Donisthorpe Primary School
Anti-Bullying Policy
Next review January 2022

Statement of Intent
Every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected. Every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination. Every pupil has the right to equal access to the curriculum that meets their needs. Every member of the school community has the right to object to and/ or reject language or behaviour, which is offensive and /or intimidating. Every member of the school community has the responsibility to treat others with respect.

Bullying, in any form, will not be tolerated at our school. We are committed to creating a positive and safe learning environment for all, where pupils are able to learn and fulfil their potential. Our aim is to deal with incidents of bullying swiftly and effectively. It is our agreed policy that no-one within the school should tolerate bullying or bullies. Bullying is everyone's problem. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

Objectives of this Policy
- To promote the school's aims and values.
- To ensure that the whole school community has an understanding of what bullying is and what to do if bullying arises.
- To promote a positive and safe learning environment where bullying is not tolerated.
- To promote inclusion, tolerance, mutual respect and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

What is Bullying?
Bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts an individual or group, either physically or emotionally.

People are often bullied because of differences in their personality or behaviour. They may not conform to perceived peer expectations. Forms of bullying may include:
• **Racial, religious, cultural bullying:** where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
• **SEN and disability bullying:** where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
• **Appearance or health conditions:** where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
• **Home circumstance:** where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

• **Homophobic and Biphobic bullying:** relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.
• **Transphobic bullying:** relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
• **Sexual bullying:** can relate to the target's gender or body, this can have a sexual and/or sexist element.

*Bullying is defined by the initials **STOP: Several Times On Purpose and Start Telling Other People**

Donisthorpe Primary School wishes to make clear that bullying is not simply poor behaviour and we will differentiate between the two. For example, a child who is aggressive towards a variety of different children, on separate occasions would not be deemed a 'bully'. Their behaviour would be challenged by Donisthorpe Primary School under the 'Behaviour Policy'.

Bullying of school staff is addressed in the staff handbook.

Bullying can be:
• **Psychological:** being unfriendly, excluding, tormenting, intimidation. Unkindness linked to SEND, appearance or health conditions or related home circumstances.
• **Physical:** jostling, pushing, kicking, hitting, punching or any use of violence, theft, extortion, damaging someone's property, unwanted physical contact
• **Verbal:** name-calling, sarcasm, spreading rumours, teasing, etc, sexually abusive comments
• **Cyber/ technology:** All areas of internet, such as misuse of email, social media, chat rooms. Telephone threats or hoaxes, inappropriate text messaging or use of camera & video facilities

Symptoms of bullying
Early signs that a child is being bullied could be:
• The child becoming withdrawn
• A deterioration in the child's work
• Erratic attendance or spurious illness
• Persistently arriving late at school
• General unhappiness or anxiety
• The child wanting to remain with adults
• Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Targets can become depressed and this can continue into their adult lives. They can want to take their own lives.

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Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving or reacting – they may have issues in their own lives which cause them to 'lash out'. Schools have a responsibility to respond promptly and effectively to issues of bullying. Research demonstrates that targets of bullying can have deteriorating levels of attainment / attendance as a direct result of bullying.

The school will take full account of what the target says and also the perceptions of those who have witnessed the incident reported it or are aware of the circumstances. This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and all incidents should be properly investigated.

Our proactive strategies

- We will use a variety of methods for helping children to deal with and prevent bullying as and when they are appropriate. These will include:
- A clear set of school values, which are on display and referred to often.
- Promotion of an emotionally open atmosphere.
- Encouraging children to tell a member of staff and / or their parents if they are being bullied or if they see someone else being bullied.
- Opportunities to share feelings and have discussions about bullying and why it matters, e.g. through lessons which focus on emotions, relationships, social situations etc (SEAL, PSHE lessons). Through the teaching of Character, consistently promote fairness, kindness, honesty and respect.
- Having approachable staff in school who will listen to parents concerns and worries about particular behaviour, believe children who come to them with concerns about bullying and act on what they are told.
- Taking every opportunity to promote initiatives such as anti-bullying week, theatre productions and external speakers.
- Use of information from pupil and parental questionnaires.
- Continuing to promote staff development and understanding on the identification, prevention and management of bullying.
- Providing spacious, well-supervised playground areas at lunchtimes with seating, quieter areas and a variety of games and activities for children to do.

<u>Reporting and responding to Bullying</u>

1. All pupils, parents, members of staff and volunteers must report allegations of bullying, including cyber-bullying issues, to a member of the teaching staff. Pupils are encouraged to talk to their parents who can champion their concerns. Any bystander who witnesses an incident of bullying will be encouraged to tell an adult in school (or their parents) so that the bullying can be out in the open.

2. The teacher receiving the allegation will be responsible for investigating initial allegations of bullying, using CPOMS to record the allegation/incident and alerting the Senior Leadership team (Head, Deputy and Assistant Head).
3. The child making the allegation must be spoken to at length, obtaining witnesses if possible. Teachers will use patience and understanding during this discussion and record what is said by the child. They must be praised for coming forward to tell.
4. If the child who made the allegation above is not the target, the target must also be spoken to with patience and understanding and again, everything that is said must be recorded.
5. The perpetrator must be spoken to using details and facts. They must be asked to tell the truth and if they do not own up, further investigations must take place.
6. If the allegations are founded, it will be made clear to the perpetrator/s that bullying is not tolerated at Donisthorpe Primary School. Parents will be informed. Opportunities will be given to resolve the situation between the children involved and appropriate sanctions will be put into place in line with the school's behaviour policy.
7. Incidents of bullying are reported to the Governors on a termly basis through the Headteacher's Report.

8. If necessary, and appropriate, police and outside support agencies will be consulted.

Reactive Strategies
We aim to include the following in our response:

- Character Ambassadors
- School Ambassadors
- Support groups
- Mediation by adults
- Mediation by peers
- Inclusion Team Support/ELSA
- Social Skills groups
- SEAL

Character Ambassadors
An elected Character Ambassador from each class be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement. The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

School Ambassadors
A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups
The support group for a bullied pupil includes those involved in the bullying. The aim is to get the perpetrator to identify with the target and then to help resolve the problem. Mediation by adults Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Inclusion Team Support/ELSA
This can cover:
• Making assertive statements
• Resisting manipulation and threats
• Dealing with name calling
• Staying clam in difficult situations
• Getting help from onlookers
• Boosting self esteem

Outcomes

1. **Measures will be put in place to support the target.**
   The target needs to feel safe. They will be listened to and assured that all adults in school will work to support them. If possible, meetings with the perpetrator and the target will be arranged with supervised discussions to achieve some reconciliation. Monitoring of any issues will continue. If required buddying / social groups or mentoring can be organised to support the target.
2. **Measures will be put in place to support the perpetrator.**
   The perpetrator/s will be asked to genuinely apologise and will be spoken to at length about their behaviour and why it is unacceptable at Burbage Juniors. Other consequences may be withdrawal from activities, loss of playtimes, exclusion during lunch, etc. As the behaviour of the perpetrator improves, previous sanctions can be removed and the child should be praised for a change in behaviour. Working with an appropriate adult in school may help to identify the cause of the bullying. Measures will be put in place to try and prevent the bullying taking place and to help the perpetrator/s change their behaviour. These measures may involve monitoring of the target and the perpetrator/s for a period of time, social groups for the target and the perpetrator/s if needed, behaviour targets for the perpetrator/s and any other specific measures required by individual situations.
3. **In serious cases, temporary or permanent exclusion will be considered.**

The role of parents
Parents/carers are crucial to supporting the schools anti-bullying policy. As part of the home school contract they will be informed of the policy and be asked to commit themselves to it.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to:
• Talk to the child and explain that bullying is wrong and makes others unhappy.
• Show the child how to join in with others without bullying.

• Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying.
• Talk to the child regularly about how things are going at school.
• Give the child lots of praise and encouragement when they are being kind and considerate to others.

From this, sanctions and outline plans will be agreed. We will follow up the child's behaviour and further bullying will result in exclusion.

Incidents that occur away from school premises
Any incidents of bullying that occur out of school but under school jurisdiction will be treated in the same way as if on school premises. School will endeavour to support parents when incidents occur out of school hours and will inform parents should any relevant information be reported.

Peer on Peer Abuse
As per our Safeguarding Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. The school and its staff will take all possible actions to ensure peer on peer abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as 'Warning Zone', opportunities for disclosure etc.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

Reviewing the Policy
This policy will be shared with staff, parents, governors and pupils and reviewed by all stakeholders on a 2-year cycle or sooner should the need arise.

This Policy should be read in conjunction with our:
- Behaviour Policy
- Child Protection/Safeguarding Policy
- Equality Policy
- Online Safety Policy
- Staff Handbook

Links to legislation
There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010

- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

HELP ORGANISATIONS

Advisory Centre for Education (ACE) **www.ace-ed.org.uk**
Children's Legal Centre 0808 802 0008
KIDSCAPE (Parents Helpline) 0845 120 5204, **helpline@kidscape.org.uk**
Family Lives 0808 800 2222
Youth Access 020 8772 9900
Bullying Online **www.bullying.co.uk**
You can visit the Kidscape website **www.kidscape.org.uk** for further support, links and advice.