



Dair House School Anti-bullying Policy



Monitoring: Deputy Head Updated: November 2018 Review: August 2019

This policy applies to the whole school, from the EYFS to Year 6.

Aims and Objectives

Dair House School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and sound atmosphere, without anxiety.

Bullying is unacceptable at our school. We do all we can to prevent it in so far as reasonably practicable, by developing a whole school ethos in which bullying is regarded as unacceptable and good behaviour is openly celebrated. This policy aims not only to help staff and pupils to deal with bullying when it occurs, but also to prevent it.

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 minimisation of bullying in our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively whether a victim or a bystander.

We are a TELLING School. This means that anyone who knows that bullying is happening is expected to tell the staff. All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity.

This policy is written with reference to Department for Education (DfE) guidance in the form of non-statutory advice:

- 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies' 4 July 2017
- 'Cyberbullying: Advice for Headteachers and school staff' (2014)

Bullying – the definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Peer on peer abuse should never be tolerated or passed off as 'banter'.

Bullying can take many forms:

- Direct bullying: physical harm or its threat: pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property.
- Cyber-bullying: the use of mobile phones, computers, text messages, photographs, social websites and other electronic messaging to support deliberate, repeated and hostile

behaviour by an individual or group that is intended to harm others. (Refer to Dair House 'ICT use and other electronic devices guidance' policy and Dair House 'Online Safety' policy and guidance.)

- Emotional/ Psychological (indirect bullying): being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity, or malicious rumours, e-mails or text messages.
- Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Sexual assaults between young people
- Dares: pupils daring peers to undertake dangerous, offensive or harmful actions.
- Sexting: the sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other mobile device.

Bullying is often motivated by prejudice against particular groups on the grounds of:

- Race
- Religion
- Culture
- Sexual orientation
- Gender including lesbian, gay, bisexual and transgender (LGBT)
- Homophobia
- Special Educational Needs and Disability
- Where a child is adopted or is a carer.

Bullying might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority, but emotional bullying can be more damaging than physical. Each case should be judged individually.

We must uphold the view that all pupils should be able to work and play without any fear of being bullied by any other person.

The Seriousness of Bullying

All forms of bullying, both physical and emotional, are taken very seriously by all staff and governors at Dair House School and should be treated as a child protection concern where there is a reasonable cause to believe a child is suffering, or is likely to suffer significant harm. Bullying can cause psychological damage even ending in suicide in extreme cases. All accusations of bullying are to be dealt with as quickly as possible using the procedures outlined in this policy.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- runs away
- attempts or threatens suicide

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. When an incident of bullying is reported the procedure below should be followed so that the incident can be investigated successfully and that patterns of behaviour can be identified:

- The teacher should investigate thoroughly and confidentially any alleged bullying with compassion and objectivity.
- For minor, isolated incidents, the teacher should deal with the incident in accordance with the sanctions outlined in the Dair House Discipline and Behaviour Policy for Children and keep a record in their Class Pupil File.
- For more serious and repeated incidents, the Head of Pre-Prep/Deputy Head should be consulted as appropriate and an action plan, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed, both for children who are being bullied and for pupils who bully others, as well as detailing appropriate disciplinary measures. The Head of Pre-Prep will file records of incidents in

'Individual Children' files and the Deputy Head will record incidents in The Behaviour and Incident Record File.

- If it is felt necessary to contact/meet with parents, a concise entry should be made in the Behaviour and Incident Record File by the Deputy Head or the Head of Pre-Prep; this book is kept by the Deputy Head.
- A copy should also be made for the Class Pupil File and the pupil's file in the School Office.
- If the problem persists, the Head and Deputy Head /Head of Pre-Prep will meet with the pupils and parents of the children involved. This will also be recorded as above.
- Cyber bullying/outside school incidents would follow the same procedures.

Staff Training

Dair House School aims to keep all staff fully trained through staff meetings and INSET, both in-house and external, to be cognisant of the school policy and their legal responsibilities to deal with bullying.

We use staff meetings and INSET days to up-date staff on procedures and new initiatives.

We regularly discuss and review the behaviour in, and supervision of, areas such as the changing rooms and playtimes to minimise any possible opportunities for children to be bullied. Awareness of cyber-bullying and how to stay safe and happy when using social networking sites is taught in ICT lessons.

Newly appointed staff receive guidance on this policy from the Designated Safeguarding Lead (DSL).

Outcomes

If possible, the pupils will be reconciled after the incident/incidents have been investigated and dealt with.

Each case will be monitored to ensure further bullying does not take place.

- The bully (bullies) may be asked to apologise.
- The bully (bullies) may be removed from certain situations and have certain privileges removed.
- Children may be asked to enter into an agreed behaviour contract.
- In serious or persistent cases, exclusion, firstly for a short period of time of 2/3 days will be considered. This may be repeated at the discretion of the Head. At this stage the Chair of Governors would be informed.
- If the bullying still continues, parents may be asked to look for a new school for their child.

Prevention and Anti-Bullying Strategies

The following methods for helping to prevent bullying may be used as and when appropriate:

- Reading and/or writing stories or poems or drawing pictures about bullying issues.
- Role-plays and assemblies.
- Discussions about bullying and why it matters.

- Advocating that children can write/draw their concerns and post them in confidence in the “Worry Box” which is situated in the school library. “Worries” are addressed to the Deputy Head.
- Supporting schemes that encourage children to make friends (e.g. friendship buddies).
- Drawing examples from historical events and current affairs.
- Teaching assertiveness skills and confidence-building to the class.
- Using time during PSHE classes to talk about bullying/intimidation in general.
- Raise pupil awareness through initiatives as appropriate (e.g. Anti-Bullying presentations).
- Bullying awareness notices are displayed around the school.
- Endeavouring to create an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success.

Bullying Outside School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. It can also relate to cyber-bullying.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The Role of Parents

Parents who are concerned that their child is bullied or bullying, should contact their child’s teacher immediately. If they wish to take the matter further, they should contact the Deputy Head or Head of Pre-Prep.

ULTIMATE recourse may be made to the Head if it is deemed necessary.

Parents have a responsibility to support the school’s Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Links with Other Policies

The Anti-Bullying Policy forms part of a package of policies that endeavour to ensure all our children, whether they are the victim or the bully, are supported and appropriate procedures are applied throughout.

Related Dair House School policies are Child Protection, Behaviour and Discipline, Pastoral Care, Online Safety and PSHE.

Further sources of information

- 'Cyberbullying: advice for headteachers and school staff'
- 'Advice for parents and carers on cyberbullying'
- 'DfE Behaviour and Discipline in Schools Guidance'
- 'Supporting children and young people who are bullied: advice for schools'
- 'Counselling in schools a blueprint for the future: advice for school leaders and counsellors'

Legislative links

- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010 **This was updated in 2014**
- 'Power to tackle poor behaviour outside school'
- 'The Equality Act 2010'

Specialist organisations

- 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. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here- <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.
- 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.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Online/cyber-bullying

- 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.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.