


<b>Anti-Bullying Policy</b>	
DATE OF ADOPTION: November 2020	
DATE OF NEXT REVIEW: September 2022	
TO BE REVIEWED BY: Learning and Well-being Committee	
RATIFIED BY: Full Governing Board	

### **DECOY VALUES**

Have a go

Make the right choices

Do your best

Think of others

### **Our Golden Value**

**Treat other people as you would like them to treat you**

## **ANTI - BULLYING POLICY**

It is a primary aim of Decoy Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. At our school, we believe that all children have the right to learn and feel safe and happy at school. We are a caring community and our values are built on mutual trust and respect for all. We are constantly working to create an environment which encourages children and builds self-esteem so that children become more confident, mature independent learners and members of society.

We know that if bullying behaviour is not addressed, it can have harmful effects on individuals. By working to prevent bullying and creating an ethos of good behaviour in our school, we know that we are building a safe and caring environment where our pupils can learn and fulfil their potential.

### **Statutory Duty**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils.

Bullying may be defined as deliberately hurtful behaviour, repeated over a period of time. By bullying, we mean the behaviour is **persistent**.

Bullying can take many forms including -

- |                    |   |
|--------------------|---|
| <b>Verbal</b>      | - Name-calling and ridicule such as racist or homophobic remarks  |
| <b>Visual</b>      | - Graffiti  |
| <b>Incitement</b>  | - Spreading rumours or encouraging others to participate  |
| <b>Cyber</b>       | - Using technology such as text messages, social media or email   |
| <b>Segregation</b> | - Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group |
| <b>Physical</b>    | - Hitting, pushing, unwanted touching, kicking, threatening with a weapon.  |
| <b>Property</b>    | - Theft or damage to personal property; extortion.  |

## **Why do some children bully?**

Bullies often pick on smaller, weaker victims as a way of making themselves feel better. Very often they are unhappy, have difficulty making positive relationships, are lacking self-esteem, or have inadequate role models and support systems in their lives. Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or their parent's divorce. Others are lacking in basic social skills and boundaries of acceptable behaviour; they may be selfish, spoilt and care little for the feelings of others.

## **How does bullying start?**

Any child can be bullied and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'

## **Symptoms of Bullying**

Our teachers are always mindful of any signs and symptoms of bullying. The bullied child may -

- be reluctant to attend school or is often absent
- be more anxious and insecure than others, become withdrawn and lack confidence
- have fewer friends or withdraw from friendships
- demonstrate a lowering of standards in their school work
- suffer from low self-esteem and negative self-image
- have a poor appetite
- have unexplained bruises, scratches, cuts
- start stealing or "losing" money and possessions
- show reluctance to go out at playtimes
- ask to be sent home early or hang around school in order to leave late

## **Developing a Telling School**

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied.

The school employs several strategies to enable bullying to be uncovered

- Clear and consistent rewards and sanctions
- Parental surveys
- Pupil surveys
- Parental consultations
- School Council meetings
- Circle-time activities
- PSHE sessions
- Pastoral support

### **In response to a bullying incident we will -**

- Talk to the individuals involved and any witnesses using a restorative approach.
- Identify the bully and talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated.
- Keep a record of the incident in the Head Teacher's office or through CPOMs.
- Keep a log of any on-going concerns through CPOMs.
- Involve all parties together to discuss the issues if agreed by all parties and create an action plan identifying next steps and any on-going support which is required.
- Support and empower children to resolve the conflict and understand their role in the issues.
- Establish an agreement between the children where needed.
- Inform parents - make it clear that bullying is not tolerated.
- When appropriate, support children individually or together.

### **Prevention & strategies to reinforce Decoy's Policy on Anti-bullying:**

- Constant reference to the Golden Rule
- Use educational resources to support children
- THRIVE (pastoral support program)
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Children participate in role-play work in class as part of PSHE.
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross-curricular themes, drama, story writing and literature
- A whole school reward system

- Good quality role models
- Adult modelling of appropriate responses to a wide range of scenarios
- Children and parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights and responsibilities.
- E-safety skills progression
- Use of Young Sports Leaders
- Effective behaviour management across the school to ensure that low level incidents do not escalate
- All staff to receive appropriate training
- The school to take part in national initiatives such as Anti Bullying Week
- Parents to be signposted to information and support through the website/newsletters etc.

### **Consequences following reports of bullying**

Depending on the nature of the incidents and behaviour, the school may skip a consequence stage - they are not to be interpreted as strictly hierarchical.

- 1.) See "Response to bullying listed above"
- 2.) Meeting between children involved - if possible and appropriate, the matter is de-escalated and diffused. If incidents are related to break and lunchtimes, staff will use a Rate My Play card. A date for review is agreed within two weeks (repeat).
- 3.) The parents of the bully and the child who has been bullied are informed. Strategies for a sincere apology are explored and agreed - a verbal apology, a card may be made, a letter of apology etc. Child who has been bullying will lose privileges as appropriate. A date for review is agreed within two weeks (repeat).
- 4.) Following a second incident, the child who has been bullying will lose further privileges. Parents will be updated on the situation. The situation is monitored by the Headteacher/Deputy Headteacher. A date for review is agreed within two weeks (repeat).
- 5.) If the child bullies a third time, the school will devise an incentive plan to help the child, who is bullying, and an action plan (See Appendix1) will be written and agreed with parents. This will be shared with relevant staff. The child who has been bullying may lose further privileges. The parents are updated on the situation. The situation will continue to be monitored by the Headteacher/Deputy Headteacher. There will be an internal exclusion. A date for review is agreed within two weeks (repeat).
- 6.) Exclusion - This is in extreme cases and will be in line with the Exclusions Policy.

## **Supporting the pupil who has been bullied**

At Decoy, we are fully aware that as a caring school, we have a responsibility to provide support to the child who has been bullied. The nature and level of support will depend on the circumstances and level of need for each case. After engaging with parents, responses may include a quiet word from a teacher, who knows the pupil well, asking the school's pastoral team to provide support or the provision of formal counselling. Some cases may need to be referred to our local authority children's services or to Child and Adolescent Mental Health Services (CAMHS).

## **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## **Monitoring and Review**

The role of the Governing Body - The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governing board will review procedures and incidents termly.

The governors will deal with complaints from parents relating to behaviour and / or bullying through an appropriate committee of impartial governors.

### ***To be read in conjunction with:***

*Behaviour Principles Written Statement*  
*Decoy Promoting Positive Behaviour Policy*