



Policy for ANTI-BULLYING

February 2025



Dorridge Primary School

ANTI BULLYING POLICY AND PROCEDURES

SCHOOL AIMS

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Introduction:

This policy sets out how the Governing Body of Dorridge Primary School is carrying out its statutory responsibility to provide measures to prevent any bullying behaviour in line with The Education and Inspections Act 2006 (Section 89) which states maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. This policy is integral to the Behaviour Policy and links with the Child Protection Policy. It deals with harassment in all its forms.

- Child to child harassment
- Adult to child harassment
- Child to adult harassment
- Adult to adult harassment

The aims of this policy are as follows :

- to heighten the awareness of everyone involved in our school community concerning the nature of bullying in its various forms e.g ;
- to recognise bullying;
- to address bullying;
- to prevent and discourage bullying.

The governors, staff and pupils of Dorridge Primary School uphold all values which reject all forms of harassment including bullying. We define harassment as conduct towards another person which is reasonably considered to be unwanted and offensive to, and/or creates an intimidating, hostile or humiliating

environment for, the subject. Incidents of harassment can be based on the subject's sex, ethnic origin, nationality or skin colour, sexual orientation, physical or mental disability, illness or medical condition, religious or political convictions, or any other protected characteristics or beliefs of the subject. Any calculating, hurtful or oppressive behaviour of a physical, verbal or emotional nature is considered to be harassment. Such behaviour may be randomly evident or may be repeated over a period of time.

Examples :

Physical : Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, poking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation.

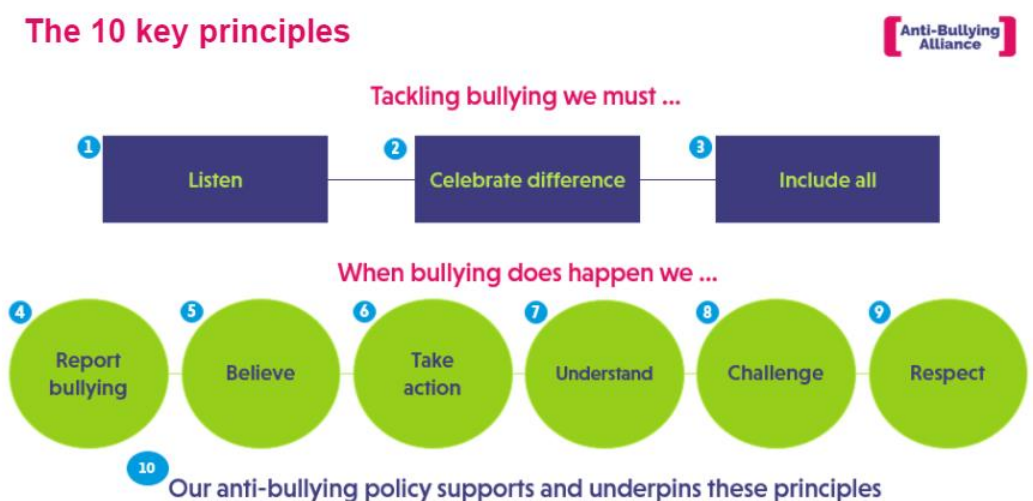
Verbal : Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, spreading rumors, accusing or hurtful gossip.

Emotional : Emotional bullying involves behaviors that upset, exclude, undermine or embarrass a person. Examples include: nasty notes, saying mean things using technology (e.g. cyber bullying using emails, instant messaging), chat rooms, social networking sites, tormenting, threatening, humiliation or social embarrassment.

Dorridge Primary School believes bullying or any kind of inappropriate behaviour should be challenged because:

- the victim may be physically or emotionally damaged, suffer loss of confidence and self-esteem and therefore their attitude to school or work may become negative;
- if inappropriate behaviour is not reported and challenged, observers may learn to believe that bullying achieves desirable results. Victims of bullying, if not supported, may become disillusioned;
- Dorridge Primary School wants to maintain a family outlook in terms of our daily interaction with each other. We want to promote attitudes of support and care under all circumstances for both children and adults.

Ways in which bullying behaviour will be discouraged at Dorridge Primary School



- 1 At the beginning of each new term, the Head Teacher will speak to the whole school about bullying; outlining and discussing the 'Anti-bullying Charter'. The statements on the Charter will be explained

to ensure understanding. Each class will have an A3 paper copy for all children to sign, showing their agreement and this will then be displayed in the classroom. It can be referred to during the year to remind children of their commitment to anti-bullying.

- 2 The anti-bullying message will be reinforced through collective worship at assembly time in a number of relevant themes outlined in the Jigsaw PSHE Scheme of Work. Class teachers will also reinforce this during classroom assemblies and as part of our PSHE curriculum and through KiVa lessons mapped into the PSHE curriculum.
- 3 The school takes part in the national Anti-Bullying Week each November to raise awareness of bullying.
- 4 KiVa leads are visible on the playground to the children at playtimes and lunchtimes.
- 5 Regular e-safety lessons are given in school (half termly) and in addition parents are offered e-safety updates biannually. Most cases of cyber bullying occur outside school premises and are the responsibility of children's parents, however, where cyber bullying is having an impact on our pupils, school has a responsibility to deal with the behaviour. Pupils will be spoken to in the usual way and in addition parents will always be contacted and informed of the conversation that has taken place. It is the school's responsibility to guide/ advise/ educate families about age-appropriate use of social networking and computer games, however, decisions about what the child can/ cannot access are the responsibility of the parent. If the school had a safeguarding concern in this area, advice would be sought from the Local Authority and procedures would follow as appropriate.
- 6 Bullying will be clearly defined during the formulation of each class **Code of Conduct** at the beginning of each academic year. Definitions will be displayed in classrooms and on posters around the school.
- 7 Pupils will be rewarded with house tokens for positive behaviour patterns. Such positive behaviour will also be celebrated in class and whole school, assemblies.
- 8 People will be encouraged to 'report' on bullies immediately they suspect bullying may be taking place. It will be made clear to them how their emotional / physical safety can be ensured in such circumstances if they fear reprisals from the alleged bully.
- 9 People will be listened to and their concerns will be taken seriously and acted upon.
- 10 Bullies will be known to have been dealt with. Whilst no person may be 'named' in any specifically public way, it will be made clear that bullies do not prosper.
- 11 If any member of staff experiences harassment of any description from:
 - a parent
 - a governor
 - a fellow member of staff
 - a child
 - a member of the LA

then they should seek advice from the line manager, Head Teacher or other appropriate party (including union) in order that matters can be brought to a satisfactory conclusion.

Procedures for pupils to follow if they are experiencing bullying behaviours or suspect someone else is:

- 1 Tell a responsible adult (a teacher or a parent). If you are scared, go with a trusted friend.
- 2 If the adult does not take you seriously, does not support you or take any action and report back to you, approach the adult again and pursue the issue.
- 3 If the adult takes no action after a second try, approach another adult you feel you can trust.
- 4 Be determined! Pursue your problem until you get action. You need the bullying to stop, so don't blame yourself. Follow the STOP acronym Start Telling Other People.
- 5 Once the adult is dealing with the problem you will need to be honest and let all your feelings and experiences be known.

Procedures for adults to follow if they know or suspect someone is being bullied:

- 1 Report to the Head Teacher or the SMT and discuss with them the nature of the bullying and the names of the pupils involved. If the Head Teacher or SMT are not considered appropriate first choices then a member of the LMT or a class teacher should be consulted.
- 2 Whoever deals directly with the victim should arrange a private interview for him in a discreet location, trying to ensure that others are not aware that the victim is being interviewed. Another adult should be informed that the victim is being interviewed, doors should not be closed, and in some cases a witness may be required.
- 3 The victim should be questioned gently. The interview may or may not relate to a specific recent incident. Questions should be phrased in such a way that the victim will unburden himself, for example :

"I'd like to have a chat about one or two things that have been happening recently"

"Is there something you'd like to tell me about" ?"

"I'm here to help you and listen if you want to talk to me"

The victim may be perfectly willing to disclose information; under these circumstances questioning may be more direct.

- 4 When information has been elicited, the victim and interviewer should agree on the next course of action.
- 5 It is important that all reported incidents of bullying should be recorded on My Concern to help build up a picture of any patterns of repeated or persistent incidents. All SMT and DSL's receive instant notifications from My Concern when any new concerns and updates are reported. My Concern is followed up by the Vulnerable Core Group Team consisting of SENCO, Behaviour and Safeguarding Lead, Head Teacher and Senior Management Team

Support for the Victim

The interviewer should also :

- assure the victim that they did the right thing by reporting the bullying;

- emphasise the emotional strength and confidence of the victim. Take something positive out of a negative experience;
- reinforce the sense of achievement for the victim in solving a problem;
- encourage the victim to keep in touch for a chat and regular dialogue; possibly keep a diary;
- monitor the victim's behaviour closely;
- emphasise the need for the victim to start feeling positive.
- Offer support from the Family Support Worker if deemed appropriate.

Procedures for adults to follow if they are experiencing inappropriate behaviour or harassment

- 1 Report to the line manager (if appropriate) or the Head Teacher or member of the SMT.
- 2 Whoever deals with the alleged incident(s) should arrange a private interview with the subject. A witness (who could be a union representative) may be required.
- 3 Depending upon the nature of the incident(s) and the sensitivities involved, the subject should be questioned as in the guidelines given for pupils and supported accordingly.
- 4 The next action will be in accordance with the assessment by the interviewer. Any of the following may be appropriate :
 - Restorative justice interview with the alleged perpetrator with a witness present; Independent interviewer after union advice sought;
 - Proceed with union advice. Place in the hands of a union negotiator.

Procedures for adults to follow when interviewing an alleged bully or when jointly interviewing alleged bully and victim

- 1 If the Head Teacher or SMT is not the person dealing with the alleged incident, they should be informed that an interview is taking place.
- 2 A private interview in a discreet location should be arranged and recorded appropriately.
- 3 If the alleged bully appears to have no knowledge of reported incidents, or appears to be in denial, it may be appropriate, with both parties' agreement, to bring together the victim and the alleged bully for a restorative justice interview.
- 4 If, after both parties' agreement is sought, one or both refuses, the interviewer should offer alternatives :
 - another individual interview;
 - another member of staff to be present;
 - time to reflect (one or two days)
- 5 If no progress towards a joint interview is made, the interviewer must reassure both parties and move towards a joint interview, with one or both having a 'supporter' present.

- 6 At this point, depending upon the severity if the alleged incident, parents may have to be informed of planned procedures.
- 7 At a joint interview, any alleged bullying has to be confronted. This has to be handled sensitively as it may be painful for both parties to tell the truth. The interviewer needs to establish:
 - what has happened;
 - how often;
 - who was involved;
 - who saw / heard / witnessed;
 - where it happened;
 - when it happened;
 - why it happened.
- 8 Interviewees should be treated the same in a joint interview. There should be no shouting or moralising. The interviewer should question and accept answers with minimal comment to encourage communication from both parties. Suitable phrases / words to use would be :
 - "I see."
 - "Yes, OK, I understand."
 - "Right. Carry on."
 - "Can you clarify."
 - "I'm with you."
- 9 If clear information is obtained and the interviewees unburden themselves, then the situation can be discussed. Depending upon the severity of the incident, both parties might be offered strategies to prevent further problems there and then.
- 10 If clear information is obtained but the severity of the incident(s) demands a sanction, then both parties should be seen separately and agreed action reported to them. The victim needs to see that the bully has been dealt with.
- 11 If no clear information emerges, the pupils concerned should be monitored by class teachers, lunchtime staff, duty staff and other relevant parties. Regular dialogue should be maintained. The involvement of the Education Psychology Service, or other external agency, may be appropriate.

Support for those demonstrating inappropriate behaviour

The 'bully' may need to develop a more positive attitude towards others and may need some form of counselling. Some of the following methods may be appropriate :

- discussion / analysis;
- assure the bully that they can move forward. Take something positive from the experience and assure them they will not be branded a 'bully';
- strategies to control / prevent future problems;
- with adults, support may be more complex to organise. The involvement of various internal and/or external agencies will determine action.

Parental Involvement

The home/school diary should be used to inform parents of minor incidents. After liaising with the Head Teacher or SMT, a behaviour letter, email or telephone call may be appropriate. Any written communication

of a formal nature **must** be seen by the Head Teacher or SMT before it is sent home; it must also be written on official school stationery.

Parents of all parties will need to be contacted in more serious incidents. The point of their involvement in any interview situation will be at the discretion of the Head Teacher in conjunction with the Deputy Head Teacher and class teacher. The form of this involvement may also vary, but any of the following may be suitable :

- child (victim), parents, class teacher, Head Teacher (or Deputy);
- child (bully), parents, class teacher, Head Teacher (or Deputy);
- parents, class teacher, Head Teacher (or Deputy).

Sanctions for inappropriate behaviour

These will depend upon the nature, severity and timescale of the incidents. Some of the following may be appropriate, either singly or in combination :

- put on daily report to Head Teacher, Deputy Head Teacher;
- withdrawal of privileges (break, lunchtime, etc);
- fixed term exclusion;
- permanent exclusion.

This policy will be monitored and reviewed annually in line with the School Improvement Plan and any aspects in need of discussion will be addressed at staff meetings, governor meetings or INSET sessions. The following contact numbers may be useful.

Anti-Bullying Campaign	0171 378 1446
Childline	0800 1111
Kidscape	0171 730 3300
NSPCC	0800 800500

Supporting Documents

- **Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010**
- **Preventing and Tackling Bullying Dfe July 2017**
- **Cyberbullying: Advice for Head Teachers and School Staff Dfe November 2014**
- **Behaviour and Discipline In Schools Dfe January 2016**
- **KiVa Teaching Materials:** KiVa is an anti-bullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is evidence-based which means that the effectiveness of KiVa has been proven scientifically. KiVa offers a wide range of concrete tools and materials for schools to tackle bullying.

- **Jigsaw PSHE Scheme of Work:** Jigsaw offers a comprehensive programme for Primary PSHE including statutory Relationships and Health Education in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate
- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **Digizen:** provides online safety information for educators, parents, carers and young people.



We want Dorridge Primary School to be a happy, friendly, safe place. No matter who you are, we want you to feel equal and welcome. All pupils have signed this anti-bullying charter.

1. We want our school to be free of all types of bullying – physical (such as kicking, hitting or hurting), verbal (such as calling names), cyber (such as sending texts or messages) and excluding others (leaving people out). Bullying will not be tolerated.
2. We want all people in our school and community to be treated the same regardless of their religion, appearance or gender. All people have special qualities and unique interests which we value equally.
3. We want all people in our community to treat others as you want to be treated; everyone has a right to be safe and happy at school.
4. If you are being bullied or see it happening to others tell a trusted adult in school. All members of school staff will be happy to help you.

