THE DAWNAY SCHOOL

Bullying Prevention Policy

Reviewed by:	**Paul Johnson**
Approved by Governors:	**Autumn 2017**
Review Date:	**Autumn 2019 (in line with Behaviour and Relationships)**
Responsibility:	**FGB**
Status:	**Recommended**

Context

It is recommended that this policy is read within the context of the national guidance listed below:

https://www.gov.uk/government/publications/preventing-and-tackling-bullying
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

This policy is based on guidance from the DfE document: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"

Along with: "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for headteachers and school staff",

"Advice for parents and carers on cyberbullying" November 2014 .

It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2016.

Additional input was drawn from the Dawnay's School Council including the creation of a "Child friendly" version of this policy (see appendix 3).

Aims

At The Dawnay School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We believe that all bullying behaviour is unacceptable.

We expect pupils to feel safe in school and on school related journeys. We want them to understand issues relating to safety, such as bullying, and know how to seek support and from whom to seek support should they feel unsafe.

Roles and responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing a Bullying Prevention Coordinator who will have general responsibility for handling the implementation of this policy.

The Bullying Prevention Coordinator in our school is Paul Johnson and his responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

All staff at this school have a responsibility to model respectful behaviour both towards pupils and towards other adults. All staff should follow the recording procedure outlined above when dealing with reported incidents of bullying.

The nominated Governor with the responsibility for Bullying Prevention and Behaviour Management is Fiona Ball

Definition of bullying behaviour

Bullying is "*Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", March 2014).

The Anti-bullying Alliance describes it as: '*The intentional hurting of one person by another, where the relationship involves an imbalance of power*.'

How does bullying differ from teasing/falling out between friends or other types of aggressive and anti-social 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.

If someone is made to feel like this, or if they think someone they know 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. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying.

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. Such incidents will be treated in the same way as other bullying incidents, particularly in cases of virtual (cyber), sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then urgent intervention will take place.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking

- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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?

Often bullies have low self-esteem and turn to bullying others to impress their peers, make themselves feel less vulnerable and more powerful.

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- Online-bullying (by any form of electronic communication)
- bullying related to special educational needs or disabilities
- sexist / transgender / homophobic bullying
- bullying related to race, religion or culture
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

All reported incidents will be taken seriously and investigated involving all parties.

Our school aims to have a clear and well publicised system to report bullying for the whole school community (including pupils, staff and parents/carers) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children and young people in school (displayed on posters around the school)

- If someone is doing or saying something you don't like, put up your hand and say "Stop that! I don't like it when you say or do that."
- If they continue after you have asked them to stop, tell them you will report them to an adult if they carry on
- Tell an adult if they continue to bully you
- The adult will listen to you and make a note of the details
- The person who is bullying you will be helped to understand what they are doing wrong
- An adult will help you both to work out a way to put things right
- A few days after this, the adult will ask you how things are going to check that everything is OK

Parents/carers

- Watch out for signs that your child is unhappy at school, e.g. refusing to come to school, appearing withdrawn or sad, loss of appetite, disturbed sleep patterns
- If your child is being bullied, please tell a member of staff or encourage your child to do so
- Reassure your child that it is not their fault
- Look on the anti-bullying websites (Appendix 2) for advice on how to support your child, e.g. by developing assertiveness and building self-esteem

All staff

- Watch out for signs of bullying, for example a child who seems withdrawn, lonely at playtimes
- Listen to a child who reports being bullied
- Interview all parties
- Choose from a range of responses appropriate to the situation. These should be solution focused, for example drawing upon restorative approaches (see Appendix 1), circle of friends, individual work with victim and perpetrator, referral to outside agencies if appropriate
- Refer to Behaviour and Relationships Policy (school sanctions) and assess how these may be applied, including what actions may be taken if bullying persists
- Inform parents
- Follow up the incident, especially keeping in touch with the person who reported the situation, parents/carers
- Implement this policy fairly and consistently, always having an awareness of SEN/D needs of individuals.

