



**LITTLE
DIGMOOR
PRIMARY SCHOOL**

Anti-Bullying Policy

Approved by:

J Hill

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Anti-Bullying Policy

Bullying Definition

At Little Digmoor we work by, and teach, the definition from the Anti-bullying Alliance:

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 online.

Introduction

At Little Digmoor Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Little Digmoor Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. Where bullying involves a criminal offence, staff should report this to the police.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School and Values.

At Little Digmoor, we recognize that bullying rarely consists of one person bullying another person. Rather it involves a group of people who take on different roles. We use, and teach the children, the following terms and definitions so that they can fully understand the dynamics of bullying.

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

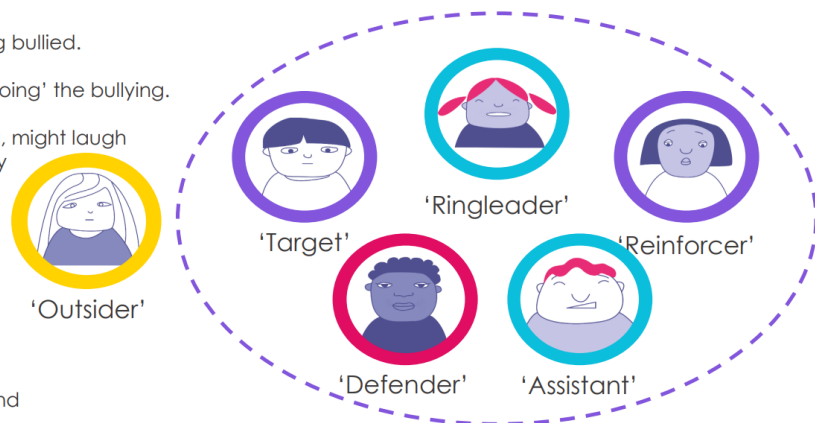
The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.



Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

Our school values support our anti-bullying policy:

We teach children that they should respect each other, and that their words and actions will have an effect on others which may be positive or negative. We teach children that they should be responsible for their own actions, including the roles they may take in a bullying situation. We also teach children they can develop resilience by learning how to respond to situations such as bullying.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, and every child can learn in a safe and secure environment.

Types of Bullying

➤ Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

➤ Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

➤ Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

➤ Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveler children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

- Those suffering from health problems, including mental health

6 Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

Online safety is an important part of our computing curriculum and is taught in the first half of each autumn term. Information for parents is included on the school's website Family pages.

Behavior Policy and Behavior Curriculum

Our Behaviour Curriculum details the routines that children are taught in school to promote positive behavior. Our behavior policy details our expectations along with rewards for upholding these. It also details the 'Steps' which clearly set out the sanctions for behavior which does not meet school's expectations.

Reporting Bullying

We recognize that reporting bullying can be a difficult step to take and so we have a number of different ways to do so.

- Children can speak to **any** adult in school about their concerns
- Children can speak to our anti-bullying ambassador or any of our wellbeing champions who will help them to speak to an adult
- Each class has a worry box which children where children can put a note in which will be read by the teacher at the end of the day
- Parents and carers can pass on concerns by contacting their class teacher via class dojo or contacting any of the DSLs via class dojo, email or by phoning the school office

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or, if this is not possible, a member of SLT.

In any case of alleged bullying, the investigating member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to all those involved. The role of each person should also be established.

Step 1

Make sure everyone is safe

- Are children safe in school?
- Are there any safeguarding issues?
- Is there any immediate danger?
- Ensure that bullying is reported and recorded
- Assure those involved that this will be taken seriously and action will be taken

Listening to children

It is important that children are, and feel that, they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Step 2

Stop the behavior reoccurring through restorative work/sanctions/group work

- Use group roles to identify those involved
- Make it clear that the behavior needs to stop

- Work with the group in most effective way and set up agreements about way forward
- Keep a record of what is agreed
- Ensure all parents are kept informed

If the allegation of bullying is upheld, the Headteacher (or senior leader) will seek to use a restorative approach with all those involved. The consequences of their actions on the target should fully explained. All parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of all parties actively involved in bullying behavior (whether ringleader or assistant) should be informed and their support sought. School will make clear the support required from parents.

Following an incident of bullying, the situation will be closely monitored. This will involve a designated member of staff 'checking in' with the target. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of those involved and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents will lead to intervention, which may include referrals to outside agencies, further monitoring, support and sanctions as deemed necessary.

Any necessary action will be taken until the bullying has stopped.

Step 3

Whole school learning

- Reflect on school's approach – what has this taught us?
- Are there any issues in school eg language, certain areas?
- Do staff need further training?
- Does the anti-bullying policy need refreshing?

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it
- **Bullying can happen anywhere**