Dulwich Hamlet Junior School

Anti-Bullying Policy

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Dulwich Hamlet Junior School – Anti-Bullying Policy

This policy should be read in conjunction with our [Values and Behaviour Policy](), [Trust Online Safety Policy](), [Pupil Acceptable Use Agreement]() and [Trust Exclusion Policy]().

This Anti-Bullying Policy aims to encapsulate our school vision:

to provide Outstanding Learning, within a Glittering Curriculum where Everyone Matters.

We believe that every pupil and member of staff in our school should have the chance to thrive within a mutually tolerant community in which everyone respects, supports and cares for everyone else. We understand that bullying happens in all schools, including DHJS. We also know that bullying, especially if not dealt with, can have a serious effect on our children; it can create a barrier to learning and have serious consequences for mental wellbeing. By working to tackle all forms of bullying, we can ensure that our school is a safe, supportive environment, where every child is able to learn. If bullying does occur, children should feel confident to tell and know that incidents will be dealt with promptly. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult or Playground Buddy.

This Anti-Bullying Policy reflects the non-statutory advice issued by the Department of Education, ['Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (July 2017)](). As a school, we will monitor and review our Anti-Bullying Policy and practice on a regular basis.

Principles

- We take bullying seriously in our school and will not tolerate it
- We react to bullying decisively and consistently with appropriate consequences
- Children are not 'bullies'. Bullying is not a character trait but a set of behaviours
- Children are not 'victims'. This suggests permanence; instead they are children who have been bullied
- 'Witnesses' to bullying also have an important role to play
- All 'sides' in a bullying incident will be listened to calmly and with respect
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem
- We involve parents/ carers in our approach to preventing or addressing bullying behaviour

1. Goals and Objectives of this Policy

At Dulwich Hamlet, we are committed to ensuring:

- children feel safe and able to learn, play, and enjoy the company of others
- children are treated fairly, with respect, and dignity
- children are able to be heard and their emotional concerns taken seriously
- children are aware of what bullying is and is not, and able to report their concerns in the knowledge that action will be taken where appropriate

2. What Is Bullying?

The governors, staff and children of Dulwich Hamlet Junior School accept the following definitions of bullying: "Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). 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. Bullying behaviour then is deliberate and repeated.

It is helpful for staff, parents/ carers and pupils to have an awareness of what bullying might look like. **Some of the behaviours listed below are serious matters in isolation, others are relatively low level behaviours (therefore dealt with under our Values and Behaviour Policy) and will only be classed as bullying following 'STOP' (several times on purpose):**

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding possessions, 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** – posting on websites/ social media, sharing photos, sending nasty text messages, social exclusion, posing as others
- **Indirect** - Can include the exploitation of individuals.
- **Baiting** can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.
- **Banter**, though children and adults should be aware of the following distinctions:
  - friendly banter- there's no intention to hurt and everyone knows its limits
  - ignorant banter- crosses the line with no intention to hurt, will often say sorry.
  - malicious banter- done to humiliate a person-often in public

2.1 Prejudice Related Bullying. Under the Equalities Act 2010 it is against the law to discriminate against anyone because of the 'protected characteristics':
  - age
  - being or becoming a transsexual person
  - being married or in a civil partnership

- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will always record these types of bullying, even one-off incidents. All prejudice-related bullying is logged in our Management Information System as 'prejudice-related'.

2.2 Prejudice Related Incident. A prejudice-related incident is defined as …'any incident which is perceived to be prejudice-related by the victim or any other person' (The Stephen Lawrence Inquiry Report). This definition applies to all nine protected characteristics under the Equality Act 2010. A prejudice-related incident differs from prejudice-related bullying in that it may not be intentional or repeated. All prejudice-related incidents are logged in our Management Information System as 'prejudice-related'.

2.3 Times, Places and Spaces. Pupils at DHJS are expected to uphold the school values of Respect, Resilience, Integrity and Enjoyment at all times, not just during the core day. As such this policy covers all the times, places and spaces that bullying can happen. This includes:

- the journey to and from school
- the local community
- in school
- in extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips
- and online (both during and outside of the school day)

In cases where online bullying occurs while pupils are outside our direct supervision (i.e. at home), parents/ carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents/ carers in this, and may impose a sanction upon the individual concerned, if they are identifiable.

