

Anti-Bullying Policy

At Dulwich Village Church of England Infants' School we want all children to flourish with God in life, learning and love and to this end everyone should have access to a school environment that is safe and trusted. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying completely, we will do everything in our power to ensure that everyone's school experience is free from fear.

Aims of the Policy

At DVIS we take all forms of conflict, friendship problems, and bullying behaviour seriously.

The aims of the policy are therefore:

- To contribute to our school ethos and values which encourage children to flourish and to be their best selves.
- To uphold a school environment that is safe and secure, built on trust, that encourages children to disclose and discuss incidences of bullying behaviour with a trusted adult.
- To raise awareness of bullying as a form of unacceptable behaviour within and beyond our school community.
- To outline clear procedures for noting and reporting incidents of bullying behaviour.
- To outline clear procedures for investigating and dealing with bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To ensure everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.

Definition

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

At DVIS we know that children at this developmental stage of childhood are ego-centric which for some leads to poor behaviour choices as they may have little empathy for others or misunderstand body language or boundaries. This is held in mind when working with the children involved.

Bullying behaviour is defined as - "Bullying is 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" (Anti-Bullying Alliance)

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

At Dulwich Village C of E Infants' school Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; excluding people from groups and spreading hurtful or untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: 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.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. More information on peer on peer abuse can be found on this link to the [NSPCC](#).

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Bullying of parents/carers by other parents/carers
- Bullying of school staff by parents/carers
- Bullying of parents/carers by staff
- Bullying of school staff by other school staff
- Prejudicial bullying related to:
 - race, religion, faith and belief and for those without faith
 - ethnicity, nationality or culture
 - Special Educational Needs or Disability (SEND)
 - sexual orientation (homophobic/biphobic bullying)
 - gender based bullying, including transphobic bullying
 - teenage parents (pregnancy and maternity under the Equality Act)

Signs of Bullying

Pupils may be reluctant to tell anyone they are being bullied, but often there are signs that we can look for:

- Obvious distress, such as tearfulness or persistently looking unhappy
- Unwillingness to come to school
- Frequent headaches, stomach aches or complaints of feeling unwell
- Isolation from other children/not "joining in"
- A sudden deterioration in the standard of work
- Reluctance to leave the classroom at the end of the day

- A tendency to stay close to staff during breaks
- Uncharacteristic behaviour
- General unhappiness/anxiety/fear
- Speaking negatively about, or behaving negatively towards themselves

Practices and strategies to reduce incidents of bullying:

Research shows that building a positive school environment and advancing social and emotional learning can have a positive impact on reducing bullying within a setting.

The DfE's "Approaches to preventing and tackling bullying case studies" June 2018 found common themes across schools to support the prevention of bullying. These included:

- A whole school approach – at DVIS we have a clear values system that runs throughout, policies with definitions for bullying and behaviours, a focus and celebration of positive behaviours. Programmes such as RULER build whole school emotional literacy. The curriculum also teaches about bullying e.g. in computing and online safety, or within curriculum linked to Relationship and Sex Education, Personal, Social, Health, Economic Education lessons.
- Focus on preventative practices – using time in class for example PSHE sessions and worship,
- Creating an inclusive ethos/environment - at DVIS we have our shared vision and values that underpin our work, the children's learning and time in school. A visual representation of school unity in photographic form is displayed outside each class.
- Keeping anti-bullying a high profile – utilizing opportunities such as neurodiversity week or anti-bullying days.
- Empowering pupils – through the Building Learning Power practices in class e.g. resilience, and giving pupils a voice e.g. Headteacher's tea, school council, lunch mentors (M&Ms), playground buddies, worry bags/boxes/pals in class. Giving pupils key phrase to use when they are unhappy or uncomfortable with someone else's behavior towards them **"Please stop! That's not fun for me!"**
- A rapid response to bullying incidents - A culture of listening to children when raising incidents in school and listening to parents concerns or issues that have been raised at home by a child and investigating them as soon as possible.

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 person carrying out the bullying behaviours will be spoken to privately and without humiliation.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The Headteacher or another member of the School Leadership Team will interview all parties involved (see Appendix A for report form).
- The Headteacher and Designated Safeguarding Leader 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/staff are kept informed about the concern and action taken, as appropriate and in line with our child protection and behaviour policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- 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. Incidents will be logged into the whole school bullying file (held in each building in the school office).

Consequences and sanctions for the person who is bullying

At DVIS we *will not* humiliate any child for acting or behaving in the wrong way. Discussions will be carried out privately and with those present that are necessary for any conversations.

A variety of consequences will be used at the discretion of the leadership team and in discussion with the child's parents/carers/teachers. The consequences will be tailored to the individual person and situations, as we know that different consequences for different children will hold different meanings.

