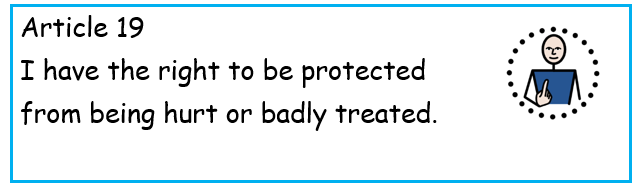
***Dobcroft Infant School*** 

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***‘To provide a foundation for fulfilled lives, inspiring confident and happy learners’*** | | | | | | |
| Our Values | Enjoy learning | Try our best | Make good choices | Respect each other & our surroundings | Work together | Celebrate our successes |
|  |  |  |  |  |  |

**Anti Bullying Policy 2023**

|  |  |
| --- | --- |
| Document Adopted By Governing Body | |
| Signed (Chair): |  |
| Date: | September 2023 |
| Print Name: |  |
| Date of Next Review: | September 2024 |



**The Importance of Geography**

Written by Juliet Murray

**Policy Formation and Consultation Process**

This policy was written and developed by the PSHE Coordinator and the Senior Leadership Team in consultation with pupils, parents, governors and the wider school staff. The policy should be read alongside our Child Protection, Behaviour For Learning, PSHE and Inclusion Policies. The following key guidance and legislation was used to inform this policy: DfE “Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies”, DfE “Behaviour and Discipline in Schools Guidance”, Ofsted “Evaluation Schedule of Judgements”, United Nations Convention on the Rights of the Child (UNCRC) e.g. Article 2 (Non-discrimination): Article 12 (Respect for the views of the child): Article 19 (Protection from all forms of violence), Education Act 2002, Education and Inspections Act 2006, Equalities Act 2010

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education and Inspections Act 2006
* Equality Act 2010
* Protection from Harassment Act 1997
* Malicious Communications Act 1988
* Public Order Act 1986
* Communications Act 2003
* Human Rights Act 1998
* Crime and Disorder Act 1998
* Education Act 2011
* DfE (2017) ‘Preventing and tackling bullying’
* DfE (2018) ‘Mental health and wellbeing provision in schools’
* DfE (2023) ‘Keeping children safe in education 2023’
* United Nations Convention on the Rights of the Child (UNCRC) e.g. Article 2 (Non-discrimiation): Article 12 (Respect for the views of the child): Article 19 (Protection from all forms of violence),
* DfE “Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies”, DfE “Behaviour and Discipline in Schools Guidance”, Ofsted “Evaluation Schedule of Judgements”,

This policy operates in conjunction with the following school policies:

* Behaviour and Relationships Policy
* Child Protection and Safeguarding Policy
* Relationships and Health Education Policy
* Exclusion Policy
* Child-on-child Abuse Policy

**Values**

Our school is committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can be safe, learn, and achieve. We do not tolerate bullying. We teach our children social, emotional and behavioural skills to help motivate and equip them to maintain friendships and to take an active stand against bullying. Our children and staff can only fulfil their potential as learners and become happy, healthy, social people if we create a school community where everyone feels, represented, valued and safe and secure. All members of our school community are taught to identify bullying behaviour and to be proactive in preventing and dealing with it.

‘Our purpose is to provide a foundation for fulfilled lives, inspiring confident and happy learners.’

**Dobcroft Infant School Vision Statement**

**Aims:**

* To represent and value difference and diversity.
* To establish and maintain an emotionally positive and safe environment in which learning flourishes.
* To develop and use whole-school language and strategies to help children, parents and staff prevent bullying.
* To respond to bullying behaviour promptly and consistently.
* To acknowledge that those who bully, those who are bullied and those who stand by need support and help to understand what has happened and how to change their behaviour if necessary.
* To apply a Trauma Informed Approach. For more information on this please refer to our [Behaviour and Relationships Policy.](https://www.dobcroft-inf.sheffield.sch.uk/page/school-policies/23271)

**What is bullying?**

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Preventing and tackling bullying, Advice for headteachers, staff and governing bodies March 2018

**Bullying can take many forms, including:**

Physically Hurting (punching, kicking, tripping)

Verbally Hurting (name-calling, put-downs, sarcasm or mimicking, racist or sexist remarks)

Emotionally Hurting (spreading nasty stories, excluding from social groups, negative body language)

Cyber bullying (e.g. texting, mobile phone, e-mail)

Bullying is often motivated by prejudice against particular groups, e.g. on grounds of race, religion, gender, sexual orientation. It might be motivated by actual differences between children, or perceived differences.

Bullying is not the same as conflict between two equals. It is not random aggressive or unkind acts.

**Bullying is:**

Ongoing

Deliberate

Unequal – it involves a power imbalance (resulting from size, number, higher status…)

Bullying can be by pupils on other pupils, by adults on pupils and by adults on adults.

