

ANTI BULLYING POLICY

January 2019



Responsibility: Anya Salisbury

Approved by Governors: 17/01/19

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Rationale

At Dovers Green we are committed to providing a caring, friendly and safe environment for all of our children so they can learn effectively in a happy and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell a grown up and know that incidents will be dealt with promptly and effectively. We ensure the well-being of all pupils based on trust between school, parents and children. We deliver consistent teaching about bullying and we deal with it in a systematic way, involving parents, children and staff.

Definition

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Physical Bullying e.g. hitting, kicking, taking, hiding or damaging belongings, tripping, theft -writing or drawing offensive notes/graffiti about another	Verbal Bullying e.g. name calling taunting, mocking insulting, making offensive remarks e.g. racist, sexist, transgender, homophobic remarks, repeated teasing, threats, sarcasm, gossiping
Emotional and Relational Bullying e.g. excluding, shunning others from group/ activity -menacing looks or stares -rude signs or gestures - belittling another's abilities or achievements - SEND	Cyber Bullying e.g. misuse of emails, images, texts, blogs, tweets, chat rooms to hurt or embarrass another using perceived anonymity

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between young people, young people and staff, between staff, individuals or groups.

Bullying may occur due to:

- **Race, religion or culture**
- **Actual differences or perceived differences:** Special Educational needs or disabilities; gender e.g. sexist comments, transgender; homophobia; appearance e.g. children maturing at different times; or behaviour e.g. children referred to as 'geeks'.
- **Situation,** e.g. bullying of young carers or looked after children or otherwise related to home circumstances

Responding, Reporting and Recording Bullying

Responding- Proactive

As part of our ethos and on-going commitment to the safety and welfare of our children we always promote positive behaviour and discourage bullying behaviour.

An Anti-bullying Culture exists at Dovers Green by:

- Providing a safe, secure, happy and caring environment
- Providing clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, and children)
- Staff training and development for all staff
- Developing trusting relationships between children and adults in school
- Demonstrating that children will be supported if they are bullied
- Clarifying that bullying is not tolerated and giving the message that no one deserves to be bullied
- Strongly encouraging pupils to 'tell' or disclose if they are being bullied
- Promoting individual well-being and sense of self-worth
- Encouraging good attendance and promoting positive behaviour
- Supporting a change in poor behaviour patterns
- E-Safety lessons taught
- Shared clear and consistent school and playground rules.
- Playground Friends/ Buddy Bench
- Playworkers
- Pupil Voice
- Work in class and in assemblies in promoting our core values
- Involvement in Healthy Schools
- PSHE/citizenship discrete lessons
- Parent information events/information
- Weekly Care Meeting
- Anti-Bullying week annually in November to raise awareness but continued across the rest of the school year
- Teachers ensure that there are times when children can talk about worries and they are encouraged to 'tell' if they experience or see bullying occur
- 'WIBIT' has been introduced across the school as a visual tool to encourage children to systematically explain how they are feeling and what actions could make them feel happier/safer etc



- In the SNSC children use visuals, social stories, comic strip conversations and makaton to communicate anxieties;
- Children in Key Stage 1 will have access to a 'I'd like to talk' box and in the Foundation Stage, staff will use circle time to encourage children to talk.
- Annual pupil survey including questions about safety and behaviour

Responding - Reactive

There are clear strategies for responding to bullying incidents and the consequences of bullying will reflect the seriousness of the incident. All sanctions are detailed within the Behaviour and Discipline Policy. Such sanctions will be applied fairly, consistently and reasonably, taking account of any Special Educational Needs or disabilities that the pupils may have and taking into consideration the needs of vulnerable pupils. An appropriate response to the situation will be used such as: solution focused, restorative conversations, circle time, individual work with children or referral to outside agencies if appropriate.

Reporting, Recording Bullying and Evaluating the Policy

Anyone, child, parent or other party should initially bring a matter of bullying to the attention of the class teacher. The school ensures that all staff understand the principles and purpose of the Anti-Bullying policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support. A matter of bullying when reported will be addressed and investigated immediately by the school in partnership with the parents.

Bullying incidents will be recorded in the Behaviour Log by the member of staff who deals with the incident together with the child's class teacher. The information stored will be used to ensure individual incidents are followed up and inform development of the policy.

Supporting Children who are involved in Bullying

Our new ELSA intervention runs a support programme for both the victim of bullying and for the child who has bullied. Children will be identified through Care meetings and discussion with SLT. Referrals to the ELSA programme will be made by teachers. Parents will be informed of this intervention.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy, its implementation and in liaising with the governing body, all staff, parents/carers, LA and outside agencies. The Headteacher will ensure that:

- The policy is implemented, monitored to assess its effectiveness and evaluated to inform policy review.
- Any bullying incidents are managed, reported and recorded according to the stated procedure.
- Strategies are in place for preventing bullying behaviour.
- The availability of training and support for staff and parents/carers where appropriate.

This Policy will be implemented in conjunction with our School Aims and the following policies:

Acceptable Use	Child Protection Inclusion	PSHE
Behaviour and Discipline	Equal Opportunities	Child Protection and Safeguarding