



Anti-Bullying Policy

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Headteacher: Russell Leigh _____

Chair of Governors: Gary Lester _____

Our School Vision

Inspiring one another to be the best we can be as a learning community

Introduction

At Dorchester, St Birinus CE Primary School, we believe that children have a right to learn in a supportive, caring and safe environment without fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti social behaviour and affects everyone. It is wrong and will not be tolerated.

What is Bullying?

When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- badly different, alone, unimportant and/or undervalued
- unable to see a happy and exciting future for yourself

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell someone. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so the following two definitions are also useful:

1. Bullying is any behaviour by an individual or group that:
 - is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
 - happens more than once – there will be a pattern of behaviour, not just a —one-off incident
 - involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves¹

2. Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally²

¹ Adapted from Bullying – A Charter for Action, DCSF

² Adapted from DfE guidance 'Preventing and Tackling Bullying' 2012

Methods and Practices of Bullying

The following are some examples of the many different forms of bullying, but do this is not an exhaustive list.

- **Physical** - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things
- **Verbal** - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects
- **Indirect, emotional or relational** - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, –dirty looks, or producing offensive graffiti
- **Cyber** - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school.

‘**Cyber-bullying** is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself³

- **Prejudice-related** - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person’s home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person’s identity.
- **Sexual** - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

³ Report to the Anti-Bullying Alliance by Goldsmiths School, University of London

We reject all of the above forms of bullying and will not tolerate them in our school community.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent. Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes be used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent. In this school we challenge all discriminatory language whenever it is used. When responding to discriminatory language, staff will:

- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a pupil continues, remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive.

If it still continues, involve Head teacher. The pupil should understand the sanctions that will apply if they continue to use discriminatory language.

These sanctions may include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Exclusion from certain areas of school premises – being escorted

- Short term fixed exclusion
- Permanent exclusion

How bullying incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly. Appendix 1 and 2 forms will be completed. Parents will be informed and involved at the earliest stages.

If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

Strategies to support those bullied and bullying

The following strategies are in place to support students and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as a social skills program – Time to talk, Talkabout, The Blob Tree.
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE! Support for young people affected by crime, where appropriate
- A ‘safe place’ can be made available, e.g. a classroom, the Library, or an office

The following strategies are in place to support and work with pupils who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the pupil became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. school counsellor, educational psychologist, SAFE! Support for young people affected by crime, where appropriate
- Opportunities to turn their behaviour around.

Preventative strategies

Monitoring and Review

The school regularly monitors levels of bullying through the following measures:

- Follow up after each incident to review effectiveness of response
- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy;

Spotting bullying early

A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that ‘things aren’t quite right’. Staff are trained to be aware of these possible signs and will investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Has possessions which are damaged or "go missing"
- Has unexplained cuts or bruises
- 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
- Reduces their educational attainment
- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

Education and information

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (Circle time, PSE, lessons, ICT – internet safety), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
 - Diversity, tolerance and discrimination
 - Why do people bully each other?
 - What are the effects of bullying on the bullied, on bullies, and on bystanders?
 - What can we do to stop bullying?

- How students can constructively to manage their relationships with others
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Making national anti-bullying week a high profile event each year.
- Drama—can be part of a drama lesson, with role play a powerful vehicle. to help children be more assertive and teach them strategies to help them deal with bullying situations;
- IT lessons covering e-safety and cyberbullying
- Adults model appropriate behaviour towards each other to students

Where Pupils and Parents / Carers can find more information

This anti-bullying policy is available on our school website.

Role of the Governing Body

- As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to promote positive behaviour ensuring that pupils have the right to learn and staff have the right to teach, without threat, fear or significant disruption or interruption.
- It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:
 - Monitoring information and data about bullying incidents including racial incidents
 - Monitoring the effectiveness of Behaviour Strategies within the school.
 - Monitoring parental meetings and complaint

Monitoring and Review

The Headteacher will report any incidents of bullying to the Governing Body in the termly report to Governors.

The children will be encouraged to engage in decision making or consultation about issues which affect the quality of their learning and well-being and the impact the anti-bullying policy has on the school and wider community.

Appendix

Appendix 1 – Recording prejudice

Appendix 2 – Checklist

Appendix 3 – Parent leaflet

Appendix 4 –Children’s leaflet