

Daven Primary School



Anti-bullying policy

Approved by: Jenny Gosling
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Rationale

At Daven Primary School, we have three core values: Brave, Kind and Curious. Children are encouraged to be kind and respectful to each other at all times and to be brave in standing up for what is right. This philosophy is enshrined in our school ethos, school rules and our behaviour policy. Staff encourage children to treat each other with respect, they model this behaviour towards one another and with children. When children are unkind towards one another they are reminded of the expectations of a Daven child and asked to reflect on how they made the other person feel. At any school there are sometimes incidents of bullying, where children are deliberately and repetitively hurtful towards others, it is important for all concerned that this is dealt with swiftly and firmly.

The aims of this policy and our anti-bullying strategies are:

- To prevent occurrences of bullying at Trinity MAT academies.
- To ensure that all stakeholders understand what bullying is and how it is dealt with.
- To maintain the ethos of the academy and its mission statement.
- To create a positive and safe learning environment for all.
- To develop individual's self-esteem and respect for others.
- To have a zero tolerance of incidents of bullying.
- To deal with bullying by tailoring a personalised package of student support for mediation and intervention, to include what/how appropriate sanctions are applied.
- To ensure incidents of bullying are reported by specific categories and appropriate education is put in place in response to these.

Our objectives, through implementing this policy throughout life in school are:

- To identify bullying and accept that it is a problem which can occur in any setting where people are brought together.
- To be clear to all what is meant by the term 'bullying'.
- To establish clear procedures for the course of action to be taken in respect to bullying incidents.
- To create safe conditions for children which are built upon mutual respect, co-operation and equal opportunities.
- To establish that an important part of being valued for children is being listened to, believed and appropriate considered action taking place.



- To have clear procedures, known and understood by all.

What is bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”

Definition taken from the Anti-Bullying Alliance

The Diana Award definition of bullying:

The Diana Award defines bullying behaviour as *"repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."*

It could be:

- **Verbal bullying** is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.
- **Indirect bullying** is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.
- **Physical bullying** is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.
- **Cyberbullying** is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Bullying can take place inside or outside of school life. For clarity, this policy extends to any bullying that happens off school premises, as well as within the school day. In addition to our procedures for dealing with bullying, the school will seek police advice where they believe a hate crime has been, or could be, committed.

Direct and in-direct bullying

It is important to distinguish the difference, i.e. between those who are bullies and victims, and the larger group of students who are onlookers. Sometimes the bullies operate in secret places, but often they feel quite confident that no one will stop them and they bully others in public. The onlookers are then part of the bullying.

Child-on-child abuse

Bullying will not be dismissed as 'banter' or 'part of growing up' and staff are aware that there is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying. This is a matter for professional judgement.



If one child or young person causes harm to another, this should not necessarily be dealt with as abuse; bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator

What is not bullying?

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one off incidents are not usually bullying behaviour though they may still be frightening and harmful. In a group situation it may be the case that lots of children say or do something to a child, and though each individual child may only say or do something once, the behaviour has been repeated throughout the group, and is therefore likely to be bullying.

School systems for reporting and monitoring bullying

At Daven, we believe it is important to listen to children when they have concerns. Children can fall out with each other or say things that other children do not like. We encourage them to tell each other when they do not like something that is happening. Children also have the opportunity of sharing concerns through the 'worry boxes' that can be found in every classroom. We recruit anti-bullying ambassadors, who receive training for The Diana Award. More information about The Diana Award, and the training our pupils receive, can be found: <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/events/anti-bullying-ambassador-training-from-the-diana-award>. Our ambassadors support other pupils, through assemblies and on the playground, to be brave; we want our pupils to be upstanders, rather than bystanders.

In addition, we have a Safe Around School Squad: this group is composed of KS2 children who consider all aspects of safety and wellbeing and are proactive in raising the profile and taking action when needed.

When it is reported that a child is being bullied (either by themselves or someone else) then action will be taken promptly and firmly. The allegation will be thoroughly investigated by the member of staff to whom it has been reported, or where judged necessary, by a member of the Senior Leadership Team (SLT). Both victim and alleged bully will be interviewed and a record of the incident kept, on CPOMs. Where children have completed a written record of events these can be attached scanned onto the CPOMs system. A member of staff responsible for supporting the victim will be named on the incident form. The bully will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with the behaviour policy). They will also have a named member of staff to support them.

In most cases once bullying has been reported, and the children involved spoken to, there will be no further incidents. Parents of both bully and victim will be informed and encouraged to work with the school to stop this happening again. The children involved will be highlighted to all staff to help monitor and prevent the bullying.



Sometimes the investigator will deem that the behaviour reported was unkind, but not bullying. If this is the case, an action will be added to CPOMs and a member of SLT will analyse incidents of bullying to monitor for reoccurrences of such behaviour.

Who bullying can be reported to?

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies and lessons, they are told they can tell any staff member or a parent or carer including:

- A member of staff in the playground
- Their class teacher
- Any adult member of staff
- Anti-bullying ambassadors
- The Headteacher
- Their parents

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue they can speak to a member of SLT.

Support for children involved victims will be:

- Encouraged to confide in a named member of staff if the bullying continues
- Helped to develop positive strategies and appropriate assertive skills (usually with the support of their class teacher or ELSA)
- Monitored in class by the teacher or teaching assistant (TA) and in the playground by Mid Day Assistants
- Told how the bullies have been dealt with
- Encouraged to share feelings during class PSHE sessions
- Supported through restorative justice methods if bullying persists
- Sometimes victims may need help to develop a friendship group. This can be done by nominating 'befrienders' or by using 'Circle of Friends' strategies.

Bullies will:

- Be made aware of the seriousness of their actions and possible consequences
- Be monitored in class by the teacher or TA and in the playground by meal supervisors
- Receive support from the safeguarding and learning mentor where necessary
- Where behaviour does not improve have their own personal behaviour plan
- Receive sanctions in accordance with the school behaviour policy.

If bullying persists parents of victims and bullies will be informed and involved in the restorative justice process.



Helping children to talk about and deal with bullying

Our core values include brave (being an upstander, speaking out) and kind. In addition, our PSHE curriculum is used as a basis to promote respect, tolerance and kindness towards others. In lessons, children are given the opportunity to discuss strategies to deal with bullying. We actively encourage children to tell when others are being unkind to them. Children are made aware of the steps that will be taken by staff if they report bullying. They also discuss what constitutes bullying and what is not bullying behaviour. Our computing curriculum also teaches children how to be safe online, including what to do if they are victim to cyber-bullying. We enhance this by utilising the resources of The Internet Legends, the pillars of which are illustrated below.



The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others.

At Daven, we are always seeking opportunities for children to discuss bullying and relationships. Some of the means in which we do this include:

- Whole school or phase assemblies
- Class assemblies
- National anti-bullying events e.g. Anti-bullying week/day
- Direct teaching through PSHE and computing.

Care is taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.