Possible sanctions (for repeated incidents of bullying)

- Immediate parental involvement
- Removal from the playground or classroom
- Time out in another class or with phase leader

- Exclusion from playtime or lunchtime. The child either kept in by class teacher, phase leader, DHT or HT
- Parents asked to take the child home at lunchtime
- As a final resort, formal exclusion process instigated

Bystanders

- Always report incidents of bullying that you witness
- Try to support the victim by offering to help them deal appropriately with the bullying behavior
- Don't ignore it!

Recording bullying and evaluating the policy

Bullying incidents will be recorded in the Behaviour and Safety File, which is in the DHT and HT office. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years in line with the Behaviour and relationships Policy. The policy review will be linked to the School Improvement Plan, working towards a more inclusive ethos across the school community.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, The Dawnay School has developed strategies to promote positive behaviour and discourage bullying behaviour. These are outlined in detail in the Behaviour and Relationships Policy.

In addition, problems with bullying can be addressed through the following:

- A copy of the "Child friendly" version of the policy is held in every classroom and is shared with the children at the beginning of the year, during Anti-bullying Week and as it is deemed necessary by the class teacher (Appendix 3).
- The child friendly anti-bullying poster is on display in each classroom (Appendix 4).
- Involvement in PSHE including SEAL Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week
- Involvement in P4C
- Specific curriculum input on areas of concern such as Cyberbullying and Online safety
- Student voice (School Council)
- Parents' forum
- Peer mentoring schemes (Squabble Busters/Play Leaders/sports' Crew)
- Playground buddy schemes (arranged for individuals by class teacher as necessary)
- Parent information events, e.g. presentations by pupils during Anti-Bullying Week

- Staff training and development for all staff
- Restorative Justice
- Counselling and/or Mediation schemes

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and Relationships Policy
- Complaints Policy
- Safeguarding and child protection policies
- Online-Safety and Acceptable Use Policies
- Curriculum Policies such as PSHE and computing

Appendices

1 Restorative justice strategies
2 Exclusion procedure
3 Child friendly version of policy
4 Child friendly Anti-Bullying poster
5 Problem solving steps for developmentally younger children
6 Detention/warning slip
7 Useful websites

Appendix 1 – restorative justice strategies/questions

- What has happened? Listen to both points of view.
- What's the problem here?
- Ask both/all disputants, 'How does that make you feel?'
- How do you think X is feeling?
- Why do you think X is feeling like that?
- What can you/we/your friends do to help X feel better/put things right?
- What can you/we do to stop this from happening again?
- Do you understand that if you keep hurting/teasing/being unkind to someone, even after they have asked you to stop, then that is bullying/racism?
- Would you like this to be happening to you?
- (To victim of unkind behaviour): If someone says or does this to you again, put your hand up, palm facing them, and say in a firm voice, 'Don't say/do that, I don't like it/it hurts/it makes me feel sad!' (Choose most appropriate phrase! Then get the child to practise doing this.)
- (To child accused of aggression/unkindness): If someone says to you 'Don't do that, I don't like it/it makes me feel sad', what would you do?
- Look at School Rules, identify and discuss with perpetrator which one they have broken
- Look at sanctions table and decide upon an appropriate disciplinary sanction. Tell the perpetrator what the sanction will be and why.

It is our intention that by having these discussions, more than once if necessary, we can teach the children to respect one another's feelings and promote more peaceful playtimes.

Appendix 2 – Exclusion procedure

Certain types of aggressive behaviour could result in fixed term or permanent exclusion.

Exclusions can only be determined by the Head Teacher or, in her absence, the Deputy Head Teacher. Permanent exclusion from the school is the ultimate sanction.

If it becomes necessary to consider exclusion, the Head Teacher or designated Deputy Teacher will follow the most recent guidance from Surrey County Council. This is available on the following website:

www.surreycc.gov.uk/exclusionguidanceforschools

Appendix 3 – Child Friendly version of this policy

The Dawnay School

Guide for pupils to help prevent bullying

We believe that everyone at our school should feel safe so that we can all work, learn and play happily.

Our school is a **caring school**:
We care about ourselves.
We care about each other.

