



Learning at the heart, igniting possibility!

Anti-Bullying Policy

Statement of Intent

Our core moral purpose is encapsulated in the vision statement for the school: Learning at the heart, igniting possibility! Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood

Article 1, Universal Declaration of Human Rights Statement 1948

At Dosthill primary Academy we are committed to providing a caring, friendly and safe environment for all of our learners so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all learners are taught to tell and to know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, learners and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Learners and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Why is it important to respond to bullying?

To defend the right of every child and adult to be happy and secure in our school.

Dosthill School has a responsibility to respond promptly and effectively to issues of bullying. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving.

What is bullying?

During the anti-bullying week 2012 the children in each year group at Dosthill School formulated a definition of bullying. Collectively, they define bullying as ***“making fun of people, saying nasty words and hurting them day after day in school, out of school or using technology”***. The staff at Dosthill School have defined bullying as ***“continually targeted and persistent attacks which could be verbal, physical, cyber or emotional towards vulnerable individuals or groups”***. Parents define bullying as ***“any persistent anti-social behaviour which leads to a child feeling physically or emotionally insecure and isolated, resulting in them not feeling free and equal to others and being accepted as an individual”***.

We acknowledge that bullying can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email and internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology, i.e. camera and video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or damaged property
- has possessions which " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

We promote a variety of ways to minimise bullying throughout the school year. These include:-

Promoting British Values - Dosthill Primary Academy actively promotes the fundamental British values of: Democracy, The rule of law and Individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is achieved through the effective spiritual, moral and cultural development of our pupils, as part of a broad and balanced curriculum and extra-curricular activities, through with both links the local community and the wider world. We will enable our learners to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our school, which we will make parents aware of, will support the rule of the English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our learners are made aware of the difference between the law of the land and religious law.

SEAL/Difference and Diversity(PSHE)- areas of the curriculum that lend themselves to aspects of education and anti-bullying are highlighted. Teaching strategies include drama, especially role play, discussion, circle time, and thinking and listening skills. One of our challenges is to not only teach children to help themselves, but to teach children to help each other. Children recognised for such achievements will be publicly rewarded by the Head Teacher and given positive reward behaviour points.

Behaviour Reward system – Children are rewarded positive behaviour points when they are seen demonstrating any of the British values and other acts of kindness towards someone else. These are given out by all members of staff throughout the school day. They are recorded on our electronic Behaviour system. Each classroom has a kindness box where staff and pupils are encouraged to write down any acts of kindness seen.

Lunchtime Buddies/Peer Mediators - Children from Year 5 and Year 6 work, in cooperation with the Lunchtime Supervisory Assistants, to ensure that all children have someone to talk to at lunchtime should the need arise. There are also children who have had training. All staff (including lunchtime supervisors) in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children behave to the best of their ability. We uphold the ethos of equity, consistency, respect and understanding.

In particular the lunchtime supervisors have committed to the following responsibilities in collaboration with the children:

- to listen, to help, to look out for, to treat kindly, to teach fun games and to organise activities.
- to help solve disagreements at playtimes without the need for teacher/other adult intervention.
- to reward children with positive reward behaviour points in line with the behaviour reward system.

School Council - are instrumental in not only developing the policy but also in putting the policy into practise. They reflect the views of their peers and provide further channels of communication for children.

Year 6 transition - learners undergo a period of planned transition activities in order to ensure that they are fully prepared for, and not worried about their transition to the High School.

Display work – throughout the year displays will be renewed on a regular basis to reflect bullying issues.

Outside agencies - certain professional bodies will be invited to speak to the children, such as the Tamworth Street Warden from the Turnaround Team, Police, Barnardos, NSPCC, as the opportunities arise.

Rights Respecting School - we are committed to being a Rights Respecting School through UNICEF ensuring that the Convention of the Rights of the Child (CRC) is embedded into the school ethos and curriculum.

Circle Time - these activities will regularly provide channels of communication and forums for discussion and solutions for the children.

Anti-bullying Week (19th – 20th November 2018) - during this week there will be a whole school focus on issues related to bullying and anti-bullying, beginning and ending with special assemblies. This year's focus is 'Choose Respect!' This is aimed to help children and young people understand the definition of respect, understand that

bullying is a behaviour choice, Understand that we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other but we do have to respect each other and understand that we all need to choose to respect each other both face to face and online.

Resources - the library has a wide range of books both fiction and non-fiction on issues related to all aspects of bullying.

Physical Environment - bullying can take place both inside and outside of school. All staff are aware of the limitations of the environment and places where children are expected to be more independent. Environments both inside and out need to offer children:

- ❖ safety;
- ❖ engaging activity and
- ❖ access to adults for immediate help.