3 Signs and Symptoms of Bullying

Children who are being bullied are often reluctant to tell parents/ carers or staff about it.

For those pupils who are unable to inform adults when bullying occurs, observations regarding specific behaviour patterns can be routinely established within the school. Signs of bullying might include:

- child is frightened of walking to or from school
- unwillingness to come to school/engage in school activities
- school work begins to deteriorate
- child becomes withdrawn, anxious, or easily distressed
- child has unexplained cuts or bruises, becomes aggressive, disruptive or unreasonable
- child is bullying other children or siblings
- change of friendship group
- regular attendance in first aid
- child stops eating
- refusal to talk about concerns
- problems with usual sleep patterns

These signs and behaviours could indicate other issues, but bullying should be considered a possibility and should be investigated.

4 Prevention

DHJS takes a proactive approach to preventing bullying. We employ a wide range of strategies, including but not limited to:

4.1 Preventive -

- Talking with children about **upstanders** as people who recognise unkind behaviour and tell an adult and **bystanders** as people who recognise unkind behaviour but take no action
- Using with children the acronym **STOP** (several times on purpose) as a way to define whether or not bullying is taking place
- Using with children the acronym **STOP** (start telling other people) as a way to remind individuals about their responsibility to tell
- Training **Playground Buddies** each year to develop groups of children on the playground who advocate for Anti-Bullying and support children with their wellbeing
- Regular **training** of all staff, including the midday supervision team
- Regular **Anti-Bullying Weeks** and one-off events and assemblies
- Incorporation of Anti-bullying and Online Safety into the **PSHE and Computing Curricula**
- Openly **discussing differences** between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also included in these discussions will be children with different family situations, such as looked after children or young carers
- Actively creating **safe spaces** for those children in our school who might need them
- Prioritising the **self-confidence** and **self-esteem** of all pupils
- Regularly **communicating our expectations** around tackling bullying behaviour to the whole school community which will help us to create a bullying-free environment
- Ensuring **all staff are aware of their duty of care** to tackle bullying behaviour and promote tolerance. They challenge attitudes and cultures that promote bullying and exclusion, including language
- Using **pupil questionnaires** following guidance of the Anti-bullying Alliance

- Ensuring our lunchtime programme is a blend of **structured** and **unstructured** play

4.2 Proactive –

- Regularly checking the **Worry Boxes** located in shared spaces to allow for anonymous reporting
- All staff **listen** to children's concerns and are proactive about **noticing** issues. Any issues are communicated at the earliest opportunity to class teachers
- Once patterns of bullying behaviour have been identified, all staff are made aware regularly through team meetings at all levels of the organisation
- All staff, children and parents/ carers accept that unkind behaviour is unacceptable. Whilst children are encouraged to sort out problems independently, any repetitive unkind behaviour should be reported and will be dealt with as **bullying type behaviour**.
- **Class teachers** act as the initial point of contact for any pastoral concerns regarding a child. They have simple, effective record keeping systems to ensure that multiple minor concerns escalate information.

5 Process

Stage 1 - Gather Information

Any allegation of bullying-type behaviour is taken seriously. We ensure that the immediate physical safety of the children is prioritised.

The adult – usually the class teacher or member of the Core Leadership Team (CLT – Headteacher/ Assistant Headteachers) - will gather as much information as possible, reassuring the child who has been bullied.

All children involved should be listened to, usually in a one to one setting.

Children are reminded that the school cannot guarantee complete confidentiality (secrecy), especially if there are potential issues of child protection.

All children involved should be treated with respect and empathy.

Stage 2 - Decide

Decide if the behaviour meets the threshold of bullying type behaviour. If necessary, seek the support of a colleague and/or the 'Anti-Bullying Short Sheet' (see Appendix A) to help make a decision.

Class teachers should check their records and the MIS (Management Information System) to ensure that this has not happened before.