We believe that **BULLYING** is **WRONG**.

When people bully other people it hurts them and makes them very sad and scared.

This guide will help you learn about bullying.
It will tell you what the grown-ups and the children at our school can do help prevent bullying.

What is bullying?

If someone says or does something mean this is **not** bullying. This is being **unkind**.

BUT

If that person **keeps** being mean then **this is bullying**.
Bullying is when someone does mean things **over and over again.**

Remember bullying can be:

Hurting with hands or feet.

Unkind words.

Unkind messages on the computer or phone.

What can YOU do about it?

(1) If someone does anything that you do not like then tell them clearly and loudly:
"Stop it! I don't like it!"

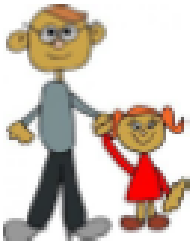
(2) If they carry on then tell a teacher or a trusted adult **straight away.**

(3) Try to help people who are being bullied by being kind to them and telling them what they need to do.

(4) Visit the "Stop Bullying" website for more ideas and help: www.stopbullying.gov/kids/index.html

What will OUR SCHOOL do about it?

(1) The adults in our school will show caring and respectful behaviour to each other and every pupil.



(2) The adults in our school will **listen** carefully to people who have been bullied **and people who bully** so we can try and solve their problems.

(3) We will talk to the **parents and carers** at our school so they can work with their children too.

(4) We will **make a note** of bullying problems and check back after a few days to see if everything is still okay.

(5) The adults in our school will show children how to **prevent** bullying.

(6) We will train children as "**Squabble Busters**" to help solve problems on the playground.

Finally, we will always do our very best to provide a safe place for everyone to work, learn and play.

Appendix 4 – Anti Bullying Poster

Appendix 5 – Problem Solving Steps for Developmentally Younger Children

Approach Calmly

Breathe! Place yourself at the children's level. Use a calm voice and gentle touch. Stop any hurtful actions. Use the word 'Stop' Hold any disputed object in view of the children and say 'I'm going to hold this while we solve the problem.'

Acknowledge Children's Feelings

Name and describe the children's feelings. Avoid questions
'You're feeling …… and you're feeling ……'
If you are feeling stuck the word 'upset' is a good starting place

Gather Information

With children with limited language observe the children's actions, body language and gestures and describe what you think the problem is
'You're looking at the ……., do you want the ……..?'
With older children ask 'What's the problem?' 'What do you want?' Repeat the children's language back to them. Use facial expressions to help the children understand you understand and care about what they need.

Restate the Problem

Repeat again the information that you have observed or heard?
Say something like 'So the problem is …….'

Ask the children for ideas for solutions and choose one together

With children with limited language describe the solution that you see happening or suggest choices and ideas
For children who have more language ask the children ask them for ideas and agreements
'So the problem is ……. What do you think we could do to solve the problem that you ……'
Give the children thinking time! When children come up with ideas check both children agree with the idea (look closely at their body language.)

Provide follow up support

Stay nearby to support the solution, tell the children 'You did it! You solved the problem!'

Appendix 6 – Detention / Detention Warning Slip

Detention Warning, Detention, Exclusion

- **Pupil:**
- **Class:** **Code:**

Brief description of reason :

- **Follow up with parents/carer to be delivered:**

Detention Period **from:** **to:**

---------- **IMPACT ON OTHERS** ----------

- **Name(s) of any individuals affected/hurt due to the behaviour above:**

- **What follow up action did these individuals receive?**
  (e.g.: phone call to parents / restorative justice/ time with ELSA/teacher chat)

SIMS CODES:

VT: Verbal abuse – teacher

VP: Verbal abuse – pupil

FT: Fighting

AP: Assault – Pupil

BU: Bullying

HA: Homophobic Abuse

RI: Racist Incident

DP: Damage to Property

DF: Defiance

DR: Disruption

IW: Inadequate Work

IS: Forbidden Items

SM: Smoking

TH: Theft

OS: Other (severe)

Appendix 7 – useful websites

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Cyberbullying

- Childnet International: www.childnet.com
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25