Staff are aware of potential 'danger spots' around the building such as the toilets. The children themselves most importantly are made aware of these as well as strategies for maintaining their own personal safety by their class teacher.

Parents – We have engaged with parents on developing the policy. Parents have opportunities to engage with staff about how we deal with 'bullying' and increase their awareness through discussion. Parents can also complete a form where their concerns can be highlighted (see *Parent/Carer Record of concern related to a suspected bullying Incident form below*).

We asked a group of parents to compile some frequently asked questions to help inform us what parents want communicated:

Frequently asked questions:

What is the current level of bullying issues arising in the school?

Incidents of bullying are extremely rare.

What are the main types/topics of bullying that occur?

The main types of bullying that occur is usually 'emotional' such as being unfriendly or excluding and occasional name calling. Most incidents over the last few years have been 'cyber' related and have taken place outside of school.

How quickly are the issues resolved?

As soon as we are made aware they are resolved immediately.

How many of the bullying issues raised are successfully resolved?

All of our bullying issues raised are successfully resolved. We are not aware of any unresolved issues following intervention.

How much say do the children involved have on the outcome after bullying has occurred?

The victim is fully involved throughout the whole process.

How will my child be protected during any investigation or resolution of bullying? (either the bully or child being bullied)

The incident will be kept as private as possible and only people that need to know will know e.g. the children involved and teachers. Checks are further made with the victim and perpetrator to make sure no further incidents have occurred.

What is done in school to support children in dealing with anti-social behaviour for themselves?

A range of strategies and measures are in place which are implemented in line with the specific needs of the individual child.

How often are staff refreshed in training on how to identify signs of bullying?

This is on-going through discussion, staff training, questionnaire and an annual review of 'anti-bullying' policy.

How does the buddy system work?

Buddies do not have any responsibility in dealing with bullying. Buddies are deployed to the playgrounds of younger children to help and play with them.

At what point does the 'buddy' or teacher get involved?

In our experience, once the perpetrator is confronted with their behaviour they address the issue. Frequently the victim is supported by a member of staff to do this.

If a 'buddy' became aware of any bullying behaviour, they are requested to inform an adult member of staff.

Outcomes when bullying is judged to have occurred:

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place such as missing playtimes, supervised lunchtimes, supervised by an adult outside or completing a report card.
- 2) In serious cases, fixed term or even permanent exclusion will be considered.
- 3) If possible, the learners will be reconciled and follow up discussion, individual or group work will take place.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Procedures

Recording of incidents

All incidents are to be recorded on an incident form and kept in a file in the Head Teacher's office, by the person that they were reported to.

Follow up section to be completed by the same person who filed the report

Records to be kept until the learner leaves the school

All staff, learners, parents and governors to know about the system and have access to relevant data on request.

Incidents are reported to the Governors termly in the Head Teacher's report.

Actions as a consequence of reporting an incident

These sanctions are dependent on the severity of the incident. At certain times the staged sanction approach may be suspended for example an incident of physical violence/assault may lead straight to a fixed term exclusion.

The sanctions for this behaviour will follow the outline below (as defined in the School's Behaviour Policy):

1. Discussion with the victim and perpetrator by the Head Teacher or Senior Assistant Head.
2. Verbal warning with an informal meeting with parents.
3. If repeated: Formal meeting with parents, formal recording as a bullying incident with possible referral to behaviour support service, educational psychologist or other professional bodies as appropriate.
4. Fixed term exclusion including lunchtime exclusion.
5. Permanent exclusion - as a last resort - for persistent racist name calling or bullying where the learner has not shown the willingness to adapt their behaviour.

Other sanctions may include a letter of apology to victims, detention, removal to an alternative playground or loss of playtime.

Staffing

Anti-bullying Lead: Miss J Lewis, the Assistant Headteacher with lead responsibility for Behaviour and Safety is the Anti-Bullying lead. It is the responsibility of the Assistant Head to implement the school anti-bullying strategy, 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. Her role is to support staff and to be up to date with current initiatives in order to cascade information to the staff as a whole.

Head Teacher: The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy. The Head Teacher ensures that all children and adults know that bullying is wrong, and that it is unacceptable behaviour in this school.

Senior Assistant Head (S Burke) in her role as **Curriculum Leader** works with others to formulate the long-term curriculum plan ensuring that Anti-Bullying is embedded.

The Professional Learning Leader (S Burke) ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

Teachers and Teaching Support Staff: have a responsibility to ensure appropriate delivery of Anti-Bullying in line with the Policy. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. 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 learners understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. All staff assist the Headteacher in the investigation of bullying, counselling and offering support to victims and carrying out sanctions for perpetrators as appropriate. Staff are aware that anti-bullying is not just child to child but can be adult to child and adult to adult.

