

Danbury Park Community Primary School



Anti-bullying Policy

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Be wise, be happy, belong



Danbury Park Community Primary School

Anti-Bullying Policy

1. Statement of Intent

- 1.1. At Danbury Park Community Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Bullying will not be tolerated.
- 1.2. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- 1.3. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.
- 1.4. Any form of peer-on-peer abuse will be treated as bullying and dealt with following this policy.

2. Aims and Objectives

- 2.1. The basic principles behind the school's anti-bullying policy are:
 - The school does not accept bullying in any form;
 - Every child has the right to feel safe;
 - Each child is responsible for his/her behaviour.
- 2.2. Children are expected to:
 - Treat everyone with respect and courtesy;
 - Respect and care for the school's resources, buildings and grounds.
- 2.3. Parents are expected to:
 - Support the school's Anti-bullying Policy (See Appendix 1, *Leaflet for Parents*);
 - Work with the headteacher and members of staff.
- 2.4. The headteacher and all members of staff will:
 - Be alert for signs of bullying, racial harassment or any form of peer-on-peer abuse;
 - Deal firmly and consistently with any incident;
 - Work with parents to protect and support the targeted child;
 - Work with parents to help the bully.

3. Responsibilities

- 3.1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying and peer-on-peer abuse are.
- 3.2. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- 3.3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.



4. What Is Bullying?

4.1. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying intentionally causes hurt to the target.

- It is unprovoked.
- It is repeated.
- It may be physical e.g. kicking, punching.
- It may be psychological e.g. name-calling, excluding from a group or game.
- It may be carried out by one child.
- It may be carried out by a group.
- It is behaviour delivered from a perceived position of power.

4.2. What sort of children are targets?

- They may be smaller or weaker than their peers.
- They may be larger than their peers or overweight.
- They may lack confidence.
- They may be hard working.
- They may have special learning needs.
- They may be from a minority racial group.
- They may not conform to the peer group 'norm'.

4.3. What sort of children are bullies?

- They may be physically bigger and stronger than their target.
- They may be confident.
- They may be less able and have a poor attitude to school.
- They may enjoy conflict and aggression.
- They may have been bullied themselves and so inflict bullying behaviour on others.
- They may have little confidence and are trying to raise their self-esteem.
- They may be trying to get attention.
- They may have problems at home.
- They may lack empathy.

4.4. What constitutes bullying?

It may be:

- Incessant hitting,
- Demanding money or possessions,
- Spreading rumours,
- Teasing,
- Pushing and kicking,
- Making threats,
- Social exclusion,
- Entrapment,
- Cyber.

5. Signs and Symptoms

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

- is frightened of walking to or from school;



- is unwilling to come to school;
- feels ill in the mornings;
- becomes withdrawn anxious, or lacking in confidence;
- cries themselves to sleep at night or has nightmares;
- begins to achieve poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or " go missing";
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when an electronic message is received;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above.

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

6. Procedures for Reporting Incidents

- 6.1. During a school day many events and incidents between children take place. Children are encouraged to tell when they are unhappy and it is emphasised that this is seeking help and not telling tales. In this way adults can recognise when a pattern is emerging and when a series of events may be an indication that bullying is taking place.
- 6.2. Teachers and teaching assistants have incident books in class in which they record events.
- 6.3. The midday assistants have a central folder in which they record incidents.
- 6.4. The headteacher maintains an incident book when children are referred to her/him.
- 6.5. Details of meetings with parents, when an issue is raised, are recorded by teachers, teaching assistants and office staff and are given to the headteacher. These are then placed in the pupil's file.
- 6.6. Action is taken and support is given on minor events and incidents so that children are confident that action will be taken should there be a major incident.

7. Procedures for dealing with Incidents of Bullying

- 7.1. Where bullying is occurring, the target is reassured that action is being taken and is dealt with by the headteacher or the deputy headteacher. Children are encouraged to report any incidents immediately after they happen.
- 7.2. A verbal or written account of each incident is given by the target depending on the severity of the incident and age of the child.



- 7.3. The bully is spoken to separately, and it is made clear that bullying is unacceptable. A verbal or written account of the incident is given by the bully (see Appendix 2 for *Incident Report Form*).
- 7.4. The bully is asked what he/she can do to put things right.
- 7.5. Sanctions are given e.g. loss of privileges/playtimes.
- 7.6. Copies of the accounts of the incidents are given to class teachers with the forms kept together in a file by the headteacher.
- 7.7. Parents of both the target and the bully are informed and invited to discuss it with their children and the headteacher and a way forward is planned which could include a daily report sent home by the teacher. Parents are given a copy of our *Leaflet for Parents – Anti-Bullying*. This leaflet explains ways in which we can all help to prevent bullying.
- 7.8. Where appropriate the school uses the support group approach as promoted by the Local Authority. The facilitator is usually the class teaching assistant, who works under the guidance of the headteacher and deputy headteacher. See Appendix 3.

