Aims/Rationale

Feeling safe and happy at school

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and is entitled to be treated with respect and kindness.

At Dussindale Primary School, we want to make sure that pupils feel looked after, safe and happy when they are in and out of school.

Every school must have measures in place to prevent all forms of bullying and this policy must be read in conjunction with the Behaviour Policy, which informs on how we promote positive behaviour and the school's approach to negative behaviour.

This policy should also be read in conjunction with our school safeguarding policy, as peer on peer abuse is considered a safeguarding issue. This policy has due regard to guidance, including, but not limited to, the following:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2016) 'Keeping children safe in education'
- Advice from the Anti-Bullying Alliance as part of the All Together Project
- The Equality Act 2010
- The Use and Effectiveness of Anti-Bullying Strategies in Schools (DfE 2010)

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss this with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action in line with Part 1 of Keeping Children Safe in Education (DfE).

The Department of Education recognises:

Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

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The following information will help you to further understand the school's approach to preventing and addressing bullying.

At Dussindale Primary School, we will help pupils by:
- ensuring that our school Successful Learner Web is used to teach children to be compassionate, resilient , ethical and to become critical thinkers;
- support children to recognise their emotions and learn strategies for dealing with negative emotions, so they do not cause harm to themselves or others; this is called self-regulation;
- teach children how our actions and behaviour affect ourselves and others;
- use a restorative approach to support peer mediation;
- being vigilant and record where there are recurring incidents between peers, which may highlight a pattern , which indicates bullying behaviours;
- teaching pupils what to do if they feel like y they are being bullied, or if someone else is being bullied;
- ensuring all adults in the school community understand and follow this policy consistently and fairly, so that all pupils do so too;
- ask children and parents to work with the school and to sign a home/school agreement and an acceptable use of technology agreement;
- being committed to the Equality Act 2010 to effectively prevent and respond to bullying.

Key Roles and Responsibilities
- All members of staff and volunteers will receive training on this policy as part of their induction programme. Staff will receive regular and ongoing training as part of their professional development.

- The Governing Body has overall responsibility for ensuring the implementation of this policy. The Governing Body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- The Headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

- All staff and volunteers will be responsible for following the policy by creating a supportive and high quality learning environment, teaching positive behaviours for learning fairly and consistently.

- Parents/Carers will be expected to support their child(ren) to take responsibility for their behaviour inside and outside of school.

- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to staff.

- Pupils should be responsible for their behaviour in and out of school.

Expectations

All adults in school, parents/carers and children are expected to follow the School Code. (See Appendix A)

The school will ensure that pupils follow the School Code by establishing class communities and teaching children how to work together and be responsible for their behaviour and actions. This includes learning how to take turns in conversations, working as a team and respecting others' views, beliefs and faiths. It also includes teaching children how to move around the schools safely, politely and quietly, with adults modelling good behaviour such as appropriate voice levels and language.

Outside school and the wider community
Pupils at school must agree to represent the school in a positive manner. The guidance laid out in the school's Code of Conduct applies both inside and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about negative behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Yare Trust Complaints Policy.

Negative Behaviour
As a school we recognise that negative behaviours might arise for a number of reasons including, but not limited to, poor social and emotional wellbeing. For example, if a pupil feels isolated, that might lead to them having further problems with peers. Pupils might also have problems in other areas of their life and therefore we always treat incidents on an individual basis and recognise that some pupils will need more adult support than others to help them self-regulate their emotions.

Staff will focus on celebrating positive behaviours, talking explicitly with pupils about how the positive action/behaviour made that pupil feel and how they positively contributed to the school community.

The school is taking part in the All Together Anti-bullying Alliance project, and through our SMSC curriculum we promote a community of tolerance and respect, through celebrating diversity.

At Dussindale Primary School we will not tolerate aggressive and/or threatening behaviour, or illegal activity and we will not hesitate to take appropriate action.

For the purpose of this policy, the school defines 'serious unacceptable behaviour' as: any behaviour which may cause harm to oneself or others; damage the reputation of the school within the wider community, and or illegal behaviour, including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying/Cyber-bullying – a type of persistent harassment which involves criticism, personal abuse or actions which humiliate, intimidate, frighten or demean an individual.

We recognise that bullying, especially if left unaddressed can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

We recognise that children with special educational needs or disabilities (SEND) can often lack the social or communication skills to report such incidents, so it is important that all staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

<u>What is Bullying?</u>
A bully is someone who **hurts** another person **more than once**, by deliberately using behaviour which is meant to **scare**, **hurt** or **upset** that person **repeatedly.**

At our school, we use the word **'STOP'** to identify bullying:

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S everal
T imes
O n
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It is important to remember that **single problems** and **falling out with friends** are <u>**not bullying**</u>.

Bullying is behaviour which is **repeated** on purpose and is meant to **upset.**

Types of bullying

Bullying can be different things, and isn't just hitting or kicking another person. **At this school we teach children the following definitions** – please note the text in *italics* indicates that the wording is written in the same 'child speak' as our 'Child-Friendly' version of this Anti-bullying Policy, which can be found on the school website and in classrooms.

