



'Forward Together'

DAME DOROTHY PRIMARY SCHOOL
AND DAME DOROTHY DAY CARE
ANTI-BULLYING POLICY

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Date written	February 2015
Review Date	February 2017

Date ratified by Governing Body	February 2015
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SIGNATURES	
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Anti-Bullying Policy

DEFINITION

Bullying can be described as being

- a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.

It **often** relates to a pupils ethnic origin, nationality or colour; sexual orientation; some form of disability.

From Bullying; Don't Suffer in Silence (Dfee – 2000)

“There are many definitions of bullying, but most consider it to be-

- deliberately hurtful (including aggression)
- repeated often over a period of time.
- difficult for victims to defend themselves against.

Bullying can take many forms, but the three main types are-

- physical- hitting, kicking, taking belongings
- verbal- name calling, insulting, making offensive remarks
- indirect- spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.”

AIMS & OBJECTIVES

At Dame Dorothy Primary School bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

WE WANT-

- ◆ To provide a safe and secure environment for all children.
- ◆ To teach children about bullying, its impact and how to deal with it.
- ◆ To stop any cycle of bullying
- ◆ To provide support for any bully to improve his/her self esteem and behaviour
- ◆ To provide support to any victim and help them to deal with any future act of bullying

PREVENTATIVE ACTION

We have ongoing strategies to reduce bullying.

Teaching/Informing pupils about how to deal with bullying (e.g. how to say no) If you are being bullied- Specifically-

- ◆ Try to stay calm and look as confident as you can.
- ◆ Be firm and clear- look them in the eye and tell them to stop.
- ◆ Get away from the situation- as soon as possible. Walk quickly and confidently.
- ◆ Tell an adult what has happened straight way.
- ◆ When you are talking to an adult BE CLEAR.

1. In PSHE Curriculum (and associated oral and/or circle work)
2. In whole school and class assemblies
3. When it occurs- time often taken from taught curriculum.

Teaching/Informing pupils about School Policy

1. Assemblies
2. In class- as appropriate, and at least at the beginning of a new year.

Effective Classroom Management inc.

1. High levels of supervision
2. Establishment of a good ethos, with positive role models and suitable interaction.
3. Use of co-operative groupwork, encouraging tolerance and integration.

INTERVENTION TECHNIQUES

Procedures to follow

From Bullying; Don't Suffer in Silence (Dfee – 2000)

"Five key Points-

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts- several pupils saying the same things does not necessarily mean they are telling the truth.
- adopt a problem solving approach which moves the pupils from justifying themselves.
- follow up- checking bullying has not resumed.

AWARENESS / IDENTIFICATION

1. THE VICTIM-

From Bullying; Don't Suffer in Silence (Dfee – 2000)

"Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely;

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect – such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a "nuisance"

..... Victims can suffer from low self-esteem and negative self-image, looking upon themselves as failures – feeling stupid, ashamed and unattractive."

"The behaviour of certain pupils can contribute to bullying, though this in no way justifies it.....The pupil needs improved social skills"

2. THE BULLY

There are many reasons for a child to bully-

- ◆ They don't know it is wrong
- ◆ There has been over tolerance of earlier aggressive behaviour.(lack of consistency?)
- ◆ They can lack guilt and rationalise (i.e. make up plausible excuses) to suggest the victim deserved it.
- ◆ They are copying older brothers or sisters, parents or other people they admire.
- ◆ They have not learnt better ways of mixing with their school friends.
- ◆ Parents teach aggressive values- e.g. "Hit them first before they hit you"
- ◆ Their friends encourage them to bully
- ◆ They are going through a difficult time and are acting out aggressive feelings.

They lack empathy and do not consider how a victim may feel

3. VIGILANCE

In order to identify incidents of bullying and the identities of bullies, at Dame Dorothy Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act

Bullying can be brought to the attention of staff either by

- the victim(s),
- their friend(s),
- their parent(s)
- other interested people.

INVESTIGATION

- ◆ Find out the FACTS. Do not assume that an allegation is automatically correct. Bullying in this respect is the same as any allegation- and must be investigated before any action can be decided/ taken.
- ◆ Discussions at length with the victim. This will require patience and understanding. Remember – Listen and question. Get the facts.
 - ◆ what happened?
 - ◆ how often it has happened?
 - ◆ who was involved?
 - ◆ who saw what was happening?
 - ◆ where it happened?
 - ◆ what you have done already.?
- ◆ Keep records- so a “picture “ can emerge and appropriate action taken.
- ◆ Use open questioning where possible.
- ◆ Record at the time- use real words where possible.
- ◆ Obtain witnesses if possible
- ◆ Discussions with the alleged bully. Ask them to tell the truth about the situation/incident. Date any notes. Explore children’s understanding of their actions e.g. use of inappropriate language.-as they may not understand its impact.

