

Dr Walker's C of E Primary School



## An Exceptional Place to Flourish

Though your beginning was small,  
your future will flourish indeed.  
Job 8:7

### STATUTORY POLICY

### Anti-Bullying Policy

<b>Shared with staff</b>	<b>March 2022</b>
<b>Ratified by Governors</b>	<b>20 March 2022</b>
<b>Review Cycle</b>	<b>Every 2 years</b>

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## Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

## Introduction

- Children and young people have the right to learn in an atmosphere that is free from bullying, harassment and discrimination. Bullying is something we take very seriously and we want to work in partnership with schools, parents / carers, young people and the wider community to tackle this issue.
- DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to.)
- The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is and uses the acronym **STOP** – it happens: **Several Times On Purpose**.
- It is bullying if it is done several times on purpose (STOP).
- It is deliberate hurtful, upsetting, threatening or frightening behaviour.
- Bullying is mean and results in worry, fear, pain and distress.
- It can happen to anyone,
- It can happen face-to-face or online.

## Aims and objectives

- This policy outlines what Dr Walker's Church of England Primary School will do to prevent and tackle all forms of bullying.
- Bullying is wrong and damages individual children.
- We therefore do all we can to prevent it and are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.

- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### Links with other school policies

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child Protection policy
- Online Safety Policy

### Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Definition:

- There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children.
- Bullying is generally considered to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In 2008, after a period of consultation with schools and other partners, Essex County Council adopted the following definition of bullying. ***"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless."***

The DfE ("Preventing and Tackling Bullying", July 2017), defines bullying as: ***"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"***.

### Relational Conflict vs. Bullying

- The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict	Bullying
<ul style="list-style-type: none"> <li>• Happens occasionally</li> <li>• Accidental</li> <li>• Equal Power</li> <li>• Remorseful</li> <li>• Effort to solve problem</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated hurtful behaviour</li> <li>• Deliberate</li> <li>• Imbalance of power</li> <li>• No remorse</li> <li>• No effort to solve problem</li> </ul>

### Bullying can be:

<b>Emotional</b>	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
<b>Verbal</b>	name-calling, spreading rumours, threats, teasing, making rude remarks or making fun of someone

<b>Physical</b>	pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence or taking or hiding someone's things
<b>Religious</b>	because of religion, faith and belief and for those without faith
<b>Racist</b>	racial taunts, graffiti, gestures or making fun of ethnicity, nationality, or culture
<b>Sexual</b>	unwanted physical contact, sexually abusive or sexist comments
<b>Homophobic</b>	because of/ or focussing on the issue of sexuality
<b>Special Educational Needs or Disability</b>	because of presenting SEND needs
<b>Online/Cyber</b>	sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
<b>Prejudicial</b>	This form of bullying is generally driven by negative attitudes towards another group of people, or because the selected victim is seen as 'different' in some way. This can include homophobic bullying, racist bullying and the bullying of children with SEN.

- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

#### **Bullying is not:**

- The odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.
- It is important to understand that this is not bullying.
- Children sometimes fall out or say things because they are upset.
- When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.
- We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Recognising bullying**

Children and young people may be targeted for a variety of reasons that can include the following:

- perceived as different
- new to the school
- have special needs / disabilities
- come from different backgrounds
- may be young carers or children in care
- nervous or have low self esteem
- demonstrate entertaining reactions

Possible warning signs to look out for include children who display some of the following:

- concentrate less in class
- be reluctant to go out to play
- cling to adults in the playground
- begin hurting others for no apparent reason
- complain of hunger
- have unexplained injuries
- become withdrawn and distressed
- refuse to say what the problem is
- have possessions go missing regularly
- give unlikely excuses to explain any of the above

## Roles and Responsibilities

<p><b>Governing Body</b></p>	<ul style="list-style-type: none"> <li>• The governing body supports the head teacher in all attempts to eliminate bullying from our school.</li> <li>• The governing body will not condone any bullying at all in our school.</li> <li>• Any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.</li> <li>• The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.</li> <li>• A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter.</li> <li>• The governing body responds within ten days to any request from a parent to investigate incidents of bullying.</li> <li>• In all cases, the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.</li> </ul>
<p><b>Headteacher</b></p>	<ul style="list-style-type: none"> <li>• To implement the school anti-bullying strategy, to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying.</li> <li>• Reports to the governing body about the effectiveness of the anti-bullying policy on request.</li> <li>• Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.</li> <li>• Draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.</li> <li>• Ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.</li> <li>• Sets the school climate of mutual support and praise for success, so making bullying less likely.</li> <li>• When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.</li> </ul>
<p><b>Adults in school</b></p>	<ul style="list-style-type: none"> <li>• All the adults in our school take all forms of bullying seriously, and seek to prevent it from taking place.</li> <li>• If adults witness an act of bullying, they will either investigate it themselves or refer it to the headteacher.</li> <li>• Teachers and support staff do all they can to support the child who is being bullied.</li> <li>• If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.</li> <li>• When any bullying has taken place between members of a class, the teacher will deal with the issue immediately (this may be through deployment of additional adults).</li> <li>• This will involve support for the victim.</li> <li>• Time is spent talking to the child who has done the bullying (as part of restorative practice), explaining to them why their action was wrong and how they should change their behaviour in future.</li> <li>• If a child is repeatedly involved in bullying, the headteacher will be informed.</li> <li>• We then invite the child's parents into the school to discuss the situation.</li> <li>• In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as a behaviour support team.</li> <li>• Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use role-play, stories etc., within the formal curriculum, to help pupils understand the</li> </ul>



	<p>feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.</p> <ul style="list-style-type: none"> <li>• Times within the school week are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.</li> <li>• Teachers also address the issues of online bullying and e-safety via the Computing curriculum. We aim to ensure all pupils are safe online as well as in the 'real world.' This is expanded on in our e-safety policy.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.</li> <li>• If they are not satisfied with the response, they should contact the head teacher.</li> <li>• If they remain dissatisfied, they should follow the school's complaints procedure.</li> <li>• Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school and follow the school's expectations with regards behaviour.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep letting people know.</li> <li>• Pupils are invited to tell us their views about a range of school issues, including bullying, through questionnaires and discussions.</li> </ul>

## Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of management staff will interview all parties involved. All minutes and records of event will be held by the Headteacher and filed.
- The DSL team members will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- 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.

## Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.

- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal 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 or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include fixed-term or permanent exclusions.
- Where necessary, working with 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, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

## Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## Preventing bullying

### Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEND disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.



	<ul style="list-style-type: none"> <li>• Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.</li> <li>• Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.</li> <li>• Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.</li> <li>• Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.</li> <li>• Celebrate success and achievements to promote and build a positive school ethos.</li> </ul>
<p><b>Policy and support</b></p>	<p>The whole school community will:</p> <ul style="list-style-type: none"> <li>• Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.</li> <li>• 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 regarding positive online behaviour.</li> <li>• Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using transportation or online, etc.</li> <li>• Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.</li> <li>• Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.</li> </ul>
<p><b>Education and training</b></p>	<p>The school community will:</p> <ul style="list-style-type: none"> <li>• Train all staff to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.</li> <li>• Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, collective worships, peer support, etc.</li> <li>• Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.</li> <li>• Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week</li> <li>• Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.</li> </ul>

## Appendix: Useful links and supporting organisations

- Anti-Bullying Alliance : [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline : [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives : [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape : [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd : [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC : [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award : [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association : [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council : [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award : [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support : [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds : [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers : [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council : [www.restorativejustice.org.uk/restorative-practice-education-0](http://www.restorativejustice.org.uk/restorative-practice-education-0)

### **SEND**

- Changing Faces : [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap : [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice : [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- Childnet : [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation : [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know : [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre : [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) : [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### **Race, religion and nationality**

- Anne Frank Trust : [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out : [www.kickitout.org](http://www.kickitout.org)
- Report it : [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate : [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama : [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate : [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card : [www.srrc.org/educational](http://www.srrc.org/educational)