



Dale Community Primary and Stonehill Nursery Federation

Anti-Bullying Policy

Head Teacher: Louise Foster

Chair of Governors: Diane Williams

Policy Approved by: Governors Behaviour and Safety Committee

Policy reviewed by: Governors Behaviour and Safety Committee Date: 23 May 2017

Policy reviewed by: Governors Behaviour and Safety Committee Date: 1 October 2019

Policy reviewed by: Governors Behaviour and Safety Committee Date: 29 September 2020

Policy reviewed by: Governors Behaviour and Safety Committee Date:

ANTI-BULLYING

Contents of Anti-Bullying Policy and Additional Guidance

School details

1. a) The National and Legal Context
b) How this Policy was developed
2. a) Definition of Bullying
b) Inclusion
3. School Statement of Intent - with regard to its position on bullying
4. Aims of the Policy
5. Intended outcomes
6. Specific School Targets
7. Recording of Incidents
8. Procedures and Dealing with Incidents - A Whole School Approach
 - a) Role of pupils and staff in reporting and recording a bullying incident involving pupils
 - b) Guidance for pupils/carers
 - c) Guidance for parents
 - d) Guidance for adults experiencing bullying
 - e) Sanctions
9. Strategies to Reduce Bullying
10. Confidentiality
11. Monitoring Arrangements
12. Dissemination of the Policy
13. Policy Review

Appendices

- Appendix 1 - Ensuring Ownership of your Schools' Anti-bullying Policy
- Appendix 2 - Anti-Bullying Immediate Response Chart
- Appendix 3 - School Bullying Incident Form
- Appendix 4 - Organisations Offering Support
- Appendix 5 - Bibliography

Anti-Bullying Policy

The school has a 'duty of care' towards its pupils with regard to bullying in that the Head Teacher and staff stand in loco parentis, in place of the parents. This duty of care includes protecting pupils from harm of bullying.

1. The National and Legal Context

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to:

- Promote the well-being of pupils in school.
- Develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils.
- Establish procedures for dealing with complaints about bullying.

How this Policy was developed

This policy was developed in consultation with pupils, staff, governors and parents. All members of the school community are reminded of the policy during Anti-Bullying Week (November) annually.

2. Definition of Bullying

Bullying can be defined in a number of ways. We follow the DFE Safe to Learn, 2007, guidance which defines bullying as:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying can be direct or indirect and includes:

- **Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing.
- **Physical bullying** – kicking, hitting, punching, pushing and pinching.
- **Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- **Cyber bullying** – offensive text messaging, emailing and / or sending degrading images by phone or the internet.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- Race, religion or culture.
- Special educational needs or disability.
- Appearance or health conditions.
- Sexual orientation.
- Gender.
- Home circumstance including looked-after-children and young carers.

Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality - REGARDS. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in this process.

3. School Statement of Intent, with regard to its position on bullying

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We should all show respect for each other in school.
- We should actively seek to develop a praise culture in school.

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with pupils, parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.

5. Intended Outcomes

- That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- That there are effective listening systems for pupils and staff within the school.
- That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child.
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly.
- That no child or young persons' educational opportunities and achievement are disadvantaged due to the experience of bullying.
- That all staff are equipped with the skills necessary to deal with bullying.
- That the wider school community, (e.g. midday supervisors), are involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents.
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, parents meetings.
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

6. Specific School Targets

Our school targets are as follows:

- To keep parents informed about Anti-Bullying Work that goes on in school through a newsletter.
- To have an Anti-Bullying Week where children learn about what bullying is and how they can get help if they are being bullied or are bullying.
- To ensure all members of the school community understand the policy and the procedures for dealing with and recording incidents of bullying.
- To ensure all teachers are aware of the PSHE planning.
- To make sure children have one PSHE assembly each week.

7. Recording of Incidents

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- Keep a record of individual incidents of bullying. ***An incident recording sheet can be found in the appendix to this policy which would be included in the MyConcern.***
- Ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.