If the alleged bully does own up then it is appropriate to decide action in line with the Discipline Policy. It may be appropriate to involve the bully and victim in suggesting ways to improve things. If they do not own up, investigate further.

If no “truth” can be found- the situation needs to be carefully monitored and followed up **in the same way as a proven situation**. The only difference is that no sanction/action can be taken as nothing is proven.

- ◆ If it is felt appropriate to involve parents- then there should be separate discussions with parents of bully and victim.
- ◆ Involve/inform any interested parties (e.g. lunchtime staff) so gather more information if available - and ensure a greater level of monitoring.

ACTION / SANCTIONS

Strategy for dealing with bullying

- Make it clear from the outset that bullying is not acceptable at Dame Dorothy Primary School.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

Verbal recorded warning (another chance). This is mostly used for minimal/initial concerns. Parents will rarely be involved at this stage, unless they initiated the concern. It may involve other action e.g. withdrawal of playtime etc.

- ◆ Verbal recorded warning shared with parents. Here, parental support will be requested. This is usually accompanied with other sanctions (loss of Golden Time).
- ◆ Report systems are used where it is felt that the level of monitoring should be more intensive. Clear rewards and sanctions are associated with any report System. Parents are always informed if their child is put “on report”.

Sanctions include

- ◆ loss of Golden Time
- ◆ loss of playtimes,
- ◆ exclusion from school during lunchtimes,
- ◆ exclusion from school,

Agree a Review time for all parties-If everything appears to be resolved- it is still good practice to follow up again

From *Bullying; Don't Suffer in Silence* (Dfee – 2000)

“Where serious violence is involved, the headteacher can and should permanently exclude a pupil.”
As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying
Other Action can include-

- **Mediation by adults**

The aim is to establish ground rules for co-existence.

It is a strategy for occasions where someone has been bullying someone regularly for some time as well as those being bullied.

Script- From *Bullying; Don't Suffer in Silence* (Dfee – 2000)

- ◆ Hold brief, non-confrontational individual “chats” with each pupil – the bullying pupil first.
- ◆ Try for agreement that the bullied pupil is unhappy- and they will help improve the situation. If no agreement or suggestions –be prescriptive.
- ◆ Chat supportively with the bullied pupil- helping them to understand how to change if thought to have “provoked” the bullying.
- ◆ Check progress (a week later?).
- ◆ Meet all involved- to reach agreement on long term behaviour.

This would need longer term follow-up.

Befriending (Upper Phase)

This involves assigning selected pupil volunteers to “Young Leaders” whom teachers have referred.
Young leaders-

- ◆ need friendly personal qualities
- ◆ give support with emotional and social problems, newness to a school, difficulty making friends, upset at separation/loss, being bullied or socially excluded.
- ◆ may share a common difficulty

Circle work

There must be simple clear ground rules-

focus on feelings of all involved; listen and don't interrupt; be tolerant of the views of others; take turns; discuss difficult issues as a problem solving exercise.

From *Bullying; Don't Suffer in Silence* (Dfee – 2000)

“ Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.”

N.B. Although we aim for consistency, obviously the response by the school must be dependant on the perceived severity of the incident(s) and whether there has been a history.

No one strategy is successful in all cases- and a combination of strategies may be most appropriate- depending on the circumstances.

FOLLOW UP

- It is essential to follow up any bullying action to ensure it does not start again.
- As a minimum- Check straight away (next day?) and then usually- about 2-3 weeks after the event. More vigilance may be needed in more serious cases.
- This ensures further intervention if necessary – and if pupils expect a follow up, they are unlikely to start bullying again.
- RECORD the follow up.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- If a situation raised by a parent appears to be resolved – a follow up letter to parents should usually be sent or a telephone call. A personal note is most appropriate but a proforma letter has been produced for your convenience. (SEE Appendix 2). A copy of the letter or note of the follow up telephone call should be retained with the records of the incident.
- All records of incidence and follow up are to be filed with class records (in Office Filing cabinet) at least at the end of the year.