Governors: The governing body supports the Head Teacher 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. Governors agree and review the Anti-Bullying Policy on a regular basis. They also question the Head Teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching. The Curriculum Committee carry out a detailed review of the Anti-Bullying Policy on an annual basis.

Learners: Learners are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Learners are invited to tell us their views about a range of school issues, including bullying, through regular questionnaires and learner conferencing.

Other adults including parents: 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; also to realise that learning constantly takes place, not only within the classroom but in all environments. Furthermore, to value and recognise their role in shaping children's attitudes and life-long learning experiences; to create positive relationships with all children; to recognise their impact on children's self-esteem and to recognise the vital contribution they have to Anti-Bullying including responding to their own children's concerns.

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 response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Equal Opportunities (Equality Act 2010)

All children and staff have equal human rights at Dosthill Community Primary School.

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Audit and monitoring procedures are in place providing information about ethnicity, disability, and social and gender groups. Any observable patterns in data would lead to further enquiry and consequent action. In line with the Equal opportunities policy, stereotyping is challenged and would constitute a form, or a part of bullying in some situations. It is often the recipient's reaction that affects the definition of bullying. It is the responsibility of the entire school to challenge prejudice and stereotypes.

Bullying of a racist nature follows the same principles outlined within this policy and are also reported to the Governors in the termly Head Teacher's Report.

Parent Partnerships

Parents are to be informed of the policy and practise through an open invitation to a meeting. The whole policy will be available on request. Further information will be communicated through letters and the school website. A copy of the Policy is available on school website.

Parents will be immediately informed and involved in any serious incident of proven bullying involving their child. They will also be fully involved in the application of sanctions.

Involvement at this level will be with the Head Teacher, Deputy Head, Assistant Head and/or the class teacher.

Management, Monitoring and Evaluation

This policy is monitored on a day-to-day basis by the Head Teacher and Assistant Head with lead responsibility. The Head Teacher reports all incidents of bullying to governors through the Termly Headteacher's Report.

Review of planning, learner conferencing, staff conferencing and lesson observation all form part of the monitoring and evaluation process.

This will also be through:

- ✓ Monitoring of the recording procedures.
- ✓ Data analysis of incidents, type, frequency and children involved.
- ✓ Tracking of children who have been involved through victim or perpetrator role.

Reviewing the effectiveness and relevance of the policy and may lead to:

- ✓ More regular anti-bullying messages/reminders.
- ✓ Modification of practice and/or policy.

Dissemination and review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The policy was revised, updated and approved by the Governing Body: *November 2018*

Date of next review: *Autumn Term 2019*

HELPFUL ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Acknowledgement: Kidscape Anti-bullying policy materials.



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Parent/Carer Record of concern related to a suspected bullying Incident

Date(s) of Incident(s):

Name of child:

Class:

Name of parent/carer:

Brief summary of Concern (include details of any related incidents)

Action Requested:

This form is to be returned to Miss Lewis, Assistant Head.

E-mail: lewis.j14@dosthill.staffs.sch.uk



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Recording and reporting an Incident of Bullying

Date of Incident:

Location of Incident:

- | | | | |
|-------------------------------|--------------------------|-----------------------------------|--------------------------|
| Inside School/Classroom | <input type="checkbox"/> | Just outside School | <input type="checkbox"/> |
| On playground or sports field | <input type="checkbox"/> | Away from school e.g. school trip | <input type="checkbox"/> |
| Travelling to/from school | <input type="checkbox"/> | Other: | <input type="checkbox"/> |

Information on those involved: personal information.

- | | <u>Victim</u> | <u>Perpetrator</u> |
|--------------------------------------|--------------------------|--------------------------|
| Pupil(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| Outside person
(including parent) | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching Staff | <input type="checkbox"/> | <input type="checkbox"/> |
| Support Staff | <input type="checkbox"/> | <input type="checkbox"/> |

<u>GENDER:</u>	M/F	M/F
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AGE/YEAR GROUP:

ETHNICITY:

Brief summary of Incident



Action Taken:

Has there been contact with parent(s)/carer(s) of victim? Yes/No
Has there been contact with parent(s)/care(s) of perpetrator? Yes/No
Further help required from other support staff/agencies? Yes/No

Further action required:

Signed:

Designation:

Follow up: *(to be completed by the same person who filed the report)*

Signed:

Designation:

Incident form to be kept in a file in the Head Teacher's office and retained until the learner leaves the school.