8. Teaching and Learning

- 8.1. As part of our PSHEe & C programme of lessons children are taught about bullying and are encouraged to use the following strategies:
- 8.2. The child being bullied is told:
 - not to bully back;
 - to say “NO”;
 - to say “GO AWAY”;
 - to say “I DON’T WANT TO GET INVOLVED” – firmly;
 - to walk away;
 - to tell a member of staff or another adult.
- 8.3. If a child sees someone else being bullied, s/he are told:
 - not to stand and watch;
 - not to join in or encourage the behaviour of the bully;
 - to call for help;
 - to tell a member of staff or another adult;
 - to look out for children who are being bullied and support them.

Although every effort will made to follow this whole school policy, there may be specific complex situations where this is not deemed to be the most effective course of action. If this is the case, the course of action to be followed will be discussed and agreed with the pupils and parents concerned.



Appendix 1

Danbury Park Community Primary School

Leaflet for Parents Anti-Bullying

We have an anti-bullying policy explaining what bullying is and what can be done to stop it.

Our policy is to tackle bullying, so that everyone is safe.

If your child is being bullied, or if your child is involved in bullying, please follow these guidelines.

If your child is being bullied:

- Listen carefully and calmly to your child.
- Reassure your child, who may feel frightened.
- Contact the school immediately. Discuss with the headteacher and your child's teacher ways of resolving the problem.
- Don't suggest fighting back by using aggression or force. This generally only serves to make the problem worse.
- Teach the strategies outlined in our policy:
 - Don't bully back,
 - Say "NO!" firmly,
 - Say "GO AWAY!"
 - Say "I DON'T WANT TO GET INVOLVED!"
 - Walk away confidently and seek help.

If your child is involved in bullying:

- Don't bully the bully.
- Ask your child why s/he is bullying.
- Make it clear to your child that the behaviour is unacceptable.
- Contact the school immediately. Discuss with the headteacher and your child's teacher strategies for helping your child to change her/his behaviour.
- Help your child to find something at which s/he can succeed, and which will help her/him feel good about themselves.
- Ensure that your child apologises to the child s/he has bullied, either in person or in writing.
- If the situation is very serious you may want to get help for your child from external agencies. The school will be able to help.



Appendix 2

**Danbury Park Community Primary School
Incident Report Form**

Account of my behaviour

Name..... Class.....

Date.....

Where did this happen?.....

What did **you** do?

.....
.....
.....
.....
.....

Why did you do this?

.....
.....
.....
.....

What are you going to do about this?

.....
.....
.....
.....

Signed..... (Child)

..... (Headteacher)



Appendix 3

The Support Group

Step 1 – Meet with the target

After a bullying incident has been referred for support group intervention, the facilitator will talk to the targeted pupil about her/his feelings. S/he is asked to give a score out of 10 (1 being very unsafe to 10 being very safe) as to how they are feeling at this time. No questions are asked about the incident but information is needed about who was involved.

Step 2 – Convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and either friends of the target or good role models. A group of six to eight young people is recommended.

Step 3 – Explain the problem

The facilitator tells the group about the way the target is feeling and might use a poem, piece of writing or a drawing to emphasise her/his distress.

Step 4 – Share responsibility

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the target feel happy and safe.

Step 5 – Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the target could be helped to feel happier. The facilitator gives out some positive response but does not go on to extract a promise of improved behaviour.

Step 6 – Leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to 'catch up' with each of the group the following week to see how things are going.

Step 7 – Meet them later

About a week later the facilitator discusses with each pupil, including the target, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

The target is asked how s/he is feeling now and asked to give a score out of 10 (1 being very unsafe to 10 being very safe) as to how they are feeling at this time. This is recorded and compared to previous scores.

The support group is maintained for as long as it is felt necessary.



Monitoring Record

<p>Date</p> <p>Monitored by</p> <p>Feelings of safety  1 2 3 4 5 6 7 8 9 10 </p> <p>1 being 'very unsafe', 10 being 'very safe'.</p>		<p>Further action taken</p>
<p>Date</p> <p>Monitored by</p> <p>Feelings of safety  1 2 3 4 5 6 7 8 9 10 </p> <p>1 being 'very unsafe', 10 being 'very safe'.</p>		<p>Further action taken</p>
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