8. Procedures and Dealing with Incidents – A Whole School Approach.

Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents.

See Appendix 1 for Anti-Bullying Immediate Response Chart.

Identification of Bullying Incidents

Recognising bullying is not always easy. A child may indicate by their behaviour that they are being bullied. At our school we aim to be vigilant and are aware of possible signs of bullying. These include:

- Is frightened of walking to/from school.
- Is unwilling to go to school/feels ill in the morning.

- Begins truanting.
- Becomes withdrawn, anxious or lacking confidence.
- Starts stammering.
- Begins to do poorly in school work.
- Have possessions which go 'missing'.
- Has unexplained bruises or cuts.
- Becomes aggressive, disruptive or unreasonable.
- Starts bullying other children or siblings.
- Is frightened to say what is wrong.
- Gives improbable excuses.
- Does not want to go out at playtime or dinnertime.
- Arrives at class distressed.

Guidance for pupils

If you are being bullied:

- Remember it is not your fault.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it.
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.

When you are talking to an adult about bullying be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone, text messages or email:

- Don't retaliate or reply.
- Save the evidence do not delete anything.
- Make sure you tell an adult who you trust.
- Contact your service provider or look at their website to see where to report incidents.
- Be careful who you give your mobile phone number or email address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school please see appendix.

Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.

- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately.
- Make an appointment to see your child's class or form teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- If you require any further support then please contact the Local Authority.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and email address to.
- Check exactly when a threatening message was sent and keep evidence of offending emails, text messages or online conversations. Do not delete messages.
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents.
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- Seek advice and information from your union.
- Share your concerns with a trusted colleague.
- Make a record of all incidents and date them.
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body.

Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted or in particularly serious cases this may lead to exclusion.

The revised DFE Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Section 17, states:

'In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour, which would include racist or homophobic bullying...., the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil'.

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

9. Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work.
- Circle Time.
- The support group approach/No Blame Approach.
- Peer mediation (Playground Pals).
- An assembly annually to remind children of the playground rules.
- Anti-bullying box/Pupil comment box/I wish my teacher knew box.
- Peer counselling.
- Friends Against Bullying.
- Buddy systems.
- PSHE programme.
- Inclusion Officers.
- Restorative approaches.
- Anti-bullying Week.
- R time.
- Training for all members of staff on anti-bullying policy and strategy.
- An Anti-Bullying Week Annually.

10. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

For further information please refer to your schools safeguarding policy.

11. Monitoring Arrangements

This policy will be evaluated and updated where necessary by the whole school and reports will go to the Governors Behaviour and Safety Committee. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis. ***This may initially show a rise in bullying due to awareness being raised.*** The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

- **Appendix 1**
Ensuring Ownership of Your School's Anti-Bullying Policy
- **Appendix 2**
Anti-Bullying Immediate Response Chart
- **Appendix 3**
School Bullying Incident Form
- **Appendix 4**
Organisations Offering Support
- **Appendix 5**
Bibliography

Ensuring Ownership of Your School's Anti-Bullying Policy

It is essential that all schools do not only have an anti-bullying policy in place, but they ensure all relevant members of the school community are consulted before it is implemented.

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on the most effective practice.

Awareness raising helps people understand the problem and agree a definition of bullying which can be owned by the whole school.

