

Anti-Bullying Policy

Including EYFS



	Name	Date
Prepared by	Tina Saedi	December 2023
Checked and Reviewed by	James Griffiths	December 2023
Ratified by Board of Governors	Governors	December 2023
Next Review		December 2024

Dallington School Anti-bullying Policy

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

Dallington School promotes values which reject bullying behaviour and promote co-operative behaviour.

This should be read alongside our policies on Equality and Diversity, Teaching and Learning, Special Educational Needs, Behaviour, and Safeguarding and Child Protection Policy

Senior member of staff with responsibility for Anti-bullying: Tina Saedi

Governor with responsibility for Anti-bullying: Hattie Grylls

Head: James Griffiths

Chair of Governors

Statement of intent

Dallington School is committed to providing a supportive, caring and safe environment, which is free from the fear of being bullied so that all children can grow and succeed. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Head. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and perpetrator can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Dallington School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on children's wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable

Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.

- No-one deserves to be a target of bullying.
- Children who bully need to learn different ways of behaving.

National research has shown that some groups of children are particularly vulnerable to bullying. These include children with SEND, looked after children, children from minority ethnic groups or faiths, young carers, LGBT children and those perceived to be LGBT.

Types of bullying behaviour. Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school, we do this by:

- Involving the school community in developing our policy, including a child/ pupil friendly version of our policy. (See appendix a)
- Using assemblies and circle time in class to ensure that children understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all children, staff and parents understand.
- Integrating work in school which develops empathy, social skills and emotional understanding e.g. PSHE, citizenship, social and emotional learning programmes, circle time, peer mediation (e.g. restorative practice) and playground buddies.
- Taking actions to stop the bullying from happening again.
- Programming whole school learning -
- Securing the safety of the target of bullying.
- Thinking about any safeguarding concern and reporting concerns to Designated Safeguarding Lead.
- Providing assurances to child that concerns have been listened to and action will be taken.
- Considering who else is involved and what roles they have taken.
- Sending a clear message that the bullying must stop.

- Working with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflecting and learning from bullying episodes – considering what needs to happen next to prevent future bullying e.g. PSHE, training, etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying: diversity is valued and everyone is included in our school.
- Undertaking focussed work with individuals and groups of children where required, to support understanding and development of social skills e.g. social skills groups, pastoral support.
- Ensuring playground and midday staff are trained and that we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

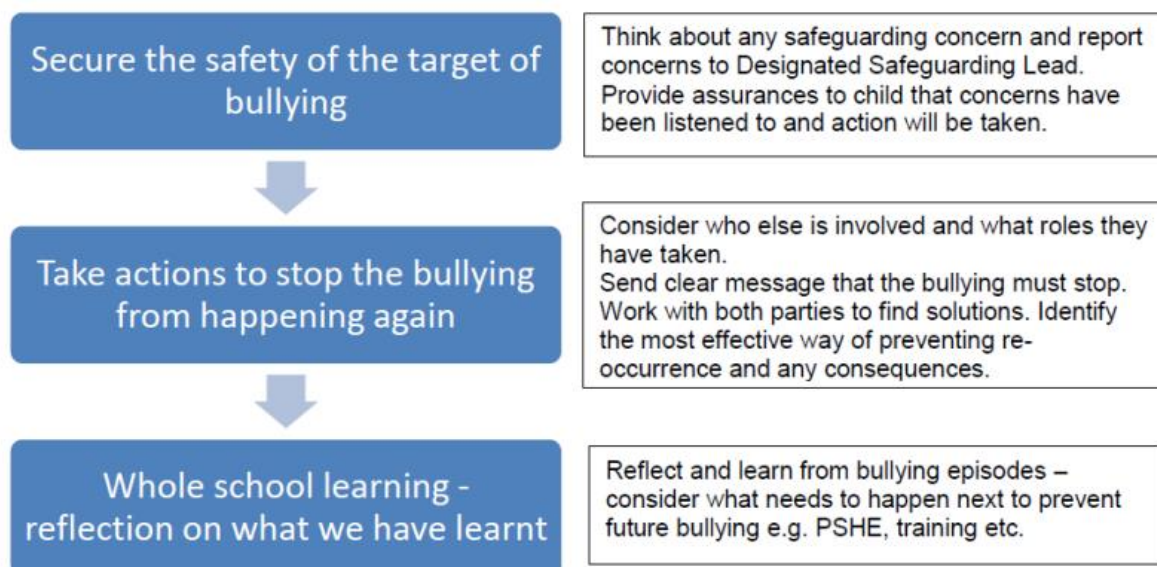
“T.A.T.A. – TELL A TRUSTED ADULT”

In our school, children are encouraged to talk to staff when they are unhappy or have concerns. Children in our school understand that they have a right to feel and be safe and also have a responsibility to support others to feel and be safe. Children are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies
- Each class has a ‘worry box’ where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. When children report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis, we give children the opportunity to feed back on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

When dealing with incidents of bullying, all staff are required to inform the Designated Safeguarding Lead as soon as possible and also email the incident to the Pastoral email to be logged.

Procedures for parents:

- If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Head. The Head is always informed of any bullying concerns at Dallington and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Head.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's Complaints Procedure Policy (This can be found on the school website or hard copy from the school office). All members of the school community, including children, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

Anti-Bullying Policy



What is bullying?

A repetitive, targeted and deliberate action that has happened more than once.

repetitive

hurtful

intentional

power imbalance

Some Reasons Why People Bully:

- Difficult home life
- Not treated well themselves
- Feel that it will make them feel happier
- No friends
- Don't understand how to be a good friend



Where can bullying happen?

- Football pitches
- Playground
- Classroom
- Where you eat lunch
- After school clubs



"TATA"

TELL

A

TRUSTED

ADULT

How To Spot A Victim of Bullying:

- Hunched shoulder
- Alone
- Time off school
- Crying

"SAGE"

SET

A

GOOD

EXAMPLE

Consequences of being a bully:

- Losing friends
- Becoming unpopular and hated
- Poor mental health
- Less successful in school
- Become angry and miss out on things
- Get into trouble with parents and teachers

Consequences of being bullied:

- Get hurt
- Bad mental health
- Lonely
- Not talking
- Become afraid and hate school



What to do if you are being bullied or you know someone is being bullied:

"T.A.T.A." – TELL A TRUSTED ADULT

- Tell a teacher or adult who works in the school.
- Tell your parents
- Put it in the 'worry box' in the classroom.

