Devonshire Road Primary School

Anti-Bullying Policy

Status	Current
Approval	Pupil Welfare Committee
Date	Spring Term 2024
Maintenance	Pupil Welfare Committee
Responsibility	Head Teacher
Date of next review	Spring Term 2025

Contacts for school:

01204 333614

office@devonshire.bolton.sch.uk
hodgee@devonshire.bolton.sch.uk (E. Hodge, headteacher)

www.devonshire.bolton.sch.uk

Anti-Bullying | Devonshire Road Primary School

BRINGING OUT THE BEST IN EVERYONE

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

"Learning to understand and manage conflict is an important part of growing up. Bullying is not simply "falling out". Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood." *Antibullying Alliance (2022)*

Bullying of any kind is unacceptable and not tolerated at our school. If bullying does occur, all pupils and adults within our school family should be able to report it with the confidence that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening to one of our pupils is expected to report it.

The school will seek ways to counter the effects of bullying that may occur within school or the local community, and will provide activities within the curriculum to minimise the likelihood of bullying taking place. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

We aim to ensure that all pupils feel secure, are able to trust without fear, and can expect protection from adults in positions of care and responsibility.

The government makes it clear that schools have the power to discipline pupils "beyond the school gate", particularly when they are travelling to and from school and/or wearing the school's uniform. *(Behaviour and Disciple in Schools 2014)*

At Devonshire Road if we receive a complaint about our pupils outside of school, either from a concerned member of the public or from another parent, then we will investigate this when appropriate.

If we do investigate a complaint about behaviour beyond the school gate, we would always endeavour to inform the child's parent or carer at the earliest opportunity. We would also always try to inform the person making the complaint of the action we had taken.

Our policies and procedures uphold the Equality Act 2010. We are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children; children with SEN; those who are or perceived to be LGBT; race and religion targeted; young carers; looked after children; appearance targeted and those experiencing sexist and sexual bullying (please refer to our Behaviour policy for our procedures for dealing with prejudice-related incidents).

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. It can happen face to face or online."
(Our definition of bullying (anti-bullyingalliance.org.uk)

The pupils and staff of the school have agreed the following definition through work completed in assemblies, Circle Time and lessons:

Bullying is intentional hurting of one person by another (in person or online).

Bullying is Several Times On Purpose (STOP)

It is not bullying when two children of similar age, power or strength have an occasional fight or quarrel. Bullying is defined as any actions that are meant to be hurtful and can take many forms.

Forms of Bullying

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.

- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- **Emotional** – isolating others, tormenting, hiding books, threatening gestures,   ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. (please refer to our Child Protection and Safeguarding policy)

- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion

- **Indirect** - Can include the exploitation of individuals.

Prejudice-related incidents

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.   This cover all incidents related to the protected characteristics set out in The Equality Act 2010.

Our behaviour policy outlines procedures for dealing with isolated incidents related to prejudice. Where there is a concern that the incidents are repetitive and intentional, they will be dealt with as a bullying incident.

We recognise that some pupils are in some way more vulnerable to bullying, such as pupils who have **specific abilities, disabilities or special educational needs** (including behaviour), **pupils new to the school, pupils who fall into specific social groups due to their family status or those with English as an Additional Language**. School is highly aware of these pupils and takes additional care to meet their needs.

Why is it Important to Respond to Bullying?

Bullying hurts and damages. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Respect is a core value at Devonshire Road Primary. Pupils who are bullying need support to help them to learn different ways of behaving and perhaps address the reasons which are leading them to bully. Schools have a responsibility to respond promptly and effectively to issues of bullying. As a school we take bullying seriously. We ensure that everyone is working in partnership to promote positive relationships and support anti-bullying within Devonshire Road.

Objectives and aims of this Policy
- This policy aims to produce a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently.

- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

- All governors, teaching and non-teaching staff, pupils, parents and carers will have an understanding of what bullying is.
- All stakeholders will work together to raise awareness of the effects of bullying and actively create a culture of no-tolerance of bullying within our school.
- All stakeholders will know what they should do if they suspect that bullying is happening. Parents can request a paper copy if desired or access the policy on the website. All staff and volunteers will be shown the bullying policy during their induction.
- This policy will ensure that any confirmed incidents of bullying are dealt with swiftly, effectively and consistently to minimise any lasting harm.

Signs/behaviour to look out for

It is important that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

The signs and behaviours listed below could indicate different issues; however, bullying should be considered a possibility and should therefore always be investigated:

- a change in behaviour, becomes aggressive, anxious, withdrawn, have low self-esteem
- not wanting to go to school
- goes missing from home or often complains of being ill
- falling behind in their school work or a dip in results
- 'loses' possessions at school
- ceases to communicate with parents
- loses their appetite
- has regular nightmares or has trouble sleeping
- begins to ask for/ steal money
- bullies younger siblings
- self-harms or threatens/ attempts suicide
- frightened to go to or from school

(Bolton's Anti-Bullying Strategy)

The role of governors

The governing board supports the head teacher in all attempts to eliminate bullying from our school. The governor board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow our school's complaints policy.