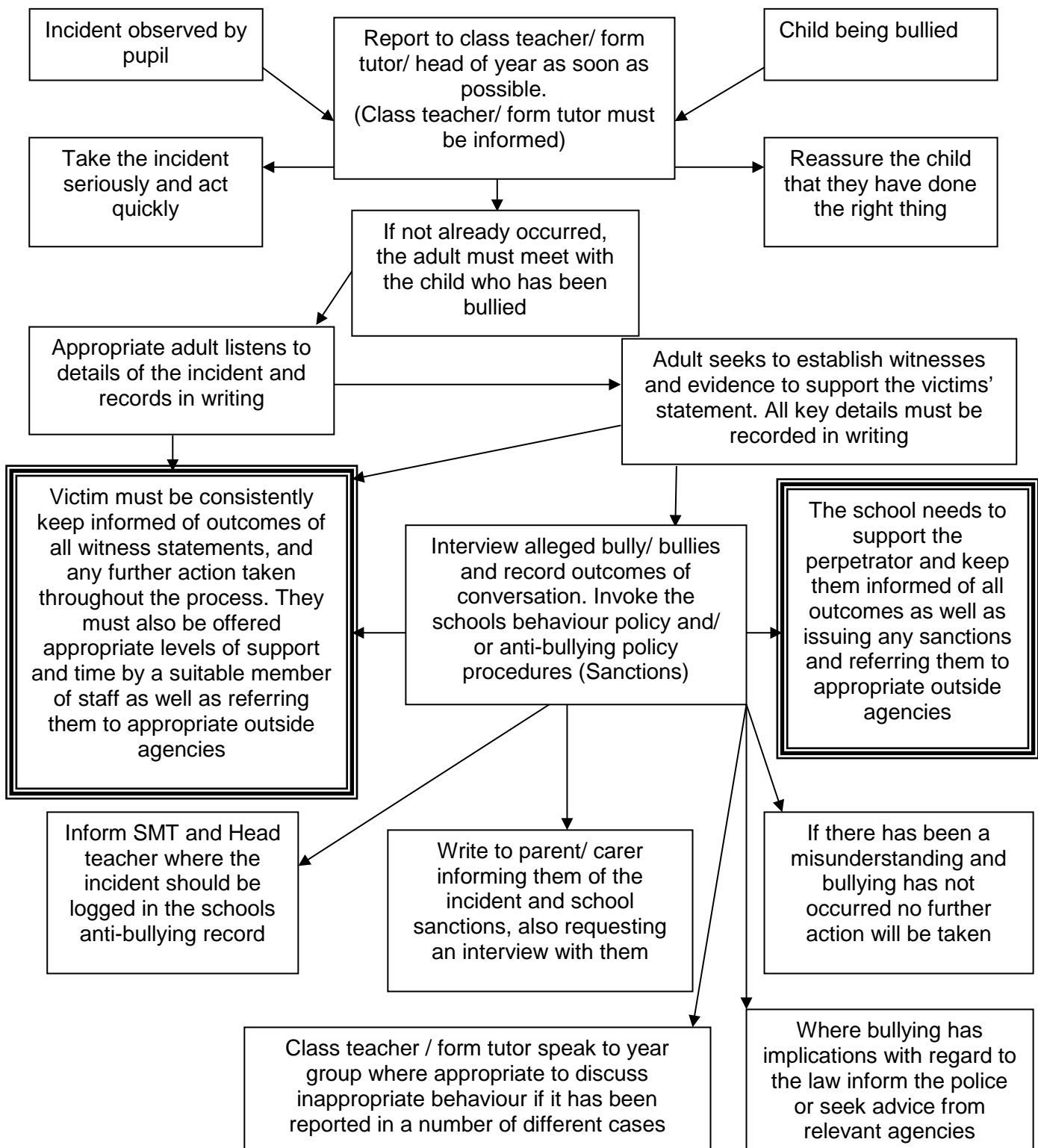
Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Pupils may be provided with a draft policy to discuss at home or within school.

A working party can help with formulating the draft policy including governors, pupils, teachers, teaching assistants, learning mentors, parents and members of the wider community.

Schools which involve pupil representatives have found their suggestions practical and sensitive to the schools positive ethos. Support is also available through the Healthy Schools programme to develop a whole school approach to bullying.

The DFE Safe to Learn Guidance, 2007, contains useful information on how to create an effective anti-bullying policy through a whole school approach.

Anti-Bullying Immediate Response Chart



School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

***Dale Community Primary School / *Stonehill Nursery School** (*Delete as appropriate)

Report from (name).....