**Responsibilities**

We are all responsible for making sure that bullying is not tolerated in our school. Our children, parents and carers, staff and governors are all responsible for promoting a common anti-bullying approach. We will act as positive role models, follow our School Values and a trauma informed approach and we report concerns and incidents of bullying.

**Our Governing Body will:**

* regularly monitor and review the policy and support the Headteacher and the staff in implementing it.
* be fully informed on matters concerning anti-bullying.
* regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
* appoint a governor with the lead responsibility – this is currently Amy Clifford.

**Our Headteacher will:**

* implement the Anti-Bullying Policy under the Education and Inspections Act 2006 for: “determining measures on the behaviour and discipline that form the school’s behaviour policy ”, “ encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”
* have evidence that our anti-bullying policy and practice is effective including the views of pupils, parents and carers and staff
* record and analyse bullying incidents
* ensure that all staff receive training that addresses bullying behaviour
* appoint a senior staff member to be responsible for the monitoring of the policy and anti-bullying strategies.
* where necessary report the bullying as a Child Protection and / or Criminal Law issue
* investigate and consider whether bullying outside school should be notified to the police or anti-social behaviour coordinator

**Our Staff will:**

* be good role models in their personal conduct and relationships
* emphasise and behave in a respectful and caring manner to pupils and colleagues
* establish and maintain a healthy, positive learning atmosphere
* challenge abusive and prejudice-driven language and opinions
* be aware and take action when there are concerns about bullying
* report and record all allegations of bullying following the school’s procedures
* ensure that pupils, and where appropriate parents and carers, are given regular feedback on the action been taken
* share anti-bullying procedures with supply teachers
* be particularly aware of our children with SEND as bullying is frequently motivated by actual differences between children, or perceived differences.

**Our Parents and Carers will:**

* be informed about and fully involved in any aspect of their child’s behaviour.
* contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for “secrecy”
* work in partnership with the school to bring an end to the bullying
* contact the school if they know or suspect that their child is bullying another pupil
* share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child
* When a parent / carer have concerns relating to bullying they should report them to their child’s class teacher, teaching assistant or the Headteacher.

**Our Pupils will:**

* follow the “School Values”
* use the class Anti-bullying Charter to help them remember what to do in difficult situations
* use their calming down tricks and Turnaround Box when they feel angry or upset
* be kind and inclusive
* not bully anyone else, or encourage and support bullying by others
* tell an adult if they are being bullied, usually either a member of staff or parent
* act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied
* recognise that being a “bystander” is not acceptable as it supports the bullying and makes the “bystander” in part responsible for what happens to the victim of bullying
* participate in the development, monitoring and review of anti-bullying policy and strategies

**How We Prevent Bullying:**

SEAL(FS) and RSE/PSHE (KS1) Curriculum

Our PSHE teaching underpins our Anti-Bullying work and provides key messages to promote respectful relationships and positive behaviour. During weekly PSHE/RSE lessons, our children learn that everyone has a right to learn in a safe school. We teach that bullying is always wrong. Through our anti bullying work, our children practise the personal, social and emotional skills that help protect them from bullying.

**Say No To Bullying**

Every November, we take part in the national Anti-Bullying week involving all members of our school community. We use resources from the Anti Bullying Alliance. Our children create Anti Bullying charters which are displayed in their classrooms. We send our parents information about bullying and how to deal with it. Parents are also informed about how to make a complaint if they feel that the school has not effectively addressed bullying.

**Safer Internet Day**

In February we hold a whole school safer internet day to raise awareness of cyber bullying and give children strategies to stay safe on line.

**Consulting Children and Parents**

We consult parents and carers about their understanding of bullying and how we can work together to prevent it and deal with it. Our Year Two children also complete a pupil questionnaire or participate in a focus group with the PSHE lead. Responses are analysed and shared with parents and governors to improve our anti-bullying work.

**A relational approach**

Teachers and other staff invest time in building positive relationships with the pupils. One to one time is available for students. We support children to help them share their worries and know there are emotionally available adults in school for them to access. Strategies for this include ‘I wish my teacher knew’ boxes, Put It Right areas, zones of regulation and time to talk. Some pupils may then be invited to join a small group intervention on emotions and mental health.

**Rights Respecting School Council**

Our School Council and class meetings give our children real opportunities to voice their opinions and to effect change in school. Pupils can ask their School Council reps to raise issues at their next meeting. They also support the children in school to learn about the UN Convention on the Rights of the Child, including the right to be kept safe from harm (Article 19).

**Philosophy For Children (P4C)**

P4C supports children’s spiritual development and is an integral part of our SRE. It enables our children to discuss big juicy questions articulating their understanding of the world. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. During these discussions, they learn to consider other viewpoints and to think about differences and similarities between their own lives and those of others. P4C frequently affords the opportunity of valuing diversity and discussing bullying.

**School Values**

These apply to everyone and were negotiated with children and parents. They help us to create a respectful, safe and thriving learning community in which bullying is not tolerated.

* We enjoy learning
* We try our best
* We make good choices.
* We respect each other and our surroundings
* We work together
* We celebrate our successes.

**e-Safety**

Our computing curriculum addresses online safety through age/ development specific resources e.g. Hector’s World. This helps children to protect themselves from cyber bullying. Our Year 2 e-cadets meet half-termly to learn about an aspect of e-safety and then teach that message to their class, as well as the younger years.

**High Quality Playtime Supervision**

Teaching staff, Welfare Supervisors and Year Two Playground Leaders work together to ensure that all children enjoy a happy and safe lunchtime playtime. The playground is zoned so that children are able to play football, play on the Heart Start Line, Trim Trail and Jungle Walk or enjoy a quieter time in the Hexagonal Gardens. We also have a Reading Shed for pupils who want some quiet reading time at playtimes. Children also have access to a scrap shed for building and a mud kitchen.

**The Butterfly Room**

The butterfly room is a safe place supervised by adults available for pupils to go if they need some down time, support with co-regulation or wish to be alone. This is staffed by trained and experience teaching assistants. It is a safe, nurturing place for vulnerable children who need support, and is open during lunchtimes at lunchtimes. If discussions with the child indicate a concern of bullying, information is passed to the class teacher and recorded on CPOMS.

**Educating Parents and Carers about Bullying**

Information on Anti Bullying, RHE, peer massage and promoting positive behaviour is shared with parents so that we can identify, prevent and deal with bullying together. Our prospectus also outlines our approach to anti-bullying. Foundation Meetings and KS1 Welcome meetings also sign the procedures for identifying, preventing and dealing with bullying.

# Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

* Being frightened to travel to or from school
* Unwillingness to attend school
* Repeated or persistent absence from school
* Becoming anxious or lacking confidence
* Saying that they feel ill repeatedly
* Decreased involvement in school work
* Leaving school with torn clothes or damaged possessions
* Missing possessions
* Missing dinner money
* Asking for extra money or stealing
* Cuts or bruises
* Lack of appetite
* Unwillingness to use the internet or mobile devices
* Lack of eye contact
* Becoming short tempered
* Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

* They have experienced mental health problems, which have led to them becoming more easily aggravated
* They have been the victim of abuse
* Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil’s form tutor, who will investigate the matter and monitor the situation.

**Record Keeping**

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

* Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
* Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
* Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
* Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Responding to any complaints about how cases have been handled

**Working with External Agencies**

We work in partnership with experts who are able to enrich our support of children vulnerable to bullying. Partnerships include educational psychology, CAHMS, play therapists, art therapists, and our Educational Mental Health Practitioner Harry Jenkins, who works in school one day a week.

**Staff Training**

Every year, teaching staff review anti-bullying guidance, policies and procedures along with other safeguarding policies. This ensures that all staff shares a common language and a consistent approach to identifying, preventing and dealing with bullying.

**What We Do When Bullying Takes Place?**

Our staff will respond to bullying involving its pupils whether it has taken place in or outside of school.

Anyone can report a concern or incidence of bullying. Concerns and incidents are documented clearly on CPOMS and the head teacher is included in all posts. Teachers will talk to parents / carers and the children (or staff) about the concerns / incidents of bullying and work with them to ensure that all parties feel safe, emotionally supported and understand the procedures. Staff will record the names and classes of children involved in bullying behaviour on an observation playtime board in the staffroom. This ensures that Welfare Supervisors are aware of these vulnerable children and can observe and support them in the playground. These children will be monitored for two weeks to ascertain if bullying is happening. Any observations indicating bullying are immediately reported to the class teacher. The severity of the bullying and the range of responses to it will vary according to need but bullied parties and those doing the bullying will be supported. This may involve children working with a teaching assistant in Butterfly Room, participating in small group work, apologising to those they have hurt, reflecting on the impact of their behaviour in the Put It Right Areas. Incidents of racist or homophobic bullying will be reported to the Head Teacher. The Head Teacher will report the number of bullying incidents to Governors every term and report annually to the LEA. Returns will be analysed for any patterns or opportunity to improve our practice.

**Confidentiality**

Our children need to know that they can speak to a trusted adult if they feel worried, unhappy or unsafe. If necessary, they should be helped to access the support of external agencies e.g. Childline. Staff cannot give unconditional confidentiality to children where there is a concern over their safety or that of another child. In these cases, staff must follow Child Protection procedures.

**Reports of Bullying**

The completed Concern for Bullying and Incident of Bullying form is recorded on C Poms. They are used to record the annual bullying return, to analyse any patterns of behaviour and to review our anti-bullying work.

Written by: Shama Chaudhry

Date of review: Sept 2023

Next review: Sept 2024