Dauntsey Academy Primary School

Anti-Bullying Policy

Date Agreed	March 2025
Review Date	March 2026

INTRODUCTION

Aims

We acknowledge that incidents of bullying can and do occur in schools but strive to reduce these incidents at DAPS by creating a safe, caring environment where children are not afraid to talk about, report and discuss unacceptable behaviour - including bullying - so that it is resolved in a confidential, supportive and sensitive manner. Secrecy and silence nurture bullying and we encourage all children to speak out. Once such incidents are highlighted, teachers have the backing of the Headteacher and Governing Body to use their professional judgement as to whether the incident requires formal reporting to the parents or a senior member of staff. If the incident is deemed as bullying the Headteacher will be automatically informed.

Definition of bullying

Bullying is something done to a child, which is unprovoked or pre-meditated, by another that results in them being hurt emotionally or physically on a regular basis. One off incidents of falling out and 'being mean' do not constitute bullying. We use the NSPCC definition of bullying 'STOP' which means: '**Several times on purpose'**. We encourage governors, staff, pupils and parents to reflect on this definition before accusing someone of 'bullying' and use the term only in its true sense.

What is bullying?

- Bullying may be physical, verbal or non-verbal/indirect, e.g. cyber-bullying, including:-
- being called names
- being teased
- being pushed or pulled about
- being hit or attacked
- having bags or possessions taken, hidden or thrown around
- the spreading of rumours about others (including cyber bullying)
- being deliberately ignored and 'left out'
- being forced to hand over money or possessions
- being attacked due to colour, religion, gender, background, appearance or sexual orientation

Tell Tale signs

- Children who are being bullied may:
- be frightened of walking to school alone
- develop low self esteem
- be unwilling to go to school or find ways to avoid attending
- begin under-performing at school
- have clothes or possessions destroyed or go missing
- cry when left alone
- have unexplained cuts and bruises
- ask for money or begin stealing (to give to a bully or bullies)
- become withdrawn and start stammering
- become depressed and anxious, may stop eating
- have nightmares or trouble sleeping
- begin to bully other children or siblings
- give improbable excuses for any of the above

Strategies for prevention of bullying

To ensure our approach to any alleged/proven bullying is up to date we will refer to the following websites for guidance and suggestions.

https://www.nationalbullyinghelpline.co.uk/

https://anti-bullyingalliance.org.uk/

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe//

Teaching and support staff will:

- Create a culture and environment that prevents bullying from being a serious problem in the first place.
- Tell children that bullying (verbal or physical) is NOT tolerated in school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not 'telling tales'.
- Raise self-esteem of pupils through praise, our behaviour system, positions of responsibility, circle time and other strategies.
- Help pupils to understand differences caused by illness, medication, handicap or disfigurement etc. in order to develop tolerance and reduce the likelihood of bullying.
- Use PHSE/role play to teach co-operation skills, and non-bullying ways of resolving conflict.
- Provide on-going opportunities to bring problems out into the open through regular circle time or the use of puppets, etc.
- Teach children that by witnessing an incident of bullying and doing nothing they are condoning bullying behaviour. Bystander power can help to tackle bullying and pupils need to be taught how to be effective bystanders and take on social responsibility.
- Teach children strategies for dealing with and putting a stop to bullying.
- Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules.
- Use assemblies to model anti-bullying attitudes and the values DAPS wants to promote.
- Have clearly defined, taught rules which protect everyone's rights.
- Reward positive behaviour and sanction misbehaviour in line with the behaviour policy.
- Monitor behaviour logs and look for patterns or trends that may indicate bullying.

Reporting Bullying

- Victims of bullying often feel isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying. Children at DAPS, whether victim or bystander, need to know that all incidents will be taken seriously and they can report bullying to any adult member of staff.
- When bullying is reported by a child the Headteacher **must** be informed.

Responding to bullying

- Bullying can be explored by the student council to take on-board experiences and suggestions for improvement.
- All bullying allegations will be taken seriously and incidents investigated thoroughly.
- Alleged bullies, victims and witnesses are interviewed separately with observations and notes about the parties concerned recorded.
- If the incident is proven yet turns out to be an isolated incident a sanction will be imposed on those responsible, in line with the Behaviour Policy.
- If there seems to be a pattern of behaviour, which indicates bullying, a written record will be made.

Both alleged bully and victim will then be supported:

For the alleged bully/bullies:

- Analyse possible reasons for alleged bully/bullies action by looking at the "whole child", including family situation.
- Gather information, e.g. classroom observations.
- Investigate the underlying causes and take necessary steps in an attempt to resolve the alleged bully/bullies problems, possibly including obtaining advice from outside agencies.

For the victim:

- Protection from the alleged bully/bullies, e.g. asking duty staff to watch out for the victim, keeping the alleged bully/bullies in at playtime and lunchtime.
- Assertiveness training.
- Using the strategies for prevention of bullying.

At this stage, parents of both parties will be informed in writing, will meet with the Headteacher and may be involved in helping to resolve the situation, e.g. home/school contract.

If the situation is not able to be resolved, greater involvement of outside agencies may be requested.

Exclusion will be considered by the Headteacher if difficulties cannot be resolved within the school environment.

Peer group conflict

Often, issues can arise between two or more members of a peer group which do not fit the profile of bullying, but can be equally as damaging to those involved. Friendship issues can cause upset and have a negative impact on learning. We recognise that it is important for the pupils to feel they have a voice and that their concerns are heard. We also recognise that pupils may need more than the usual support to resolve group conflict. Relationship and resolving conflict coaching are part of our progressive PSHE curriculum. Where more support may be needed, staff will meet with the pupils to unpick the issues that are causing the problem in order to support them to find a suitable resolution and where appropriate a program of support will be put in place. The program would be shared with parents to ensure a cohesive approach to supporting the pupils.

Roles and responsibilities

Duty staff will record and report behaviour incidents, as outlined in the behaviour policy, to the class teacher where necessary. If it is considered a case of bullying, it will be reported to the Headteacher who will keep a record and deal with the situation/discuss further action.

Monitoring and evaluation

This policy is reviewed annually alongside the pupil friendly version by staff and School Council.