The Pupil Welfare Committee supports the school in implementing the Anti-bullying Policy. The chair of this committee is Lynsey O'Sullivan.   The Anti-Bullying Policy will be reviewed annually by the governor board.

The role of the Senior Leadership Team

It is the responsibility of the head teacher to implement the Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher ensures that reports are made to the governing body about the effectiveness of the anti-bullying policy.

The SLT ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The SLT ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The SLT sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of staff members

All staff will receive training and/or updates on the implementation of the Anti-Bullying policy annually. The policy is included in the Staff Handbook for reference and available in the Policy folder in the staff area on the curriculum drive and on the school's website. Staff induction materials include the Anti-Bullying Policy.

The staff in school take all forms of bullying seriously, and seek to prevent it from taking place. The school's moto, 'Bringing Out The Best In Everyone,' is continually referred to in assemblies, Circle Time, lessons and when dealing with any inappropriate behaviour.

Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged and rewarded each week in the Awards Assembly.

How staff actively work to prevent bullying:

Staff use the following methods to attempt to prevent bullying from happening at our school.
As and when appropriate, these include:

- Cultivating a positive school ethos and curriculum to promote a positive attitude to diversity in school, home and the wider community.

- Providing a high quality learning environment with adults and young people, teaching and modelling positive social, emotional and behaviour skills.
- Children having ownership of expectations for behaviour by writing their own class and school rules.
- Signing a behaviour contract in each class.
- Displaying our Anti-Bullying rules in each classroom.
- Teaching high quality PSHE lessons (Islington Scheme)
- Reading stories about bullying or having them read to a class or assembly.
- School council complete Anti-Bullying assemblies once a term.
- Year 5 Play Leaders to model appropriate interactions between peers
- Year 5 and 6 Peer Mentors trained in Restorative Justice techniques (KidScape) who help resolve friendship issues and fall-outs
- Proactively reducing the potential for conflict and encouraging co-operative play by zoning areas of the playground to increase the range of activities available.
- Class discussions about bullying, what it is and the impact it can have on others.
- Encourage the children to share feelings and staff to be approachable at all times should an issue arise.
- Having an open door policy to enable parents to discuss any concerns with staff straight away.
- School to review training needs of all staff and children on a regular basis to ensure that everyone is working inline with our anti-bullying policy.

- Outside agencies to come into school and provide workshops for children e.g. NSPCC, FortAlice
- Regular Anti- bullying questionnaires to be sent out to all stakeholders and data to be examined.
- Four 'Speak Out. Stay Safe.' boxes to encourage the sharing of issues with staff members.
- Online Safety Week helps children understand how they can be online safely and responsibly. This is followed up through in Autumn 1 of every year's Computing Curriculum and also through the PSHE scheme.
- Termly scrutiny of behaviour data.
- Weekly discussions about children's behaviour and any vulnerabilities in department meetings.

We have an Anti Bullying Steering Group in school. The group is tasked with enhancing our Anti Bullying message and education across school.

Antibullying Steering Group

1   **Mrs Durkin**   **2**   **Mrs Hartles**   **3**   **Ms Hopgood**

2   **Mrs Atcha**   **3**   **Ms Hodge**
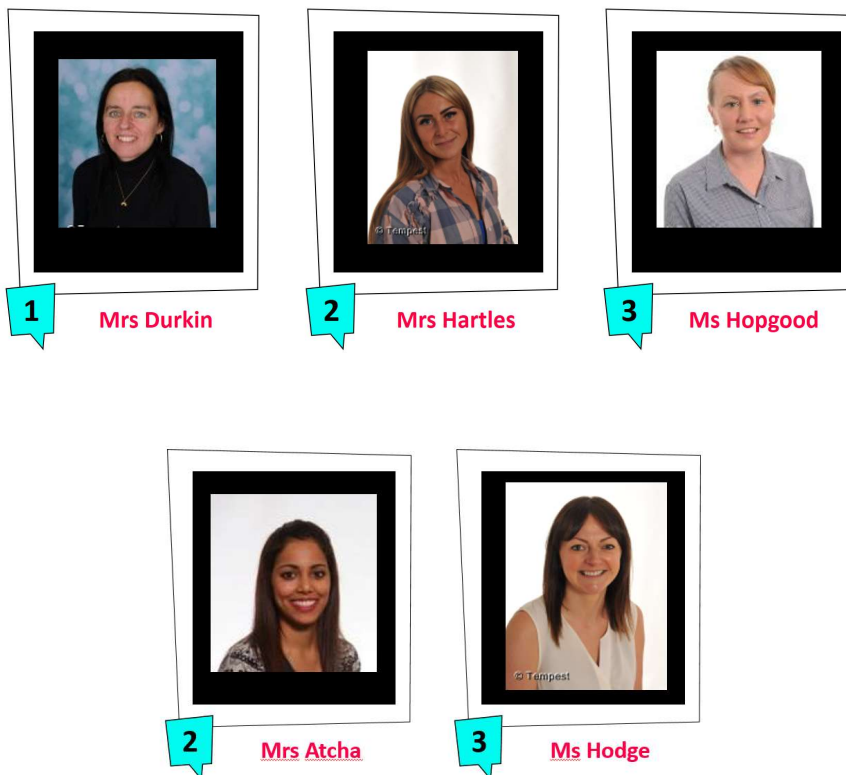
Procedures for dealing with *suspected* bullying concerns:

1. If a staff member suspects that bullying is occurring, or has a concern about bullying has been raised by a member of the school community, a CPOMS should be filled in (category of "bullying concern") and you must speak with one of the Deputy Headteachers (**Chloe Abraham or Tom Abraham**).
2. They will then fully investigate the situation. This may involve talking with you further, talking with the named children involved and observation of behaviours around school.
3. If the incident is deemed to be bullying then the DHT will follow steps 2-9 below.
4. Where a situation is not deemed to be bullying, behaviour will be recorded in the DHT behaviour log for future reference as a *Bullying Concern.*
5. Appropriate staff will be made aware of incidents so that future incidents can be noted.
6. SLT will continue to monitor behaviour logs every month.

Procedures for dealing with incidents *deemed* to be bullying:

1. Fill in a CPOMS and categorise as "Bullying Incident" and report immediately to SLT (headteacher or deputy headteacher) and members of staff that may be involved in immediate teaching of the children concerned.
2. SLT or the Learning Mentor will then fully investigate incidents and wider situation, withdrawing the children concerned from any situation that is deemed to be harmful (physically or emotionally).
3. Where a situation has been identified as bullying, parents of both the 'victim' and 'perpetrator' will be informed and will be asked to attend separate meetings to discuss the problems and ways of moving forward.
4. Steps will immediately be put in place by SLT to prevent the bullying behaviour. Staff who work with the children will be informed of the situation.
5. School will attempt to work with perpetrator/s to help change their behaviour. This will differ according to circumstances but could include: circle time sessions in class, one-to-one sessions with the learning mentor, restorative sessions with the victim where appropriate etc.
6. The 'victim' will have time to work with the learning mentor.
7. If necessary and appropriate contact outside agencies.
8. The Bullying Incident CPOM entry to held by SLT and kept as a record.
9. The situation will be closely monitored by a designated member of SLT and a dialogue will be kept open between staff, SLT, children and parents. On-going support will be offered to both sets of parents.
10. A future date will be set to feedback to both sets of parents about the relationship between the children and staff involved will be debriefed after this feedback.

The Anti-Bullying Steering Group meeting will meet at least once every term, to provide input into how to move the school forward in its response to any incidents of bullying and the school's work to eradicate bullying.

Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately who will follow the school's policy and procedures. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. An anti-bullying advice leaflet, produced by the Anti-Bullying Steering Group, is issued annually to parents/carers and information for parents is available on the school's website, including advice for dealing with incidents of cyberbullying.

Parent/carer representatives will attend the Anti-Bullying Steering Group meeting to provide input into how to move the school forward in its response to any incidents of bullying and its education of pupils to ensure that bullying incidents do not take place.

Parents and carers are invited to tell us their views about bullying in an annual questionnaire and/or an open parental forum which is held annually in school.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are or someone else is being bullied, and if the bullying continues, they must keep on letting people know. They may choose to do this through the 'Speak Out. Stay Safe' boxes around school. Information posters around the school highlight who pupils can approach for support with a bullying issue, both in school and through the use outside agencies. A copy of the Anti-Bullying Leaflet for Pupils is updated and issued to pupils each year. This presents the key points of the school's Anti-Bullying Policy in a child friendly format.

Pupils new to the school are provided with a pupil 'buddy' who is able to make them feel safe and welcomed.

Year 5 pupils are trained as Play Leaders to work with the younger pupils during lunchtime, leading activities and ensuring that all pupils are included.

Fourteen Year 5 and 6 children are selected and trained up as Peer Mentors each year. These children will work on trying to resolve friendship issues through restorative justice and will also have involvement in ensuring that our anti-bullying systems in school are working for the children in our school community. This will involve meeting on an 8 week basis with the DHT to feed in to the AB steering group meetings, educating their peers about bullying in assemblies, developing Anti Bullying webpage with the lead computing teacher and sharing messages across the school.

Pupils are invited to tell us their views about bullying in an annual pupil questionnaire.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. Views and opinions will be gathered on the content and impact of the policy through the Anti-Bullying Steering Group.

Other relevant policies/procedures:

Behaviour Management

Health and Safety

PSHE

RSHE

Child Protection and Safeguarding

Prevent

Acceptable User

Online-Safety

Record of Bullying Concern

Date:	
Person reporting the concern:	
Perceived victim/s:	
Perceived perpetrator/s:	
Nature of Concern:	
Nature of concerns	

Details	
Planned Action	
method of communication and date of immediate reporting back to person who reported concern	
Date of future check & details	
Date & details of following up reporting (perceived victim/perpetrator, person reporting)	