



# DORMANSLAND PRIMARY SCHOOL

## ANTI-BULLYING POLICY STATEMENT

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### Review

The policy will be reviewed and updated subject to the school's review cycle. The policy review will be linked to the School Improvement Plan, working towards a more inclusive ethos across the school community.

<b>Nominated Lead Member of Staff:</b>	Faye Davies
<b>Status &amp; Review Cycle:</b>	Non-Statutory/every three years
<b>Next Review Date:</b>	Spring 1 2026

### Introduction

The ethos of Dormansland Primary School will not support bullying in any form.

We believe that children learn best in a safe and calm community that is free from disruption and in which education is the primary focus. The school works to promote an ethos of good behaviour where children treat one another and the school staff with respect because they know this is the right way to behave. We aim to create an inclusive environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination and where children are not afraid to challenge and stand up for what they know is right. We will challenge derogatory and discriminatory language whenever we hear it.

We are a "telling" school because bullying is too serious to ignore.

At Dormansland School we are aware of the importance of educating children to keep themselves safe in different situations. In particular, when preparing our children for the demands placed on them by twenty-first century living, we understand that we must highlight the pressures and dangers that may present through new technology, including use of mobile phones, instant messaging devices, use of social media etc. This policy links directly to the school's policies on 'Acceptable use of the internet' and 'E-safety'.

This policy sits within the school behaviour policy and supports the school values of promoting equality and ensuring safeguarding for all members of the school community. It is communicated to all staff, parents and children, via the school website, on an annual basis and reviewed and updated biannually, unless new guidance is issued before such review is due. This policy is communicated to prospective parents as part of the school's behaviour policy.

The school is aware of the statutory responsibility to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises.....' this can relate to any bullying incidents occurring anywhere off the school premises.....'

Fundamentally, we expect children to feel safe in school, that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from adults in school, should they ever feel unsafe.

## Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children.

Pupils contribute to the development and review of this policy through the school council, circle time discussions, etc.

The school council will develop a Student friendly version to be displayed in the school.




Parents/Carers are encouraged to contribute through the annual parent questionnaire.

## Definition of Bullying

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

*‘Advice for School Leaders, staff and Governing Bodies on Preventing & Tackling Bullying’ DfE (July 2011)*

## How does bullying differ from teasing or falling out between friends or other types of aggressive behaviour?

-  There is a deliberate intention to hurt or humiliate.
-  There is a power imbalance that makes it hard for the victim to defend themselves.
-  It is usually persistent.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Occasionally an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

## What does bullying look like?

Bullying can include:

- 🌀 name calling
- 🌀 taunting
- 🌀 mocking
- 🌀 making offensive comments
- 🌀 physical assault
- 🌀 taking or damaging belongings
- 🌀 cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- 🌀 producing offensive graffiti
- 🌀 gossiping and spreading hurtful and untruthful rumours
- 🌀 excluding people from groups
- 🌀 looks and gestures to intimidate

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others, who become the 'bystanders' or 'accessories'.

## Why are children bullied?

Specific types of bullying can include:

- 🌀 bullying related to race, religion or culture
- 🌀 bullying related to special educational needs or disabilities
- 🌀 bullying related to appearance or health
- 🌀 bullying relating to sexual orientation
- 🌀 bullying of young carers or looked after children or otherwise related to home circumstances
- 🌀 sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- 🌀 young people
- 🌀 young people and staff
- 🌀 between staff
- 🌀 individuals or groups

## Anti-Radicalisation

At Dormansland School, all staff are expected to uphold and promote the fundamental principles of British values. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE ( Personal, Social and Health Education ), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

## **Reporting and Responding to Bullying**

Our school seeks to promote positive relationships within the school community through the Behaviour Policy. This Policy is supported by individual contracts that pupils, staff, parents and governors agree to on entry to the school.

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

### **1. Responding - Proactive**

All school staff are aware of the need to prevent bullying and to challenge unacceptable behaviour or language. Through the school's comprehensive system of logging specific incidents, they are able to gather intelligence about issues between children which might provoke conflict, in order to develop strategies to prevent bullying happening in the first place. This system also enables senior staff to track behaviour over time, sometimes highlighting a particular pattern or trend in low level behaviours that could indicate a case of bullying.

The school ensures that even the youngest children understand what bullying is. All children are made aware of the part they can play to prevent bullying including when they find themselves as bystanders.