Stage 3 – Report and Record

All incidents should be reported to the class teacher who is responsible for emailing the CLT with 'Bullying' in the subject line. The incident will be recorded on the MIS by the class teacher. The incident should be dealt with following our Values and Behaviour Policy (see section D, step 5 of this policy).

Stage 4 – Restore and Reform

The main aim of the process is to ensure that all children have properly reflected on and learnt from the situation. Usually, the difficult conversations, which 'hold a mirror' up to unwanted behaviour, and the subsequent self-reflection are the most effective 'consequences'.

At this stage, it can sometimes be useful to bring the children together as a group to ensure clarity, shared understanding and agree next steps.

Whilst all types of bullying behaviour are unacceptable and unwelcome, it is extremely useful to identify the motivation behind this behaviour as this is often the key to ensuring the behaviour patterns do not resurface.

The consequences of failure to change behaviour in future should be made clear to all children.

The child(ren) who has/have been harmed should be given the option to receive an apology in person, in writing or not at all. Sometimes, the individuals will ask for a meeting, moderated by a teacher, involving all parties.

Other strategies which may be effective include but are not limited to:

- o   Restorative approach (see Appendix B)
- o   Mediation

o One-to-one parental interview, parental support and involvement

o Private diaries given

o Self-assertive strategies discussed

o Counselling

Stage 5 - Check in

Lines of communication should be kept open and the class teacher should proactively 'check-in' with the individuals concerned, friendship groups and, on occasion, parents/ carers to ensure that no further problems have arisen.

6 Involvement and liaison with parents and carers

As a school we will:

- Ensure that parents/ carers of children directly involved in any bullying incident are informed. Usually this will take place at stage 3 (see section 5).

- Aim to investigate and respond to serious behaviour on the same day. However, there are circumstances where it will take longer. In this scenario, we will inform parents/ carers that we are dealing with an incident, so that if their child is upset or concerned, the parents/ carers are informed. We ask that you give us time to complete the investigation and outline our response

- Take steps to involve parents/ carers to ensure that they are aware that the school does not tolerate any form of bullying

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/ carers in a variety of formats

- Ensure all parents/ carers know who to contact if they are worried about bullying and where to access independent advice

- Work with all parents/ carers and the local community to address issues beyond the school gates that lead to bullying

- Ensure that parents/ carers work with the school to role model positive behaviour for children, both on and offline

- Ensure all parents/carers know about our Trust Complaints Procedures (via TCSET Complaints and Concerns Policy available on our website) and how to use it effectively, to raise any concerns in an appropriate manner

As parents/ carers we expect you to:

- Inform your child's class teacher immediately if you suspect bullying behaviour has occurred
- Inform your child's class teacher where you become aware that unkind behaviour has taken place
- Trust us to make an informed decision about whether this behaviour amounts to bullying or not as we may have a wider range of information on which to base our judgement
- Please copy in our Assistant Headteacher in charge of Pastoral Support: Mr Salomonson to all communications regarding bullying or prejudice related incidents tsalomonson1.210@lgfmail.org

