



Darell Primary and Nursery School

Anti-bullying Policy

Purpose:

The purpose of this policy is to define the methods and approaches we use to prevent and/or deal with bullying if it occurs at our school.

Links with other policies:

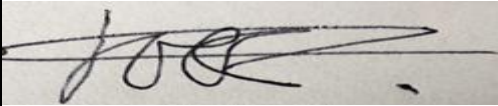

Safeguarding and Child Protection Policy

Behaviour Policy

Esafety Policy

Monitoring and evaluation:

This policy is reviewed annually in the term when the school holds its Anti-bullying themed week and will be monitored by the Senior Leadership Team.

Governors' Committee Responsible	Pupils and Community Committee
Status	Recommended
Review Cycle	Annual
Date written/last review	March 2023
Date of next review	March 2024
Approved By: Joe Porter Headteacher	
Approved By: Janet Deboo - Chair of Governors	

At Darell, our values drive everything that we do. As a school, we value:

Equality



Responsibility



Enjoyment



Aspiration



- Equality - we celebrate our differences and treat everyone equally and fairly.
- Responsibility - we take responsibility for our behaviour. We are kind and caring to ourselves and others.
- Enjoyment - we are passionate about learning and look for enjoyment in everything we do.
- Aspiration - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.

RATIONALE

Darell Primary and Nursery School is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

MISSION STATEMENT

Darell School actively promotes positive interpersonal relations between all members of the school community: pupils, staff, parents, governors and visitors. This policy has been developed through consultation with staff, parents, pupils and governors.

PRINCIPLES

- Pupils have a right to learn free from intimidation and fear.
- The needs of the targeted pupil are paramount.
- Darell School will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

DEFINITION OF BULLYING

At Darell, we use the Anti-Bullying Alliance's definition of bullying to inform our responses to any incidents of bullying. The Anti-Bullying alliance defines bullying as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

WHAT BULLYING ISN'T

- Excluding someone from games or not inviting them to a party (now and then)
- Disliking someone
- Accidental physical harm (bumping into someone on the playground or in the corridor, for example)
- Being "bossy"
- Telling a joke about someone (once)
- Arguments

THE EFFECTS OF BULLYING

Children who are bullied can experience negative physical, social and mental health issues. Those who are bullied are more likely to experience

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement and school participation. They are more likely to miss, skip, or drop out of school.

PARTICIPATION & CONSULTATION PROCESS

The Anti-Bullying Policy has been updated in consultation with parents, staff and pupils so that all stakeholders were a part of the process. They had the opportunity to comment on the policy, and changes were made accordingly. This process is ongoing and will be reviewed annually. A copy of this policy can be found on the school website.

In School Support

Darell Primary & Nursery School seeks to create an environment where bullying does not exist. Bullying is counter to the values of the school. Our values drive everything that we do and every interaction that takes place in the school.

The school has effective early identification systems in place to help support children's emotional wellbeing. We recognise that behaviour is communication and use our dedicated Nurture team to effectively support children's emotional

wellbeing through;

- Small adult led Nurture groups
- 1:1 ELSA (Emotional Literacy Support) sessions
- The Chat Room - small group sessions at lunchtimes for pupils to raise concerns

Senior Leaders in school are also available daily to speak with any pupils who may have a concern.

Class teachers and other staff members provide safe spaces for children to discuss issues with them in confidence (where appropriate). Children are empowered to speak up if they feel they or someone else is being treated inappropriately.

Through the computing curriculum, children are taught about aspects of eSafety, including what it is, the forms of cyberbullying, the effects on the target and the possible sanctions (both in school and by law enforcement) for this kind of behaviour.

Through our PSHE curriculum, children are taught about bullying in the relationships aspect of the curriculum

Teachers manage their classrooms with a clear focus on expectations of kindness, tolerance and inclusivity.

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of Staff

The school has a legal responsibility for preventing and tackling bullying (Education Act 2002, Education and Inspections Act 2006, Equalities Act 2010). We also have a responsibility to respond to bullying that happens outside of the school premises, including on journeys to and from school, external trips, during after-school clubs and cyberbullying.

Our staff will

- ensure they read and comply with the Anti-Bullying Policy.
- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance

of telling a member of staff about bullying when it happens.

- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Senior Leadership Team
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- keep up-to-date with internet technologies being used by students both within and outside of school.
- keep a detailed log of any incidents of bullying within the school

The Responsibilities of Pupils

We expect our pupils to

- refrain from becoming involved in any kind of bullying
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should

- Not suffer in silence, but be enabled to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by

- watching for signs of distress or unusual behavior in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher or other trusted adult, in the first instance.
- Advising their children not to retaliate to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved, rather than addressing the situation themselves.
- keeping the details of any incidents confidential, so as not to negatively influence others' perceptions of other pupils or families.

The Responsibilities of Governors

Governors will

- include monitoring bullying within the responsibilities of the safeguarding governor.
- request information in the termly Headteacher's Report on bullying.
- know what the school defines as bullying and what they do to prevent and tackle it.

The Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Lead will

- ensure that allegations of bullying are taken seriously and addressed immediately.
- contact the Single Point of Access if there is a safeguarding concern around a bullying incident.
- contact the police if a serious physical attack has taken place on school grounds.
- monitor the instances of bullying and identify trends/groups who are involved and work with those groups, where appropriate, to help eliminate bullying.
- work with the alleged bully and the targeted pupil to ensure that they both get support in the aftermath of the bullying, either from staff within school, or from external support agencies.
- if necessary seek further external support for the children involved in any bullying incident

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

1. The child or reporting person must tell an adult in school that they think bullying behaviour has occurred. Children are taught about what to do if they are being bullied or if they think someone else is.
2. The Headteacher must be informed of any bullying incident and they, or a delegated member of senior staff, will investigate.
3. In cases of bullying, the incidents will be recorded in the bullying log
4. Parents should be informed and may be asked to come in for a meeting to discuss the incident. Further communication will follow to report on the longer term implications, should there be any.
5. The bullying behaviour or threats of bullying behaviour must be investigated and the bullying stopped quickly.
6. Attempts will be made to help children exhibiting bullying behaviours to change their behaviour.
7. The targeted pupil will always be informed of the consequence for the child who used bullying behaviour.

Outcomes

- 1) The perpetrator will receive a consequence appropriate to the circumstances, in line with our behaviour policy.
- 2) If possible, the pupils will be reconciled.
- 3) Parents will be informed of any bullying incident

4) If appropriate, relevant professionals may be contacted, e.g., Educational Welfare Officer, Behaviour Management Team, Educational Psychologist.

PROCEDURES FOR DEALING WITH INCIDENTS OF CYBERBULLYING

The procedures for dealing with incidents of cyberbullying are the same as for offline bullying, but include the following:

- Evidence of the cyberbullying will be retained wherever possible and the incident reported to the computing team at Achieving for Children.
- The police will be contacted if any laws have been broken.
- The outcomes are the same as for offline bullying.

CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF

Darell School ensures that staff receive information on the management of bullying. This takes place in Key Stage meetings or whole staff meetings, usually in the run up to Anti-Bullying week.

MONITORING AND REVIEW

This policy will be monitored and reviewed annually

Appendix 1 - The school's response to incidents of bullying