In the extremely rare cases where we are concerned that bullying is particularly serious or persistent, we work with the wider community, including the local Community Police team and Surrey's Behaviour Support team, to send a strong message that bullying is unacceptable within our school.

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour, as well as discouraging bullying behaviour:

- Assemblies
- Involvement in SEAL
- Anti-Bullying week annually in November
- PSHE/citizenship
- Specific curriculum input on areas of concern, such as cyber-bullying and internet safety
- School Council
- Learning Mentor groups
- Playground Leaders / Buddying
- Parent information events/information
- Staff training and development for all staff, including support staff and midday supervisors
- Regular consultations with all stake holders on the current perceptions of behaviour in our school
- Counselling and/or Mediation schemes
- Prominent anti-bullying messages and expectations displayed across the school

## 2. Responding - Reactive

At Dormansland Primary School, we have clear strategies for responding swiftly to bullying incidents. These are detailed more extensively in the school's Behaviour policy.

The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the children involved may have, as well as the specific needs of vulnerable children, where appropriate.

The school is aware of supporting both the victim and the perpetrator. Specific groups or organisations may be drawn on for expertise or help with certain forms of bullying, such as Surrey's STIP, the Inclusion Office or the Local Area Support Officer. Once a case of bullying has been raised, all parents of the children involved will be kept fully informed as the process continues.

### Systems of Reporting:

- Children and young people in school – To report to a member of staff
- Parents/carers – To report to the class teacher or Head teacher
- All staff and visitors – To report to the Head teacher or Deputy Head Teacher
- Bystanders – To report to a member of staff

### Procedures:

All reported incidents are taken seriously and investigated thoroughly.

The steps the school will take may include:

- 🌀 Interviewing all parties
- 🌀 Informing parents
- 🌀 A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- 🌀 Some form of follow up, especially keeping in touch with the person who reported the situation, parents/carers, in order to monitor the effectiveness of any intervention or preventative strategies introduced
- 🌀 Support for the victim and the bully.

Restorative approaches inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of RA create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulation.

All procedures will adhere directly to the school's Behaviour policy and agreed system of sanctions. Review and monitoring of the on-going situation, following an agreed case of bullying will be similarly bound by the procedures on the Behaviour policy, particularly if it is felt that the sanctions need to be escalated at a future stage, due to continued non-compliance.

## Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation, along with liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator, who will have general responsibility for handling the implementation of this policy in day-to-day practice.

The Anti-bullying Coordinator in our school is: Faye Davies

The E-safety Coordinator in our school is: Mark Cook

Their responsibilities are:

- 🌀 Monitoring the impact of the policy on a regular basis, including its development, implementation and review
- 🌀 Coordinating strategies for preventing bullying behaviour
- 🌀 Leading on / managing bullying incidents to ensure consistency of approaches used
- 🌀 Managing the reporting and recording of bullying incidents and ensuring consistency of the monitoring
- 🌀 Providing effective training and support for staff in both challenging bullying and promoting E-safety
- 🌀 Working with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence has taken place

## Recording Bullying and Evaluating the Policy

DfE guidance, Preventing and tackling bullying (July 2011) notes:

*“Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgement as to what will work best for their pupils.”*

Bullying incidents are reported to the Head Teacher and recorded on CPOMs.










The information stored is used to ensure that all individual incidents are followed up. It can also be used to identify trends and inform preventative work in school and development of the policy.

This information is presented to the governors as part of the termly Head Teacher’s report.

**It is everyone’s responsibility to prevent bullying.**

**We are a “telling” school – bullying must never be suffered in silence.**

### Links with other policies

-  Behaviour Policy
-  Child Protection Policy
-  Acceptable Use Policy - Cyberbullying and internet safety
-  Equality Policy
-  SEN Policy
-  PSHE and Citizenship Policy
-  References Documents and Related Policy/Guidance
-  National Documents
-  DfE: *Preventing and tackling bullying 2012*

### Equal Opportunities/Inclusion

The school is committed to ensure that all children regardless of race, gender, class, culture or disability have equal opportunity to develop their full potential in all areas of the curriculum.

The tackling of any incidents of bullying in the school is undertaken sensitively, in line with the school's Equal Opportunities Policy.

## **Monitoring and Evaluation**

This will be reviewed on a three year cycle.