7 Useful links and supporting organisations

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

7.1 SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

7.2 Cyberbullying/Online Bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
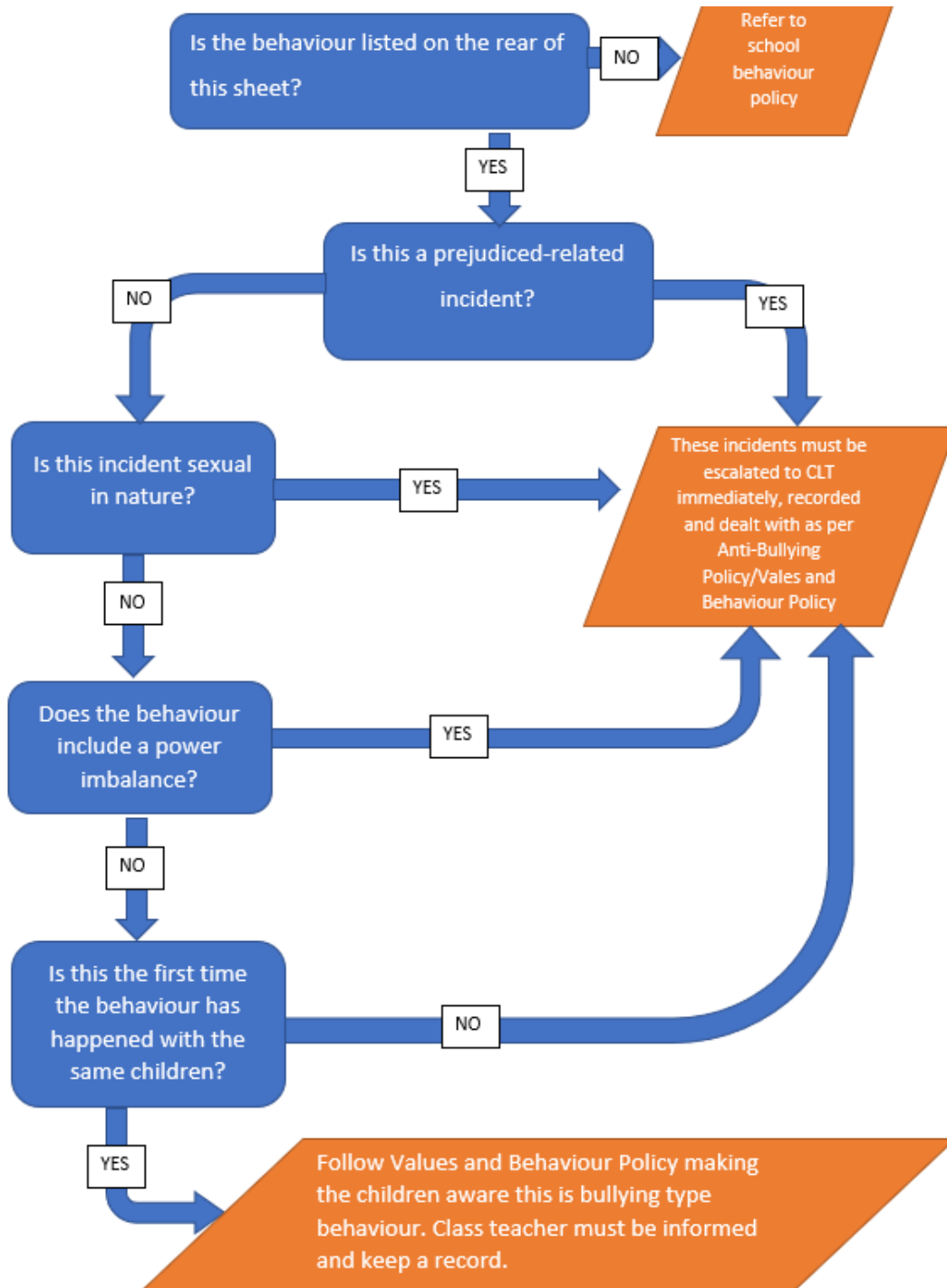- The UK Council for Child Internet Safety (UKCCIS)
  https://www.gov.uk/government/organisations/uk-council-for-internet-safety

7.3 Protected Characteristics

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

Appendix A

DHJS Anti-Bullying Short Sheet: Is this bullying type behaviour?

This flow chart is intended to be a guide to deciding if the behaviour meets the threshold for bullying type behaviour.

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
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Appendix B

Restorative Approaches

Alongside implementing our Values and Behaviour Policy, we will also aim to take a restorative approach. Restorative approaches are based on four key features:

o RESPECT: for everyone by listening to other opinions and learning to value them
o RESPONSIBILITY: taking responsibility for your own actions
o REPAIR: developing understanding within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
o RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows children to continue to thrive.

In adhering to these principles, we make use of a similar set of questions for all those involved.

Responding to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected by what you did?
- What do you think needs to happen next?

Responding to those harmed:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- Who has been affected?
- What has been the hardest thing for you?
- What do you think needs to happen next?