



DAWPOOL

Dawpool C.E. (Aided) Primary School

Anti-Bullying Policy 2019-20



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control'*

(Galatians 5: 22-23).

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Table of Contents

1. Vision Statement	3
2. Educating for Wisdom, Knowledge and Skills	3
3. Educating for Hope and Aspiration	3
4. Educating for Community and Living Well Together	4
5. Educating for Dignity and Respect	4
6. School statement on bullying	4
7. Aims and purpose of the policy	5
8. Definition of bullying	5
9. Reporting bullying	6
10. Responding to bullying	8
11. Bullying outside of school	8
12. Cyber Bullying	9
13. Derogatory language	9
14. Prejudice based incidents	10
15. School strategies to prevent and tackle bullying	10
16. Training	11
17. Monitoring the policy	11
18. Evaluating and reviewing	11
19. Appendices:	11



1. Vision Statement

‘The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.’

At Dawpool, we aim for all children to experience the abundant life that Jesus offers by:

2. Educating for Wisdom, Knowledge and Skills

- Providing teaching and learning of the highest quality which results in pupils attaining to the full extent of their potential.
- Ensuring that all pupils benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work, investigation and learning through play.
- Enriching the curriculum with visits, visitors, and extensive use of our unique environment.

3. Educating for Hope and Aspiration

- Treating pupils as individuals and to differentiate teaching and learning to take account of their individual and special needs demonstrating a clear awareness of children’s preferred learning styles.
- Match teaching and learning to the appropriate stage of children’s physical, mental, social, spiritual, moral and cultural development needs.
- Helping all children to become more effective and independent learners.

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



4. Educating for Community and Living Well Together

- Promoting an open, honest and trusting home-school relationship, which is invaluable for a child's education.
- Building a welcoming, lively, secure community where good behaviour is expected and where they can acquire the leadership skills relevant to adult life and employment in a fast changing world.

5. Educating for Dignity and Respect

- Instilling a respect for Christian and moral values and principles, whilst engendering respect and understanding of other beliefs: fostering Christian values so that all children have respect for themselves, others and the environment.
- Providing a caring, happy stimulating environment in which children are highly motivated in a non-threatening atmosphere.
- Being an inclusive school and to put into place practice in all aspects of our work that ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.

The following policy has been written in consultation with pupils, parents and staff.

6. School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



7. Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures, including the behaviour and equality policies.

8. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability

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- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying should not be confused with day-to-day fallouts and feuds that are a natural part of growing up. These are needed to develop many different skills and techniques:

- Who our true friends are
- Negotiation skills
- Conflict resolution
- Appreciating different opinions
- Learning how to share
- Experiencing disappointment
- How to overcome challenges

If we prevent our children from resolving their own issues they are left with low resilience and can't deal with life's challenges. We should be prepared to offer advice, be realistic, remain calm and allow them to fail.

9. Reporting bullying

If a child believes they are being bullied, they should report it immediately to a trusted adult in or out of school.

Reporting – roles and responsibilities

Staff

All staff have a duty to challenge bullying, including homophobic, biphobic and transphobic (HBT) bullying and language. All staff should report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.



Senior staff

The Senior Leadership Team and the Head Teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all children.

Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

In the first instance, parents should report concerns about bullying to their child's class teacher. If the class teacher is not immediately available to discuss the problem, he/she will contact you within 48-hours.

If speaking to the class teacher does not resolve the problem, parents should contact the key stage leader:

- EYFS (F1 & F2): Mrs J. Poston
- KS1 (Y1 & Y2): Mrs L. Young
- KS2 (Y3-Y6): Mrs L. Hall

If speaking to both the class teacher and key stage leader does not resolve the problem, parents should contact the Head Teacher. In the absence of the Head Teacher, parents should contact Mrs C. McCann, Deputy Head Teacher.

All communication with school should be conducted in accordance with the Communication Protocol which is available on the school website.

Parents may also refer to the school complaints procedure on the school website for further information about sharing concerns with school.

Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.



10. Responding to bullying

When bullying has been reported, the following actions will be taken:

Staff will record all incidents of alleged bullying on 'MyConcern' which is a safe and secure software for recording and managing all safeguarding concerns in an educational setting. All incidents will be assigned a 'case owner' who will closely monitor the situation with the support of other key members of staff.

Designated school staff will closely monitor 'MyConcern' analysing the results.

Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.

Support will be offered to the target of the bullying from the class teacher, case leader and/or the pastoral team which is led by Mrs S. McNee.

Staff have a duty of care to all pupils and will proactively respond to the bully who may also require support from the class teacher, case leader and/or the pastoral team. In accordance with the school's Behaviour Policy, staff will aim for positive, restorative action. Any consequences for the perpetrator will be issued in accordance with the Behaviour Policy and staff will assess whether parents and carers need to be involved.

Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

11. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.



12. Cyber Bullying

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. We recognise that cyber bullying can:

- be conducted in a variety of different ways including via mobile phones, social media sites and the internet;
- be carried out anonymously and/or by people completely unknown to the receiver;
- be carried out by people of all different ages;
- be carried out at any time of day or night;
- sometimes be unintentional, e.g. becoming the mistaken recipient of a message.

To prevent cyber bullying the school will:

- regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year;
- ensure that the Computing Curriculum teaches children how to recognise cyber bullying and how to use technology safely through a specific e-safety strand and as an integral part of any teaching and learning for computing;
- ensure that any related policies make specific reference to anti-bullying procedures;
- ensure that any mobile phones brought onto the premises by pupils are kept in the school office

Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy.

13. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on 'MyConcern' and follow up actions and sanctions, if appropriate, will be taken for pupils, parents and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.



14. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

15. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Intervention materials to support pupils' self-esteem and well-being are overseen by the school's pastoral lead, Mrs S. McNee.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups of pupils, surveys and curriculum work.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The 'HeartSmart' programme includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- 'Circle Time' and 'Thoughts Books' provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.



16. Training

The Head Teacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

17. Monitoring the policy

The Head Teacher is responsible for monitoring the policy on a day-to-day basis. The Head Teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

18. Evaluating and reviewing

The Head Teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months.

Date of last review: September 2019

19. Appendices:

The following documents should be read in conjunction with the Anti-Bullying Policy:

- Anti-Bullying Guide for Parents
- Anti-Bullying Guide for Children
- Valuing All God's Children (Church of England)
- Preventing and Tackling Bullying (DfE)

All appendices can be downloaded from the 'policies' section on the school website.