BULLYING OUTSIDE A SCHOOL'S PREMISES

Schools are NOT directly responsible for bullying off the premises.

However-

- We need to be aware in case the bullying comes into school
- We should try to deter such behaviour, as much as we are able.
- We should look at the issue when considering safety- and possible actions.

INVOLVING PARENTS

Parental support is a key to success or failure in anti bullying initiatives.

◆ If a parent reports bullying-

- Recognise that the parent may feel angry or upset.
- Keep an open mind
- Remain calm & understanding
- Ask for details- and record information
- Make it clear it will be investigated
- Thank the parent for bringing the issue to your attention. WE NEED TO KNOW

◆ When dealing with the bully's parents-

It is often helpful to use a problem solving approach in the first instance- "It seems that you son/ daughter and X have not been getting on very well lately" rather than "Your son/daughter has been bullying X"

Your aim is to work together- and maintain a good relationship.

It is good practice to have a colleague present. Often the Assistant Headteachers are the obvious choice.

NB Some claims of bullying may turn out to be false or exaggerated. However, whatever the previous history of the victim or alleged bully- all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

BULLYING

Information for Parents

As parents you have an important role in helping schools deal with bullying.

Pleased reinforce the message we give to your child at school-

Message for children-

If you are being bullied-

- ◆ Try to stay calm and look as confident as you can.
- ◆ Be firm and clear- look them in the eye and tell them to stop.
- ◆ Get away from the situation- as soon as possible. Walk quickly and confidently.
- ◆ Tell an adult what has happened straight way.

When you are talking to an adult BE CLEAR-

- ◆ What happened?
- ◆ How often it has happened?
- ◆ Who was involved?
- ◆ Who saw what was happening?
- ◆ Where it happened?
- ◆ What you have done already?.

If your child is bullying other children-

There are many possible reasons-

- ◆ They don't know it is wrong
- ◆ There has been over tolerance of earlier aggressive behaviour.
- ◆ They can lack guilt and rationalise (i.e.make up plausible excuses) to suggest the victim deserved it.
- ◆ They are copying older brothers or sisters, parents or other people they admire.
- ◆ They have not learnt better ways of mixing with their school friends.
- ◆ Parents teach aggressive values- e.g. "Hit them first before they hit you"
- ◆ Their friends encourage them to bully
- ◆ They are going through a difficult time and reacting out aggressive feelings.
- ◆ They lack empathy and do not consider how a victim may feel.

What can you do?

- ◆ Keep calm
- ◆ Don't bully your child- it will make matters worse.
- ◆ Discourage your child from using bullying behaviour at home or elsewhere.
- ◆ Talk to your child, explaining that bullying is unacceptable- and makes others unhappy.
- ◆ Discourage other members of your family from bullying behaviour or using

Talk to your child's teacher- work together.

- ◆ Use praise encouragement to reinforce co-operative and kind behaviour.
- ◆ Set firm and realistic guidelines to help your child control his/her behaviour.

If your child is being bullied-

- ◆ Watch out for signs your child is being bullied- or is bullying others. Contact the school (class teacher in the first instance) if you are worried.

If you child talks to you about being bullied-

- ◆ Keep very calm.
- ◆ Don't agree to keep bullying a secret.
- ◆ Reassure your child that they have done the right thing in telling you about the problem. Make it clear that the school will be informed and staff are there to help.
- ◆ Make a note of what your child has to say- using the prompts above.
- ◆ **Tell the school.** When talking to teachers -remember the school does NOT condone bullying. Teachers will investigate and help. Teachers cannot always know there is a problem- so tell them. Try to stay calm, sharing information and ways you can work together to solve the problem
- ◆ Help your child with strategies for the future.
- ◆ If you want further advice/support, contact the Headteacher.

Allegations of bullying- Role of the school

The school will make notes and investigate. Obviously no action can take place until the allegation has

Allegations of bullying- Role of the school

The school will make notes and investigate. Obviously no action can take place until the allegation has been investigated. Schools MUST be open minded when investigating any allegation. It is only fair to both parties. The school does take allegations seriously, will investigate and take any action to resolve - in line with school policy.

We care about all the children in the school. We want everyone to be happy, safe and secure. Bullies need help, as well as their victims. We want to work with and help all children whether the bully or the victim to ensure this positive learning environment.

The Dame Dorothy Primary School Anti-Bullying Policy is available in school if any parent would like to read it.

We look for your support to maintain our happy and supportive school environment.

Mr I Williamson
Headteacher