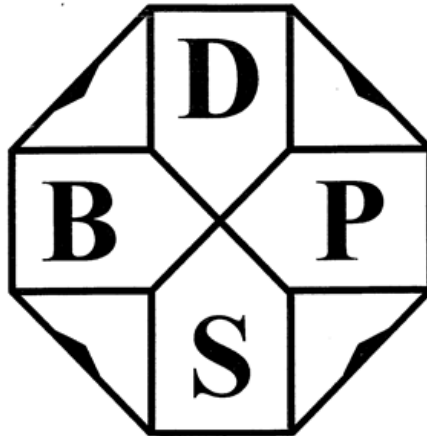


Anti-Bullying Policy & Guidelines

Dunton Bassett Primary School



Approved by:	Hugo Venter, CoG	Date: March 2022
Signed:	<i>Hugo Venter</i>	
Last reviewed on:	November 2019	
Next review due by:	March 2024	

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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, cyber or social. 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 the PSHE Curriculum Co-Ordinator 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:

- 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.
- Appearance/Health conditions: nasty comments making reference to differences in appearance, drawing unwanted attention to health conditions (e.g. a disfigurement, traumatic injury or a severe skin condition).
- Home circumstances: comments or teasing about difference in home backgrounds or changes/differences in home circumstances (young carers, being in care or

geographic locality).

- Emotional: taking your dinner money, taking or hiding your property, rude gestures, coercion into acts you do not wish to do, referring to differences in home background.
- Neglect: The persistent failure to meet a child's basic needs, ignoring you or stopping you joining in, staring, 'dirty looks', silence.
- 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
- 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
- Homophobic/Biphobic: harassment because of, or focussing on the issue of sexuality, 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.
- Bullying can happen in the classroom, in the corridor, in the toilets, in the playground and on the way to and from school.
- Ultimately it is the perception of the victim that determines whether or not they are being bullied rather than the intention of the bully

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.

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

First steps in response to bullying will be to:-

- take the incident or report seriously
- remain calm (reacting emotionally may add to the perpetrator's fun and give the perpetrator control of the situation)
- take action as quickly as possible
- think hard about 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 bully that you disapprove
- encourage the bully to see the target's point of view
- punish the perpetrator if you have to, but be very careful *how* you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- explain clearly the punishment and why it is being given.
- support put into place for the child showing bullying behaviours which may include the following:
 - 1:1 support from an adult
 - social, emotional communication groups
 - circle of friends
 - counselling

(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.)

Sanctions for Bullying

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.

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

Incidents 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 bully.

Reporting from parents

All concerns raised by parents will be acted upon. Staff will record all details and parents will be asked to inform the school in writing of their concerns. A record will be kept if the parent does not comply with the request to place their concerns in writing. All parental concerns will be immediately passed onto the head teacher for action and monitoring. Staff will observe the children in both the classroom and at less formal times (playtime/lunchtime) for a period of time (to be determined in consultation with parents) and support will be put in place for the child as listed above. A meeting will be arranged with the parents to discuss findings from observations, next steps and future support if needed.

Recording bullying

Once a concern has been raised staff will implement a policy of observations for a specified period of time (to be determined in line with parents) recorded daily. If, for any reason, an observation does not take place during that period of time it will be recorded as 'no observation'. Incidents will be recorded in writing and handed to the head teacher for monitoring. The headteacher will co-ordinate the recording system and 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. Governors will also receive termly monitoring information through the head teacher's report to Governors. Should it be necessary individual concerns will be raised by the head teacher with the Chair of Governors during their regular meetings.

Outside School

Where there are incidents of bullying involving children from other schools, for example at a sporting event in which the school is 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 victim or deal with a bully. 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 victim and deal with the bully.

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 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. The PSHE Co-Ordinator will 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.

In classrooms and in other shared areas around the school, STOP posters (Appendix A) will be displayed and referred to by adults who work in the school as required. Additionally, children may be asked to design their own STOP posters as part of PSHE work.

Our response to bullying will be consistent with our policy on behaviour and discipline. Our response will depend very much on the individual circumstances. With some pupils who have bullied others, talking about how their behaviour has made their victim 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 and updated in-line with Ofsted recommendations and DfE guidance.

Appendix A:

DUNTON BASSETT PRIMARY SCHOOL

ANTI –BULLYING POLICY

At Dunton Bassett Primary School we regard any type of bullying as totally unacceptable. We define bullying as **deliberate, hurtful, repetitive behaviour**, in which a pupil has some type of hold over another, and where a child being bullied finds it difficult to defend him/herself.



We consider the six main types of bullying to be:

- **PHYSICAL** hitting, kicking, taking belongings.
- **VERBAL** name-calling, insults, racist or homophobic remarks.
- **EMOTIONAL** spreading nasty stories about someone, taking or hiding belongings
- **NEGLECT** excluding someone from social groups, ignoring them, staring or 'dirty looks'
- **CYBER** using technology or the internet (social media, email, photos, text messaging)
- **ANTI-SOCIAL** being part of a group that is taking part in bullying behaviour.

We use the acronym **S.T.O.P** to teach pupils the definition and how to address bullying:

STOP 1 - When is it bullying?

Several
Times
On
Purpose

STOP 2 - What should you do?

Start
Telling
Other
People

We also consider that being a bystander (watching someone demonstrate bullying behaviour towards another child) and not reporting bullying behaviour to an adult is a serious matter and encourage children to use the acronym above.

Following investigation, if cases of bullying are proven, the following penalties will be applied which lead on from those applied for breaking the school rules. All incidents of bullying are recorded.

PENALTIES FOR BULLYING

Action

- Written apology.
- Head teacher will ask parents to come into school for a meeting.
- Agreements made between the child, parent and head teacher, which will be checked daily or weekly to help the child to change his/her behaviour.

Extra penalties which may be applied.

- Not being allowed to attend clubs.
- Not being allowed to attend social events.
- Not being allowed to attend trips.

If the child continues to show bullying behaviour then they may not be allowed to attend Dunton Bassett Primary School for a short time.