

Richard Durning's Endowed Primary School
Anti-Bullying Policy



Mission Statement

At Richard Durning's

Each child is at the heart of all we do

We have

High expectations of every child

We provide

A balanced, creative and exciting education

We encourage

Parents, staff, governors and children to work together in creating a safe and caring school

We

Prepare children for life so they are proud, determined and enthusiastic about their learning

We expect

Young people to have a sense of tolerance, respect and an understanding of their place in the world

Statement of Values

We promise that:

- ☺ *Our pupils will be in a safe and caring environment*
- ☺ *All types of bullying behaviour are unacceptable and will be challenged*
- ☺ *Reports of bullying behaviour will be taken seriously, acted upon and recorded*
- ☺ *Pupils will be listened to, will know that it is "OK to tell", who to tell and how to tell*
- ☺ *There will be a clear and swift response to any report of bullying behaviour*
- ☺ *Parents/carers will be informed of incidents as appropriate, listened to, and kept apprised of how their concerns are being dealt with.*
- ☺ *We will not tolerate "banter" in any form and will reinforce this with our children - we want our children to make the choice of using kind words towards their peers.*

This policy applies to all adults and children in Richard Durning's School. It addresses all bullying issues from child to child; adult to child; child to adult and adult to adult.

**BULLYING OF ANY FORM OR CHILD ON CHILD ABUSE WILL NOT BE TOLERATED AT
RICHARD DURNING'S ENDOWED PRIMARY SCHOOL**

Definition of bullying

Bullying is: (Definition decided upon by the whole school September 2022.)

- Being teased or called names
- Being touched physically
- Having money or other things taken from them
- Being ignored or left out
- Being picked on because of their religion or colour or where they are from
- Constant verbal put downs
- Can be physical, verbal, emotional and or online

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent

- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is not bullying when:

- There is no intention to hurt or harm i.e., behaviour is thoughtless or accidental.
- There is a one-off fight/argument between pupils of equal stature or strength.
- There is a good reason why others cannot be included in a group activity.
- A pupil is called a nickname with which they are happy.
- Friends have a temporary fall out.

Cyberbullying

Cyberbullying can be defined as "the use of Information and Communication Technology particularly mobile phones and the internet, deliberately to upset someone else."

(DCSF Guidance Cyberbullying p 6 paragraph 1.1.1)

There are some differences between cyberbullying and other forms of bullying:

- It is the invasion of home and personal space and can be perpetrated at any time
- The audience can be large and reached rapidly
- People who cyberbully have a perception of anonymity
- Bystanders to cyberbullying can easily become perpetrators - for example passing on text messages
- Some instances of cyberbullying are known to be unintentional (bullying is usually intentional)
- Many cyberbullying incidents can themselves create an electronic record that may act as evidence

(DCSF Guidance Cyberbullying p 13 paragraph 1.4)

Different Roles in Bullying

Different roles in bullying have been identified and it is important that these terms are understood and used by all members of the school community.

- The Ring-Leader: The person who through their social power can direct bullying activity.
- Assistants/Associates: Those who actively join in the bullying (sometimes because they are afraid of the ringleader; sometimes because they want to stay friends with the ringleader.)
- Reinforcers: Those who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/Bystanders: Those who stand back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders: Those who try to intervene to stop the bullying or comfort students who experience bullying.

Homophobic Bullying, Bullying around Racism, Sexism, Religion and Culture or Special Educational Needs or Disability will not be tolerated, will be challenged and will be dealt with by staff seriously in accordance with the school policy. Inappropriate use of homophobic language will be challenged and not accepted even if children do not fully understand the meaning of what children are saying.

Implementation

The implementation of this policy is the responsibility of the Headteacher. All staff have a responsibility to act under the duty of care and follow this policy.

Promoting the policy

This policy was written in collaboration with pupils and staff during the Autumn term 2022 and has been linked to Keeping Children Safe in Education 2022. Pupils contributed through taking part in a whole school workshop on anti-bullying. Staff discussed the policy at a staff meeting and as part of the whole school workshop. All staff have a full copy of the policy. Governors approved this policy in the Autumn Term 2023. The policy is published on the school's website and parents are alerted to this through the newsletter. Hard copies can also be obtained through the school office. On entrance to school at the new intake meeting parents will be alerted to our anti-bullying policy.

Children will be reminded of the policy on an annual basis as part of PSHE work in Anti-Bullying Week (autumn term) and as part of our class and school rules. The School Council is asked termly their thoughts on the playground and school in general as regards the school fulfilling its Statement of Values. The Council is asked to seek their peers views and feedback at the next meeting. If pupils believe that changes should be made or issues are raised then these will be discussed and staff will endeavour to implement changes as required.

Preventative Strategies

There is no one strategy that will prevent bullying behaviour but the more strategies a school has the more likely bullying behaviour will be reduced. The following aspects are implemented within Richard Durnings.

1. The School Ethos

WE ARE A CARING SCHOOL WHICH IS WELCOMING AND FRIENDLY WITH:

- ☺ Appropriate protocols for visitors and the wider community
- ☺ A pleasing reception
- ☺ Visible statements, eg, We are an anti-bullying school

WE HAVE GOOD COMMUNICATION THROUGHOUT THE SCHOOL:

- ☺ Pastoral systems are known and understood by all
- ☺ The anti-bullying policy is known and understood by all
- ☺ Pupils know who and how to tell
- ☺ Parents know how to voice concerns and who to speak to
- ☺ Staff have clear procedures to put into operation when bullying occurs or is suspected
- ☺ Any other regular adults visiting the school are made aware of school procedures
- ☺ Pupils can share their concerns and ideas openly with staff
- ☺ Pupils are asked to make contributions to school development through the school council

WE ENJOY POSITIVE RELATIONSHIPS:

- ☺ Good relationships between teachers/support staff/pupils/parents/carers and others
- ☺ All individuals in the school feel valued
- ☺ The curriculum is planned to meet the needs of pupils
- ☺ The curriculum builds and encourages self-esteem and self confidence

- ☺ The development of self-esteem is promoted and given importance throughout the school for both adults and children
- ☺ Teaching staff create a positive classroom climate throughout the school
- ☺ Teaching styles promote positive relationships between teacher and pupil
- ☺ Adults provide models of caring and respectful behaviour
- ☺ The school regularly celebrates the achievements of individuals and groups
- ☺ The school celebrates diversity within its community
- ☺ Respect is shown from individual to individual

OUR PUPILS:

- ☺ Know it is "OK to tell"
- ☺ Know who and how to tell - we promote the use of each child being able to name 5 trusted adults
- ☺ Have confidence that in telling about bullying or intimidating behaviour, something will be done
- ☺ Are involved in assemblies on bullying behaviour every Autumn term
- ☺ Can access class "Tell It Baskets" for reporting bullying behaviour
- ☺ Have the opportunity for discussion whilst protecting anonymity
- ☺ Are kept informed about their concerns regarding bullying behaviour
- ☺ Can access the curriculum which is designed to help them understand and address the effects of bullying behaviour

WELFARE STAFF:

- ☺ Are made to feel valued by the school and have status within the school community
- ☺ Have regular meetings (both informally and formally) between themselves and the Headteacher
- ☺ Enjoy good relationships with all the teaching staff
- ☺ Have clear, agreed procedures to follow for reporting and dealing with bullying behaviour

PARENTS / CARERS:

- ☺ Know how to contact school and who to tell
- ☺ Can feel assured that confidentiality will be maintained
- ☺ Understand the school procedures for dealing with bullying behaviour
- ☺ Are made aware of the school Complaints Procedure and that this is available on request

2. The Anti-Bullying Curriculum

All members of the school have a shared approach to addressing bullying behaviour through the curriculum - this includes subject specific lessons and the "hidden" curriculum. The PSHE subject leader coordinates designated anti-bullying lessons which occur in PSHE time in the autumn term and whole school assembly sessions. Annually school participates in the National Anti-Bullying Week activities. Issues will also be discussed as and when needed through weekly circle time. Staff are encouraged to look at bullying aspects in all curriculum subjects. Year 6 children complete transition activities to help them prepare for high school which includes the issues of bullying.

As part of the PSHE medium term plan a large focus is placed on Relationships and this is covered each term - focus on what are positive and health relationships.

3. Internet safety policy (Acceptable Use Policy)

All members of the school community (staff and children) have to sign a copy of the school's internet safety agreement as part of the school's policy. This outlines acceptable internet use. Within the PSHE curriculum children are taught about safe use of the internet, and other devices such as mobile phones. Parents receive information to help them protect their children in relation to the use of the internet. Mobile phones are not allowed in school. Staff are also protected by school's adoption of the DfES document "Cyberbullying - Supporting School Staff." Parents are signposted to a wide range of support through our membership of National Online Safety Website - parents can access courses to safeguard their children and we regularly send out fliers for particular websites and Apps.

Managing Incidents

All types of bullying behaviour will be challenged by the adults in school. Low level incidents in particular will be responded to immediately to prevent any escalation and to convey the message that bullying behaviour will not be tolerated. Any negative comments to another child will be immediately actioned upon. The child saying the negative comments will be asked to spend a few minutes reflecting upon their wrong choice and consider how they have made the other person feel. They will be asked to apologise and reminded of making good choice where we say kind comments only.

1. Pupil reporting systems

Pupils are encouraged to tell an adult in school first. This could be their class teacher or any adult in school. They also could mention their concern to a member of the school council or through the class Tell It Basket.

2. Parent / carer reporting systems

Parents are encouraged to report their concern to school immediately either to their child's class teacher or the Headteacher. Staff will be sensitive to the anxiety and or anger this may cause. Parents are asked to approach school staff in the correct manner. Also we ask parents not to discuss such incidents with other parents but to allow school staff to investigate the matter fully.

3. Staff reporting systems

Staff should report any concerns they may have about bullying immediately to the Headteacher.

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence. Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled - this includes the process

for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS)

Responding to a cause for concern in relation to bullying behaviour

Pupils may be reported as a "cause for concern" because of a change in either their behaviour or in their emotional state.

Any allegation of bullying will be dealt with as thoroughly and as quickly as possible.

We will never ignore suspected bullying; won't make premature assumptions; will listen carefully to all accounts; will adopt a problem solving approach and follow up repeatedly.

Appendix 1 details the exact procedures which school will endeavour to follow if there is a pupil disclosure to a teacher in school.

Appendix 2 details the exact procedures which school will endeavour to follow if there is a pupil disclosure to an adult other than a teacher in school.

Appendix 3 details the exact procedures which the Headteacher will endeavour to follow if there is a pupil disclosure.

Intervention Strategies

After a bullying situation or disclosure Richard Durnings may implement a range of interventions. If necessary these will be chosen according to the situation, pupil(s) involved, history etc. They may include: other professionals working with the child, behaviour modification, peer support, support group approaches, restorative approaches.

Monitoring the policy

This policy will be reviewed annually. The Headteacher will monitor its effectiveness by examining the number and types of bullying incidents, checking recording and reporting procedures are being applied consistently, canvassing opinions amongst children as to the effectiveness of the policy. The findings will be reported to Governors.

This policy should be read in conjunction with: Confidentiality Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Equality Policy, Acceptable Use Policy, PSHE and Relationships Policy, Special Educational Needs Policy, Child on Child Abuse Policy, Complaints Policy.

Reviewed September 2023. Next renewal date September 2025.