- ***Emotional bullying** is deliberately hurting someone's feelings, leaving them out, bossing them about or damaging their property.*

- ***Physical bullying** involves physical harm e.g. hitting; or physically intimidating someone; or using inappropriate or unwanted physical contact towards someone.*

- ***Verbal bullying** such as teasing, name calling, spreading rumours about someone, using derogatory, offensive or threatening language or hand gestures. People can also use verbal bullying to be **racist, homophobic, sexist or disablist***

- ***Racist** means bullying someone because of their skin colour, race, religion or what they believe in.*

- ***Homophobic** means bullying someone because of their gender identity or for being gay; this includes the use of homophobic language.*

- ***Sexist** means bullying someone because of their gender (whether they are a boy or a girl); this includes using language to mean that something or someone is less worthy because of their gender.*

- ***Disablist** means discriminating or being prejudiced against people who are disabled or have a SEN (Special Educational Need).*

- ***Cyber bullying** means using text, email or other social media to write or say hurtful things about someone. Bullying can be done through another person, by one person asking another person to say nasty things.* (Further information in Appendix C)

*Bullying can be done through **another person**, by one person asking another person to say nasty things.*

We think bullying is wrong.
What we think about bullies:
- *Nobody really wants to be friends with a bully.*
- *People are sometimes nice to bullies because they are scared of them, not because they like them.*
- *Bullies need to know how much more fun life can be when you have really good friendships with other children.*

At Dussindale Primary, we teach the children the following if they feel they are being bullied:

We say to the children:
*If you are being bullied, the first thing you should do is tell the bully to **stop**. Mostly bullies are actually cowards, and stop when they find out that you can stand up for yourself.*

You can also:

• *Make eye contact and tell the bully to leave you alone.*

• *Ignore the bully, walk away and find someone to tell.*

• *Tell a friend at school and ask them to help by helping you to tell a teacher. Sometimes we feel more confident talking to an adult when we have a friend with us.*

• *Tell a grown-up at school. Children often think that telling a teacher will make things worse, but teachers are very good at sorting out problems without that happening.*

• *Tell your parents/carers. Adults at home can often help, either by giving advice or by talking to your teacher for you.*

• *You can also call ChildLine at any time for free on 0800 1111.*

Bullies don't like other people to know what they are doing!

You should try not to:

• *Do what the bully says.*

• *Let what the bully says or does upset you.*

• *Retaliate or hit them.*

Always remember that if you are being bullied, it is not your fault and you are never alone.

You shouldn't be scared to talk to someone if you are being bullied. If you talk to a grown-up, we can make the bullying stop.

We also teach children the following if they see someone else being bullied:

We say to the children:
*If you see someone else being bullied, it is important that you **help** that person. You should **never feel scared** to tell someone about bullying.*

- *Don't be a 'bystander'. You should never walk away and ignore the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.*
- *If you can, and it is safe, tell the bully to stop, but never get angry or hit them.*

- *Tell a grown-up, such as a teacher, as soon as you've seen someone being bullied.*
- *Grown-ups can stop the bullying and make that person feel happy again.*

We explain to the children who they can talk to in the following way:

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied.

Speaking to someone like your **mum**, **dad**, **carer** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

The list below shows the **grown-ups** who are on the Leadership team at our school that you can speak to:

Mrs Norgate, Mrs Bailey, Miss Dorling

However, all adults who work at Dussindale Primary School take allegations of bullying seriously, so you can speak to any of them and they will make sure that the school leaders know what you have told them.

What teachers/staff should do:
- Be vigilant and record where there are recurring incidents between peers, which may highlight a pattern, which indicates bullying behaviours.

- Teach children that it is important to tell the truth.

- Make sure that children know what to do if they are being bullied and make them feel safe.

- Always listen and try to find out the truth by talking to all the children involved, and any witnesses.

- Talk to the bully/bullies and try to make them see why their behaviour is wrong.

- Inform a member of the Senior Leadership of any allegations of bullying or suspected bullying behaviours.

- Make sure that the bullying stops and that the bullied child feels safe by: - keeping an eye on all the children involved at playtimes, lesson times and when moving about the school; - teaching children that it is important to tell the truth.

- Help children who have bullied to recognise and learn the value of true friendship.

- Promote Childline number (0800 1111) as another source of support for children in order to keep themselves safe.

- Absolutely not tolerate bullying!

We also teach the children how they can help prevent bullying by:

- *Following the school code and being kind, friendly and respectful to others.*

- *At all times we must THINK before we speak and understand that any prejudice based language is unacceptable. (See Appendix B)*

- *Developing the skills on our school 'Successful learner Web' (including being compassionate, reflective and ethical)*

- *Not being a 'Bystander'*

- *Using the Zap training assertiveness strategies which are taught at KS2*

- *Taking part in the annual Anti-bullying Assembly, and participating and reflecting in assemblies and our regular class discussions in 'Community Times'*

Dealing with bullying incidents

The Department of Education recognises: *There is no single solution to bullying which will suit all schools.*

- All incidents of bullying, including any concerns, will be recorded and kept by the **headteacher and Designated Safeguarding Lead**.

- A member of the Senior Leadership team will arrange a discussion with the victimised pupil in order to gain knowledge about the situation, and will use this to inform a discussion with the pupil who has been accused of bullying. Pupils who have been bullied should feel they are safe to report and discuss bullying with staff, even if it has occurred outside of school or on the internet. Staff are aware the victim may have reservations about coming forward for fear of losing popularity or further bullying.

- A member of the Senior Leadership Team will discuss the incident with any witnesses and will gain evidence of the bullying incident.

- The school understands that pupils at primary level, and particularly younger children, may not be aware of their actions and, as such, may not mean to intentionally cyber bully another pupil. In the instance of cyber-bullying, they will act in accordance with the E-safety policy. School will work with victim by:

  - Giving advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff;

  - Giving advice on other aspects of e-safety procedures to prevent re-occurrence;

- Discussion with the pupil's parents to evaluate their online habits;

- Giving age-appropriate advice on how the perpetrator might be blocked online;

- Taking actions, where possible and appropriate, to have offending material removed;

- Discussion with the pupil's parents on whether police action is required (except in serious cases of child exploitation where the police may be contacted without discussion with parents).

- A member of the Senior Leadership Team will take into account the nature of the bullying incident and the way in which it has been conducted, when deciding on the appropriate action. They will ensure that the perpetrator knows what they have done is wrong and that they are clear on how their actions have had negative impacts on another person. They will assess the severity of the bullying in deciding what course of action to take, and ensure, whilst treating each case individually, that they are fair and consistent in the action they take. On occasion, the problem can be resolved through mediation between the bully and the victim whereby grievances are talked out in a restorative approach.

- A member of the Senior Leadership Team will discuss the support available with the victim and, therefore, their feelings and requests are paramount to the support provided. The support available includes:

- Emotional support and reassurance from the inclusion team and/or other agencies as appropriate;

- reassurance that it was right to report the incident and that appropriate action will be taken;

- liaison with the pupil's parents to ensure a continuous dialogue of support;

The school recognises that in many cases, the individual(s) engaged in bullying may require as much help as those who are victims. Many factors have to be considered, particularly the home life and family structure/dynamic of a pupil that is acting aggressively or bullying in some form. Children who are bullied are twice as likely to bully others and some bullies may act out as a response to some vulnerability or personal insecurity. Seeing the whole picture and speaking to all parties involved thoroughly, including the staff (who know them best) or the pupil's parents will help the school decide the best course of action.

Bullying on the way to and from school

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The school does not take 'serious unacceptable behaviour' lightly. We will not hesitate to act in the best interest of the pupils within the school. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in a supervised alternative learning environment whilst an investigation by a member of the Senior Leadership Team takes place.

If following an investigation, the allegation is found to be true, the member of the Senior Leadership Team will issue the appropriate disciplinary action.

As part of our safeguarding procedures the school may have to escalate a bullying incident to the police or children's services; for example if it is suspected that a case could be criminal or that it poses a serious threat to a member of the public.

School Code

- We care for each other and our school community
- We listen to each other
- We keep safe
- We are honest
- We are kind and respectful
- We look after the environment
- We are resilient in our learning

Dussindale
Primary School

Before you speak: THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

Appendix C – Further information about cyber-bullying

Communication technology plays an increasingly large and important part in the school curriculum. As a result, it is important to acknowledge that sometimes, new technologies can be used for unpleasant or illegal purposes. As young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face. Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

We recognise the existence of cyber bullying and the severity of the issue.

The school is committed to:

- Educating pupils, staff and parents about cyber bullying and its consequences.
- Providing a robust policy in order to prevent and, if necessary, deal with any cyber bullying should it arise at school or within the school community.

At Dussindale Primary school we set clear expectations for pupils, staff and parents for acceptable use of technology and all members of the community sign to accept that they are responsible for complying with the agreement.

Cyber bullying can take many forms and can go even further than face-to-face bullying by invading home and personal space, and can target more than one person. It can also take place across age groups and target pupils, staff and others. **Cyber bullying** includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other ICT for the purpose of bullying.

Staff, pupils and parents will be regularly educated about cyber bullying and the importance of staying safe online, in accordance with the school's E-safety Policy. Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you. Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they

are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. All adults need to be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;

- Unwilling to talk or secretive about their online activities and mobile phone use.

- Spending much more or much less time texting, gaming or using social media.

- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.

  After texting or being online they may seem withdrawn, upset or outraged.

- Not wanting to go to school and/or avoiding meeting friends and school mates.

- Avoiding formerly enjoyable social situations.

- Difficulty sleeping.

- Low self-esteem.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (Dfe July 2017)

Appendix D - Useful websites

www.kidsmart.org.uk/beingsmart

www.respectme.org.uk/cyberbullying

www.childnet.int.org

www.ant-bullyingalliance.org

www.antibullying.net

www.bbc.co.uk/schools/bullying

www.chatdanger.com

www.ceop.gov.uk

www.childline.org.uk

www.dfes.gov.uk/bullying

www.kidscape.org.uk

DFE Advice to parents on cyber-bullying
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf