

Dean Valley Community Primary School



Dean Valley
Community Primary

Anti-Bullying Policy

Person responsible for Policy

Reviewed

Date for next Review

Alex Fisher

May 2023

May 2025

(To be read in conjunction with the Behaviour Policy)

Introduction

It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's behaviour and Anti-Bullying policies.

The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying – A Charter for Action*, has been followed by *Preventing and Tackling Bullying – Advice for school leaders, staff and governing bodies (2011)*. This policy reflects this guidance and the principles enshrined therein.

DFE guidance defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction). This ensures the school meets the requirements of the Equalities Act 2010 which sets out the nine protected characteristics which must be considered in the formulation of this policy.

Children at Dean Valley are taught to recognise what bullying is, that it can happen to anyone of us and it is never our fault. This is done through assemblies, circle time, PSHE lessons and anti-bullying focus weeks. Teachers will use a range of resources including those from NDCS to support pupils' understanding.

We work hard to make sure that within the school there is a strong caring ethos, which is evident in the relationships shown between the pupils, all the staff, the parents and the governors. Pupil well-being has a high priority, "the needs of children lie at the heart of all we do".

Safeguarding procedures are followed and the school works hard to ensure all pupils are happy, make good progress relative to their starting points and are protected from harm.

The curriculum is used to encourage high self-esteem, tolerance to others and respect for diversity. The school promotes a culture and ethos in which everyone is equally valued

and treats one another with respect. The school has a clear Behaviour Policy, Code of Conduct for pupils and staff and Parent Protocol.

The school recognises that everyone must remain vigilant regarding pupil welfare and needs to work continually to improve the quality of care. It is with this in mind that this policy is written.

Aims and objectives

1. To provide a supportive, caring and safe environment where children can learn (and play) without fear of being bullied or harassment of any kind.
2. To establish what actions the school will take to ensure that children remain safe and free from bullying.
3. To work in partnership with parents and the wider community to challenge prejudice and discrimination, and promote equality and aim to foster good relationships.
4. To raise awareness of staff to issues related to bullying, offer relevant training and ensure staff understand their roles and responsibilities in dealing with incidents of it.
5. To raise awareness of transphobia, biphobia, and homophobia.
6. To establish how to ask questions about bullying and derogatory language and how to check LGBT young people are safe.
7. To set down procedures for staff to deal with incidents of bullying

Recognising Bullying

Bullying can take many forms, including:

- 1 name calling
- 2 ostracising
- 3 excessive teasing
- 4 threatening
- 5 extortion
- 6 physical assault
- 7 attacks on property
- 8 cyber bullying (which can involve most of the above)

Each of these can impact upon the long-term emotional well-being and self esteem of the victim. The values and attitudes that we promote in school give important messages to the children in our care. For some pupils, bullying

behaviour is legitimate in their out-of-school world and may even be considered a sign of strength. In a recent article, bullying was clearly defined: "We say a child is being bullied or picked on when another child, or a group of children, say nasty and unpleasant things to him or her. It is also bullying when a child is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them, etc. These things can happen frequently and it is difficult for the child being bullied to defend himself or herself. It is also bullying when a child is teased repeatedly in a nasty way. It is not bullying when two children or young people of about the same strength have the odd fight or quarrel."

Bullying is a series of incidents. On occasion children may 'fall out' over petty issues, leading to an unpleasant act. In this case, the incident will be viewed as a 'one off' and dealt with appropriately. It will only be classed as bullying if it continues.

3 The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all significant incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

If a bullying incident has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent creating a social story with the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as social services.

Teachers and other members of staff are particularly aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobile phones or the Internet, and to educate pupils about the proper use of modern technologies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand and empathise with the feelings of bullied children,

and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

4 The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying policies and related strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy, on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

The headteacher sets the school climate of mutual support and praise for success, thereby making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

6 The role of parents and carers

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure, as detailed in the school Prospectus.

Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council has developed its own anti-bullying code and has an important role in monitoring the effectiveness of our policy, and communicating their views to school staff.

8 Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.

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