These consequences may include (and in no specific order due to each incident being treated individually):

- Logical consequences: When it comes to reprimanding bullies, linking the consequence to the behaviour can be helpful. For example, if sports team status is creating a power dynamic, give them a break from playing. If they have hurt people in the playground, then limiting the area that can be played within may be necessary. Using discretion will result in logical consequences taking place.
- Loss of privileges at home: for example, taking away TV privileges or reducing computer usage, or even stopping attendance at an event or club out of school.
- Loss of privileges at school: for example, reducing the spaces to play in or equipment to be used at playtime, removing responsibilities for a period of time such as school councillor, clubs.
- Internal Exclusion, i.e removal from class for a specified period. Children will spend time in office areas.
- In certain exceptional circumstances, exclusion from school will be considered in extreme circumstances under LA guidance and in line with the school's behaviour policy.

Strategies used to work with the person displaying the bullying behaviour

- Circle of friends to be set up – in these instances the method should be discussed with pupil and parents, whose agreement and support are essential.
- Solution focused meetings to be held with victim and perpetrator, to be led by class teacher, Deputy Head teacher or Head teacher. Staff will focus on child's strengths. These are used to help individuals create solutions in improving their behaviour.
- Utilizing the RULER and ELSA programmes as a way to support emotional responses and literacy.
- Children who perpetrate frequent acts of bullying may be in need of support from external agencies e.g. behaviour support team, educational psychologist or support at home from local authority and children's services. Following discussions involving the parents, SENDCo and class teacher appropriate referrals can be made.
- Skills development can be supported as often children act out due to frustration. This can be due to a lack of coping skills or the inability to complete specific tasks, which forces them to act out. Identifying areas to work on can reduce the risk of repeat behaviours.

Strategies to support the person who has been bullied

- Circle of friends to be set up – in these instances the method should be discussed with pupil and parents, whose agreement and support are essential.
- Solution focused meetings to be held with victim and perpetrator, to be led by class teacher, Deputy Headteacher or Headteacher. Staff will focus on child's strengths. These are used to help individuals create solutions in reporting any concerns or playing and learning around the person who has displayed the bullying behaviours.
- Children may be in need of support from external agencies e.g. behaviour support team, educational psychologist, school councillor or support at home from local authority and children's services.

Following discussions involving the parents, SENDCo and class teacher appropriate referrals can be made.

Involving Parents

During communications with parents about incidents of bullying, staff will:

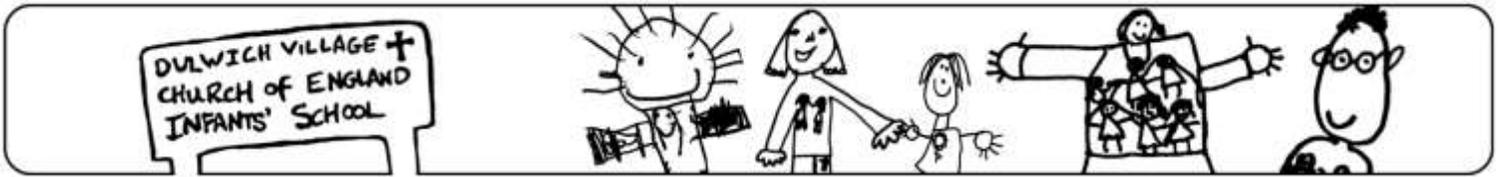
- Recognise that a parent might be angry or upset and if necessary ask another member of staff to be present for the meeting.
- Keep an open mind.
- Remain calm and understanding.
- Explain the school anti bullying policy and clarify that procedures will be followed and agree future action.
- Invite parents into school to discuss their child's behaviour with a member of the Leadership Team.
- Put in place support for parents for example with strategies for use at home or through referral to programmes with Southwark Family Early Help.
- Parents of children who have been bullied will also be offered support.

Governors

Any significant incidences of bullying or prejudice covered within this policy will be monitored by the Governing Body through the Leadership Team's termly reports.

September 2021

Appendix A



DVIS Bullying and prejudice-based incident report form

This form is for a staff member to complete when recording bullying or a prejudice-based incident in school. This form could be used as a hard copy or an electronic copy.

Section A: Staff detail

Date of completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to Helen Poyton, Sue James or Tanya Easter

Section B: Details of incident

Bullying Prejudice-based incident

Nature of incident: Tick all that apply

Physical Property Verbal Psychological Cyber Sexual

Forms of bullying or incident: Tick all that apply

- | | | |
|--|--|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Culture | <input type="checkbox"/> Religion or belief |
| <input type="checkbox"/> Sexual orientation – homophobic or biphobic | <input type="checkbox"/> Gender Identity – transphobic | <input type="checkbox"/> Gender - sexism |
| <input type="checkbox"/> Special Educational Needs (SEN) or disability | <input type="checkbox"/> Appearance or health conditions | <input type="checkbox"/> Related to home or other circumstance |

Details of those involved: Record all involved, whether adults, pupils, visitors from the school community and from outside

Target of bullying/incident:	Name:	Age/year group:	Class teacher:	Other relevant information:
Person responsible for bullying/incident:	Name:	Age/year group:	Class teacher:	Other relevant information:

