a result, the school may, with the consent of parents/carers of the child being bullied, refer complaints involving allegations of cyberbullying to the police for support prior to investigating locally.

Cyber-bullying can include:

- text message bullying
- picture/video-clip bullying via mobile phone cameras
- phone call bullying – silent calls or abusive messages
- email bullying
- chat room bullying
- bullying through instant messaging
- bullying via websites and/or social media

When responding to cyber-bullying concerns, the school will:

- act as soon as an incident has been reported or identified.
- provide appropriate support for the person who has been cyber-bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- take all available steps where possible to identify the person responsible.

This may include:

- looking at the use of the school systems;
- identifying and interviewing possible witnesses;
- working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

The school will provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;

- helping those involved to think carefully about what private information they may have in the public domain.

6. Prevention

As a school, we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others are demonstrated by pupils and are reinforced by staff continuously.

Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events/workshops or projects, and through assemblies. We have created a supportive climate by declaring that bullying/racism will not be tolerated and that all incidents will be dealt with quickly and thoroughly.

Strategies to help prevent the occurrence of bullying/racist behaviour

At our school we will:

- ensure all staff are aware of and follow the school behaviour policy
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- actively provide opportunities (through PSHE/Circle Time activities, workshops) to develop pupils' social and emotional skills, including their resilience
- provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns
- challenge practice which does not uphold the school's values for example, tolerance, non-discrimination and respect towards others
- consider all opportunities for addressing bullying/racism in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, and events (Anti-Bullying week/Black History)
- ensure that all curricular and extra-curricular activities are accessible to all pupils regardless of their ethnic group
- promote cultural diversity and challenge racism throughout the whole curriculum in a range of personal, community and global contexts
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- regularly update and evaluate our approaches
- train all staff (teaching staff, administration staff, lunchtime support staff, and site support staff) to identify all forms of bullying/racism and to follow the school policy and procedures
- (including recording and reporting incidents)
- proactively gather and record concerns and information about bullying/racism so as to effectively develop strategies to prevent bullying/racism from occurring
- use a variety of techniques to resolve the issues between those who bully/promote racism and those who have been bullied/racially maltreated
- work with other agencies and the wider school community to prevent and tackle concerns

- continue to celebrate success and achievements however small, as our number one approach towards promoting a healthy and happy school environment

Involvement of pupils

We will:

- regularly gather pupil's views on the extent and nature of bullying/racism
- ensure that all pupils know how to express worries and anxieties about bullying/racism
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying/racism
- involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- offer support to pupils who have been bullied/racially maltreated and to those who are bullying/promoting racism in order to address the problems they have
- Liaison with parents/carers

We will:

- make sure that key information about bullying/racism (including policies and named points of contact if parents/carers are worried) are available to parents/carers e.g. website, newsletter
- ensure all parents/carers know where to access independent advice about bullying/racism
- work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying/racism
- ensure that parents/carers understand the importance of monitoring social networks/computer use

7. Identification

- We encourage pupils to tell us if they feel they are being bullied, or if they think another pupil is being bullied. We frequently reinforce the message that it is important to tell staff about any worries or concerns they may have
- Staff are available at any time should a pupil need to talk to someone about being bullied/racially maltreated or another pupil suffering from bullying/racism
- All staff, especially teaching and classroom support staff, monitor the wellbeing and behaviour of all pupils and note cases where bullying/racism are suspected of happening. Particular vigilance is paid to cases where existing problems have been identified; the Senior Leadership Team bring these to the attention of staff
- If parents/carers have any concerns about bullying/racism, or if they feel their child's behaviour is changing in a way that may be connected to bullying/racism, we encourage them to contact the school so we can investigate and address their concerns

8. Action and response

Action will follow the 4 steps below:
1. Identification 2. Resolve/Support 3. Report 4. Monitor

When bullying/racism is suspected or reported:

- staff will intervene immediately

- staff will investigate – listening to all parties and witness while reassuring the victim that he/she is not creating trouble for anybody and that the problem is not his/her fault
- the incident will be documented in the class behaviour book and/or CPOMS. It will also be given to the Assistant Head teacher, the Deputy Head teachers or Head teacher, or the who will interview the children concerned, as appropriate.
- the pupil being bullied will be made aware that the incident will be dealt with
- a suitable sanction will be implemented for the pupil doing the bullying/racism in order to modify or change the behaviour
- parents/carers of both parties will be informed
- further support will be offered through the Learning Mentor
- staff will monitor the behaviour of both parties, and all staff will be alerted to any future occurrences

9. Supporting those involved

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or a member of staff of their choice.
- reassuring the pupil
- being offered wellbeing support.
- restoring self-esteem and confidence
- whole class circle time around the issue, as appropriate

Pupils who have bullied will be helped by:

- discussing what happened and the impact of their actions on the victim
- discovering why the pupil became involved
- establishing what needs to change
- informing parents or guardians
- being offered well-being support to help them develop a positive attitude to themselves and others.
- sanctioning in line with the school behaviour policy. This may be a removal of privileges or removal from the playground for a period of time.

10. Supporting adults

Adults (staff and parents) who have been bullied/racially maltreated will be supported by:

- offering an immediate opportunity to discuss the concern with a senior member of staff/Head teacher
- being advised to keep a record of the bullying/racism as evidence
- where the bullying/racism takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Code of Conduct.
- reassuring and offering appropriate support

- working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied/racially maltreated others will be helped by:

- discussing what happened with a senior member of staff/Head teacher and establishing the concern
- clarifying the school's official procedures for complaints or concerns
- if online, requesting content be removed and/or reporting account/content to the service provider
- direction to local/national organisations to provide further or specialist advice and guidance
- contacting external agencies: Social Care/Police, if appropriate
- instigating disciplinary action, if appropriate

11. Monitoring

All bullying/racist incident will be recorded on CPOMs with overall responsibility held by Miss Oliver, Designated Safeguarding Lead.

The information that we hold will be used to ensure that the policy is consistently applied. It will also be used to identify trends and inform preventative work in school and further development of this policy.

The information will also be presented to governors in an anonymous format on a regular basis. The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, thus continuing to work towards a more inclusive and harmonious whole school community.

12. Useful organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net

SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying
Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational

LGBT
Bullies Out https://bulliesout.com/need-support/young-people/lgbt-bullying/
Proud Trust: www.theproudtrust.org
Young Stonewall: www.youngstonewall.org.uk/