

**DUMPTON SCHOOL**  
**6 - ANTI-BULLYING POLICY**

<b>Person(s) responsible:</b>	<b>Deputy Head</b>
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## 1.1 INTENT

At Dumpton School, we believe that everyone has the right to feel safe, secure, and respected within a caring environment regardless of individual characteristics such as gender, sexuality, race, disability or social circumstance. As a community we are committed to living, working and growing together as a family: our main school rule is ‘treat others as you would like to be treated’. We believe that it is everyone’s responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative and restorative strategies for both children and adults and to outline the consequences for those who transgress. It is acknowledged that such conduct, or talk, may sometimes occur through a lack of knowledge or understanding, particularly on the part of young children. If this is thought to be the case, the opportunity to educate rather than punish will be taken. The school works hard to ensure that the school community (pupils, staff, parents) know the difference between bullying and unkindness and recognises that not every playground or classroom incident necessarily constitutes bullying.

## 1.2 DEFINITION OF BULLYING

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) At Dumpton, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, RSE and Performing Arts lessons as well as group discussions with teachers and Senior Management.

We agree that:

**Bullying** is usually physical hurting, name calling, giving unkind looks, taking the possessions of, or leaving people out of activities/games.

**Bullying** usually happens when the relationship is imbalanced.

**Bullying** is usually on-going.

**Bullying** can happen to anyone.

This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual orientation bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

## 2.1 PRINCIPLES THAT UNDERPIN THE POLICY

**For pupils who experience bullying that:**

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

**For pupils who engage in bullying behaviour that:**

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their empathy, emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

**For Dumpton:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders - 'be an upstander, not a bystander'
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents and other schools to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

**For parents / carers**

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

**2.2 THE SCHOOL'S IMPLEMENTATION**

All staff are responsible for following this policy. The whole school community should be assured that action will be followed through if bullying is reported. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken using the *MyConcern* system. Bullying will not be tolerated and will always be taken seriously. The Senior Management Team and Governors will be responsible for monitoring and reviewing this policy.

The SMT will:

- Monitor the implementation of this policy on a regular basis.
- Ensure staff promote positive relationships between pupils to help prevent bullying.
- Seek to learn from good anti-bullying practice elsewhere
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community

All Staff will:

- Ensure pupils are aware that everyone has the right to feel safe at school by following the school behaviour policy.
- Create and support an inclusive environment
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Ensure pupils are aware how to report any bullying concerns and that they will be dealt with sensitively and effectively.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Recognise that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND or those with long-term medical needs, enabling the school to develop effective prevention strategies in conjunction with the EdX team and Emotional Support Teacher, providing appropriate support, if required.
- Openly discuss with pupils, differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language that does not uphold the school values.
- Teach and encourage pupils to use technology, especially mobile phones, tablets and social media, positively and responsibly. Work with staff, the wider community, and outside agencies to prevent and tackle concerns.
- Actively create “safe spaces” for vulnerable children and young people, e.g. the School’s Art Hub
- Encourage children and parents/carers to report suspected bullying immediately to a member of staff.
- Make children aware that they have a responsibility to report bullying that they see happening to others.
- Communicate with and involve parents at the earliest opportunity.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, even when they are not on school premises; for example, when using school transport or online.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Deal promptly with complaints made against the school's response to bullying, in line with the school's complaints policy.
- Ensure a clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Celebrate success and achievements to promote and build a positive school ethos.

## 2.3 PARENTAL CONCERNS

Dumpton has prided itself on the quality of pastoral care provided for its pupils. However, if parents do have any concerns regarding possible bullying of their children, they should make immediate contact in writing with either the Head of EYFS/Key Stage 1 or the Senior Deputy Head, who will carry out a thorough investigation before reporting back to both the child's parents and the Headmaster.

## 3.1 CYBERBULLYING

Childnet guidance for schools re cyberbullying can be found at:  
<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

The guidance states that cyber bullying can be defined as:

*Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.*

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems. in identifying and interviewing possible witnesses.
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully.)
- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply
- providing advice on blocking or removing people from contact lists
- helping those involved to think carefully about what private information they may have in the public domain.

### 3.2 SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to Matron with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

#### 4.1 PREVENTATIVE MEASURES

We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with Dumpton School:

- We operate a 'no mobile phone' policy for all pupils at Dumpton. In certain circumstances they may have a mobile phone on a trip for the journey only.
- We use appropriate Assemblies to explain the school policy on bullying. Our RSE and PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Performing Arts highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on whistle-blowing - 'be an upstander, not a bystander'.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We have a strong and experienced pastoral team of tutors who support the SMT and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Bullying is discussed in school meetings.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work. INSET sessions are also held.
- Staff are on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur.
- We encourage close contact between the Form Teachers and parents/guardians and would always make contact if we were worried about a pupil's well-being.

## 4.2 CYBERBULLYING – PREVENTATIVE MEASURES

### **Also see school mobile device documentation and procedures**

In addition to the preventative measures described above, Dumpton School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Adheres to the DfE guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking, removing contacts from “buddy lists and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

## 4.3 SUPPORTING PUPILS

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Ensuring there is a close partnership with parents in dealing with any incidents of bullying
- Offering an immediate opportunity to discuss the experience in the first instance with their teacher. Where necessary this could also be the Form Tutor, Emotional Support Teacher a member of the SMT, or a member of staff of their choice.
- Designated staff member to keep records of the bullying as evidence (using *MyConcern*), these will be used to inform improvements
- Working towards restoring self-esteem and confidence.
- Providing ongoing support, this may include working and speaking with staff, offering counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help, Families First or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupil(s) who have perpetrated bullying:

- Will be given opportunities to discuss what happened, establishing the concern and talking through the need to change (in line with the school behaviour policy).
- Parents/carers will be informed and involved in helping change the attitude and behaviour of the child. This will involve exploring possible causes/triggers that have affected the child and has caused bullying to take place.
- Will be provided with appropriate education and support regarding their behaviour or actions.
- Where necessary, working with a designated person, the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Families First, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

## 4.4 IMPACT



- Governors, staff, pupils and parents will know what the school policy is on bullying and follow it if an incident is reported.
- Pupils and parents will be assured that they will be supported when a bullying incident is reported.
- The whole school community will know that bullying will not be tolerated at our school

### 5.1 EARLY YEARS FOUNDATION STAGE (EYFS) CHILDREN

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful, kind, gentle and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of the EYFS is in day-to-day charge of the management of behaviour in the EYFS (see Behaviour Policy).

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions; but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see the Head of the EYFS, who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed via a note in the pupil folder/homework diary when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Class Teacher and the Head of the EYFS and to agree a joint way of handling the difficulty.

### 6.1 RECORD KEEPING AND REVIEW

The Deputy Head maintains records of incidents of bullying and keeps such records up-to-date using MyConcern. These records are monitored to enable patterns to be identified, both in relation to individual pupils and across the school as a whole and to evaluate the effectiveness of the School's approach.

There will be a full review of this policy every two years, taking into account the results of the monitoring of records together with any changes in legislation and/or statutory guidance and other relevant information gathered.

### 7.1 COMPLAINTS PROCEDURE

Parents and pupils may use our complaints procedure (which is published on our web site) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled. (The complaints policy explains how to complain to Ofsted).