



DOGSTHORPE INFANT SCHOOL

Anti-Bullying Policy




Ratified by: Local Governing Body

Date: 28/11/2022

Minute: 11

Review Date: Every 2 Years

Welcome to our school family where children are...

-  **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**
-  **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**
-  **little stars who deserve to shine.**

Policy Overview.

What is the policy for?	The policy is for all members of the Dogsthorpe Infant School family to ensure that there is a common understanding about what we expect from our children. The policy also outlines the procedures for dealing with any reports/incidents of bullying.
Who has devised and contributed to this policy?	The policy has been devised by the SLT, Safeguarding Team and PSHE Subject Leader.
How will this policy be communicated?	The policy is available on the school website, My Concern and a copy is available from the school office. We have a focus on anti-bullying in our PSHE lessons each year.
How will this policy be monitored?	Governors will monitor this policy through the half-termly Headteacher reports and through Governor visits/days. Termly reports of bullying incidents will be sent to the Local Authority.
Which other policies are linked to this policy?	All Safeguarding policies

Statement of Intent

- At Dogsthorpe Infants, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and 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.

What Is Bullying?

Bullying, including cyber-bullying, is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
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 focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing

Bullying is not a one-off incident. Bullying is when someone is causing distress to another person on a **regular** basis.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms of Bullying.

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 truanting
- 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 books damaged
- has possessions "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (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

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

Procedures

- All incidents of bullying must be reported to a member of the Senior Leadership Team.
- The leader will then take appropriate action including recording the event on the school's 'Allegation of a bullying incident recording' form, if necessary.
- Records of bullying incidents will be kept in a secure place in the administrative area of the school.
- Incidents of bullying will be reported to Governors on a half-termly basis.

Actions will be:

- Speak to all pupils involved; victim(s) and perpetrator(s) to ascertain what has happened.
- Provide an opportunity for the bully to genuinely apologise.
- Alert all relevant members of staff to ensure pupils are monitored and supported to avoid further incidents.
- Report the incident to the parents of all pupils involved.

- Monitor and review the situation until all involved consider it to be successfully resolved.
- Arrange for support for both the victim(s) and perpetrator(s) as appropriate (e.g. Breakfast Club, 1:1 sessions, work with Shine Team).
- Decide on appropriate consequences in line with the severity of the incident e.g. loss of privileges such as playtimes or in very serious cases, seclusion/exclusion will be considered.

How do we prevent bullying?

We will use a range of methods for helping children to prevent bullying:

- Implementing a whole school behaviour policy which is adhered to by everyone.
- Ensuring children understand the school rules which are displayed around school:

‘Our Recipe for a Fantastic School’

We will have kind hands and feet.

We will say kind words to each other.

We will use our manners.

We will listen to all adults in school.

We will look after our school.

We will sit quietly and show we are ready to learn.

We will always have a go and try our best in everything we do.

We will move around school calmly and quietly.

- Ensuring all children understand our SHINE values (respect, co-operation, caring, kindness etc) and link these to British Values.
- Asking parents to sign a home-school agreement which includes reference to good behaviour.
- Employing staff with the responsibility for pastoral needs of our children and our families – Parent Well Being Champion and Child Well-Being Champion.
- Responding to incidents of bullying quickly and appropriately.
- Providing opportunities for children to reflect on their own behaviour and the behaviour of others through class circle times, PSHE sessions and Collective Worship.
- Providing opportunities for children with specific needs to access additional circle times or 1:1 sessions with designated staff.
- Providing a variety of well-structured playtime and lunchtime activities to ensure children can play together positively.
- Using a Therapeutic Approach to Behaviour Management (STEPS) as described in our Behaviour Policy to teach prosocial behaviours and reduce risks by adapting provision for individual children.

Working in Partnership with Parents.

We recognise that parental support is a key to the success or failure of anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages. The majority of parents support anti-bullying measures and are keen to participate. We consider parental involvement is vital in helping to create an ethos in which positive behaviour is encouraged, and bullying of any kind is considered unacceptable.

In addition to asking parents to sign our home-school agreement, we offer the following advice to ensure they play a part in helping us deal with bullying:

- Help your child to understand what bullying means.
- Discourage your child from using bullying behaviour at home or elsewhere.
- Show them how to resolve difficult situations without using violence or aggression.
- Ensure you are familiar with the school's anti-bullying policy.
- Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect that a problem exists.

If your child has been bullied:

- calmly talk with your child about the experience.
- make a note of what they say, particularly who was involved, where it happened, what happened and how often it has happened.
- reassure your child that they have done the right thing by telling you.
- tell your child that if it happens again they should tell a teacher immediately.
- make an appointment to see your child's teacher or the Learning and Teaching Manager.

When discussing the incident:

- try to stay calm.
- bear in mind that the teacher/school leader may not know your child has been bullied or may have heard a different version of what happened.
- be as specific as possible about what happened.
- make a note of what action the school intends to take.
- ask if there is anything you can do to help your child or the school.
- stay in touch with the school; let them know if things improve as well as if problems continue.

Appendix - Allegation of a bullying incident recording form.

Core SHINE Values of: RESPECT, EMPATHY, RESPONSIBILITY, KINDNESS & CARING.

In our Anti-bullying policy, bullying is defined as the use of aggression with the intention of hurting another person. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- 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 focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing

Bullying is not a one-off incident. Bullying is when someone is causing distress to another person on a **regular** basis. **As a school we take bullying seriously.** Pupils and parents should be assured that they will be supported when bullying is reported.

Date of Incident:					Date reported:				
Victim(s)					Perpetrator(s)				
Person reporting the incident:					Have there been previous incidents involving of any these pupils?				
					Yes/No/Don't know				
Ethnic group	WB	PH	AOWB	INDIAN	BLACK AFRICAN	BLACK CARIBBEAN	BLACK OTHER	OTHER (PLEASE STATE)	
Victim									
Victim									
Perpetrator									
Perpetrator									
Brief outline of the incident being reported and the discussion held with the HT:									

Is there a racial element to this? YES/NO/POSSIBLY			
Is there a sexual element to this? YES/NO/POSSIBLY			
IS there a homophobic element to this? YES/NO/POSSIBLY			
Summary description of the incident – <i>please tick the appropriate one(s) or add detail if 'other'.</i>			
Verbal abuse	Refusal to co-operate with others	Physical violence	Other
Incidental, no offence taken or intended Persistent, intended to be offensive Other	Sit next to To talk to Work with Help	Intimidation/threatening Punching/kicking/fighting Use of weapons Other	Cyber Damage to property

Action taken/recommended	By whom	Notes/comments by Headteacher	Date
Discussion with children involved			
Class teacher informed			
Support staff informed			
Victim's parents informed (verbally/letter)			
Perpetrator's parents informed (verbally/letter)			
Meeting with parents if requested			
Sanction given			
Other actions:			

Head Teacher: _____

Date: _____

Review date	Action		Outcome
Outcome	Successfully resolved	Appears resolved & needs monitoring	Unresolved and further actions needed

Reported to Governors and the Local Authority Autumn/Spring/Summer