Date of incident Time of incident

Ethnic origin of victim Ethnic origin of perpetrator.....

Male Female

Male Female

Indicate type of incident - please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other - please state		Other -please state	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive emails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other - please state	
Taking possessions/money			
Other -please state			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance

Disability

Home circumstances

Gender

Medical Condition

Race/ethnic origin

Religion

Sexuality

Brief description of incident

Action taken

Did the incident lead to the perpetrator(s) being excluded? Yes/No

Have you had contact with the victim's parent/carer? Yes/No

Have you had contact with the perpetrator's parent/carer? Yes/No

Have you reported this incident to any other agencies? Yes/No
If 'yes' which agencies?

.....
.....
.....

Signed Designation

Return to the Head Teacher

Organisations Offering Support

Derby City Council does not necessarily endorse all the views expressed by these organisations.

National Organisations

Anti-Bullying Alliance - ABA

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel: 020 7843 1901

www.anti-bullyingalliance.org.uk

11 Million – the Office of the Children’s Commissioner

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.

Tel: 0844 8009113

www.childrenscommissioner.gov.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

www.ofsted.gov.uk

Actionwork

A multimedia organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel: 01934 815163

www.actionwork.com

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Tel: 0808 800 5793

www.ace-ed.org.uk

Bullying Online

Provides an email service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

www.childline.org.uk

Children’s Legal Centre

Provides legal advice, information, assistance and representation to children, parents/ carers and professionals working with children.

Tel: 0800 7832 187

www.childrenslegalcentre.com

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel: 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia – EACH

Established to challenge homophobia in education.

Tel: 0808 1000143

www.eachaction.org.uk

Education for All

Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel: 020 7593 1851

www.stonewall.org.uk/education_for_all

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel: 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel: 0207 272 5630

www.leapconfrontingconflict.org.uk

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

www.mencap.org.uk

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel: 0845 0704004

www.autism.org.uk

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel: 020 7843 6000 www.ncb.org.uk

National Society for the Prevention of Cruelty to Children – NSPCC

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel: 0207 825 2500

www.nspcc.org.uk

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel: 0808 800 2222

www.familylives.org.uk

School's Out!

Aims to support lesbian, gay, bisexual and transgender - LGBT, staff in education and to raise the profile of LGBT people and issues.

Tel: 01273 298299

www.schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel: 020 7593 1850

www.stonewall.org.uk

The Samaritans

Tel: 08457 909090

www.samaritans.org

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel: 0845 3030900

www.victimsupport.org.uk

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve youth justice system and to prevent offending by children and young people up to the age of 17.

Tel: 02033 345300

www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales

Local Organisations**Children and Young People's Services**

Derby City Council, The Council House, Corporation Street, Derby, DE1 2FS

Tel: 01332 293111

Choices

For gay, lesbian and bisexual advice and support.

Tel: 01332 206027

www.choices.ndo.co.uk

Connexions

Free advice, information and support – including specialist careers advice. For all 13-19 year olds and people up to 25 years who have learning difficulties and/or disabilities.

8 Curzon Street, Derby

Tel: 01332 643900

www.connexions-derbyshire.org

Derbyshire Friend

For gay, lesbian and bisexual advice and support.

Tel: 01332 207704

Derby Race Equality Council

Tel: 01332 372428

Disability Direct

Advice and information for disabled people, carers or family members.

Tel: 01332 299449

www.disabilitydirect.com/derby

Hadhari Nari Women's Project

Advice and information for women on many issues, including support and accommodation for women fleeing domestic violence.

Tel: 01332 270101

Bibliography

- Safe to Learn: embedding anti-bullying work in schools - 2007
- Cyber bullying: embedding anti-bullying work in schools - 2007
- Homophobic bullying: embedding anti-bullying work in schools - 2007
- Bullying Involving Children with SEN and Disabilities - 2008
- Healthy Schools - Anti-bullying guidance for schools - 2008
- The Derby and Derbyshire Safeguarding Children Guidance - 2008