Dawpool C.E. (Aided) Primary School

Anti-Bullying Policy

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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'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)

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

- Safeguarding Policy
- Safeguarding Policy – Appendix Document
- Safeguarding Statement (CDAT)
- Anti-Bullying Guide for Parents
- Anti-Bullying Guide for Children
- Valuing All God's Children (Church of England)
- Behaviour Policy
- Behaviour Statement (CDAT)
- Equality & Diversity Policy
- E-Safety Policy
- Preventing and Tackling Bullying (DfE)

These documents can be downloaded from the 'policies' section on the school website.

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

1. School statement on bullying

In accordance with our school vision, 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.

2. 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.

3. Definition of bullying

Bullying is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching (including up-skirting)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

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- Experiencing disappointment
- Overcoming 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 and remain calm.

4. <u>Reporting bullying</u>

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

<u>Reporting – roles and responsibilities</u>

Staff

It should be recognised that bullying is likely to occur in school and may not be immediately evident or noticeable. All staff have a duty to challenge bullying in all its forms, 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. Staff must be particularly vigilant to any form of derogatory, racist and sexualised language or behaviour.

Senior staff

The Head Teacher and Senior Leadership Team 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 Deputy Head Teacher.

If speaking to both the class teacher and Deputy Head Teacher does not resolve the problem, parents should contact the Head Teacher.

All communication with school should be conducted in accordance with the

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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.

5. <u>Responding to bullying</u>

When bullying has been witnessed or reported, staff should record the incident on the school's safeguarding platform 'MyConcern'. Support will be offered to the target of the bullying from a senior leader, class teacher, teaching assistant and/or the Emotional Literacy Support Assistant (ELSA). Staff have a duty of care to all pupils and will proactively respond to the bully who may also require support. 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. Parents should note that a pupil would not always be aware of sanctions that have been imposed on another pupil. That is a private matter between the school, the pupil and their parents. The sanctions we impose are always in line with the school's Christian vision and ethos and we seek to establish forgiveness, reconciliation and offer support and guidance to all pupils, as required.

Parents should note that, due to confidentiality, staff are unable to discuss with parents specific information regarding a pupil who is not their own child, including the actions or sanctions imposed on the perpetrator of bullying. Staff will talk to a parent about the support and guidance the school can provide for their child.

Designated school staff will closely monitor 'MyConcern' analysing any trends or patterns in bullying behaviours.

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

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.

6. <u>Bullying outside of school</u>

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

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pupils wellbeing beyond the school day. Staff, parents, carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

7. <u>Cyber Bullying</u>

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.

8. <u>Child-on-child abuse, sexual violence and sexual harrasment</u>

Our school will challenge any form of derogatory and sexualised language or behaviour. Staff are vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up.

It is recognised that these issues are likely to occur, and our school has procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender, (LGBTQ+), or are perceived by peers to be

LGBTQ+, and pupils with SEND. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination.

Children are supported to understand how to treat others with respect in accordance with our school values. Any discriminatory behaviours are challenged in accordance with this policy and all incidents are reported on the school's safeguarding platform, MyConcern.

9. **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.

10. **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.

11. **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 Emotional Literacy Support Assistants (ELSA).
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups of pupils, surveys and curriculum work.
- The school works with specialist partners, such as Flourish, and the Wirral Mental Health Support Team (MHST) who regularly lead workshops in school relating to life skills, mental health & wellbeing, anti-bullying and online communication.
- 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

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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' provides 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.

12. Training

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

13. 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.

14. 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, or sooner if necessary.

Date of last review: January 2025

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