



## ANTI-BULLYING POLICY

### 1. Rationale

We encourage a respect for the uniqueness of individuals and ensure that the differences between us are valued and celebrated. We are committed to the elimination of all forms of bullying and harassment. Whilst recognising that bullying and racial harassment exist in all areas of society, we strongly believe that it is the right of every pupil to work and study without fear of bullying, harassment or victimisation. Any such behaviour constitutes a breach of school discipline and will not be tolerated.

This policy should be read in conjunction with the Positive Relationships and Behaviour Policy, Safeguarding and Child Protection Policy, Equality Policy and SEND Policy.

#### Aims

- To show children that bullying and harassment are unacceptable.
- To provide a safe secure environment.
- To foster a caring, co-operative ethos central to which is the belief that we should respect ourselves and others.
- To encourage staff, pupils and parents to work together to ensure that any incidents are brought into the open and dealt with quickly and decisively.

### 2. What is Bullying?

*Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.*

*(Lewisham's agreed definition from the Anti-Bullying Alliance)*

Bullying can be done verbally, in writing or images, **including through communication technology (cyber bullying) e.g. graffiti, text messaging, e-mail or postings on websites.** It can be done physically, financially (including damage to property) or through social isolation. Verbal bullying is the most common form.

See also Appendix 1: What is Bullying?

### 3. Identifying where bullying can occur

Although bullying can occur during the journey to or from school, e.g. extortion or theft of possessions such as mobile phones, most typically it takes place in school. At Dalmain, there is constant supervision of pupils, and staff are vigilant in identifying and dealing with any incidents of bullying as they occur.

Both boys and girls bully others. Young people who bully others can come from any kind of family, regardless of social class or cultural background. Any young person can be bullied and certain factors can make being bullied more likely:

- Lacking close friends at school
- Being shy
- An overprotective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect (e.g. stammering)
- Having Special Educational Needs or a disability
- Behaving inappropriately, intruding or being an 'nuisance'
- Possessing expensive accessories such as mobile phones or computer games

#### **4. Children with SEN & other additional needs**

Some children and young people may not recognise bullying behaviour; that they are being bullied, that their own behaviour may be seen by someone else as harassment / bullying, or that they are being provocative and therefore inflaming bullying situations – here, work with peers and bystanders and ongoing proactive work will be most productive. Children with needs, diagnosed or undiagnosed, may have social communication difficulties that lead to them behaving in ways that may upset more emotionally-developed children. It must be understood that often in these instances there is no intent to bully.

Responsive work can only be effective if all children and young people, parents and staff understand what is meant by bullying and that there is no 'one size fits all' approach when supporting children and young people with a range of needs. Selecting the right approach needs sensitivity and awareness of the strengths of the individual or individuals involved. Knowledge of the child's or young person's particular needs and the impact on their social development is essential. In other cases, allowances may need to be made because a child or young person has demonstrated antisocial behaviour but did not intend to bully.

Where children and young people with SEN and disabilities are concerned, communication across the staff team is essential about the individual's needs and the extent to which a child or young person's SEN and disability may lead them to harass / 'bully' others or display disruptive behaviour (see Section 8). Staff also need to be alert to changes in children's and young people's behaviour and make sure they understand the cause, including consideration of factors not related to their SEN or disability

#### **5. Evidence of Consultation**

Pupils, parents, staff and governors all played a part in the development of the policy. Pupils filled in an anti-bullying survey and also gave their views in a 'This Week in School' sheet (both from Bully Free Classroom). Discussions from focus groups of staff and pupils were fed into the policy, and pupils produced their own child-friendly version of the policy which is reviewed annually.

Every year during Anti-Bullying Week, each child takes home information about bullying and how to deal with it. This is later discussed in class, where children are given an open forum to discuss problems.

Parents have been informed of the 'open door policy', which the school has adopted to deal with bullying issues.

## **6. Bullying at Dalmain**

The most frequent type of bullying at Dalmain is 'low-level annoyance' between children. This may take place in class, in the playground or other public areas across the school. Staff are trained in restorative justice techniques to raise awareness.

## **7. Aspects to be monitored**

- Number of incidents reported
- Where they took place
- Levels of staff awareness
- Levels of parental involvement
- Racial incidents should always be referred to the Headteacher to record incidents of this nature. It is then the Head's duty to report any racist incidents to the Governors and the Local Authority

## **8. Measures to prevent and respond to bullying**

At Dalmain we will:

- Encourage and help pupils to treat each other with respect and kindness.
- Ensure that all adults model how to treat others with respect and kindness - all staff, parents and carers are expected to model these positive behaviours consistently.
- Supervise pupils at all times and challenge any bullying that we see or hear.
- When deemed necessary, and following the school's Positive Relationships and Behaviour Policy, impose age and developmentally appropriate sanctions for bullying, recognising also that sanctions will take into account any special educational needs (SEN) that the pupil/s involved may have (see section 4).
- Record all incidents of bullying and, if necessary, discuss concerns with parents / carers and schools.
- Talk about bullying as part of our planned curriculum and at other times.
- Discuss, monitor and review our Anti-Bullying Policy on a regular basis.

Other tools used:

- Staff modelling
- Personal development/PSHCE (Personal, Social, Health and Citizenship Education)
- Involvement of Safeguarding & Behaviour Lead (SBL)
- Developing children's resilience to enable them to deal with situations
- Anti-Bullying Week every November
- Outside agencies
- Circle time
- Assemblies
- Worry boxes in classrooms
- Restorative justice training for staff
- Behaviour tracking online through Scholarpack
- Playground friends
- Circle of friends
- Reflection time
- Children are given examples of cyber-bullying with question and answer sessions to raise awareness

## **9. School procedures**

*When dealing with issues, staff need to be aware that there is no 'one size fits all' approach. Each incident should be looked at individually and treated as such, with consideration to the age of pupils involved, the developmental stages of children and any SEND needs. The needs of all parties and the circumstances surrounding the issues should be taken into account. Any actions to be taken should reflect these, and should follow the precepts of restorative justice.*

1. Members of staff should try to resolve every incident of bullying at the time it is reported, though they will make clear to children the difference between a one-off incident or accident and 'several times on purpose' (STOP). Children are encouraged to speak to a trusted adult if they feel they are being bullied: there are also worry boxes in each classroom in which children can put a bullying report. (Children who may not be able to write a report can just write their name: they will be talked to by their class teacher.)
2. The SBL has an open door policy: children can come and talk about their worries or fears at any time.
3. Incidents will be dealt with as soon as possible (reports of bullying which come from parents or other children will be treated in the same way). Each child's report will be numbered and the SBL will then discuss the incident/s with the children (victim/s and aggressor/s) and make a record of it and how it was dealt with on My Concern, the school's cloud based system of co-ordinating all safeguarding issues.
4. The SBL will seek to resolve the issue with the relevant children. Staff will be informed and the situation monitored. If this still does not stop the problem, the Headteacher will be informed and a decision made regarding parental involvement, particularly with regard to the aggressor/s.
5. If the pattern of bullying and/or parental complaint is persistent or all resolutions fail, the Headteacher must be informed and appropriate action taken, up to and including internal exclusion or suspension.
6. Parents are asked to support the school's policy by encouraging their children not to take matters into their own hands, but rather to tell an adult who can help to deal with the problem.
7. Parents are also asked not to take matters into their own hands or try to resolve situations themselves by speaking with other parents and/or children.

## **10. Homophobic, Biphobic and Transphobic Bullying**

Homophobic, biphobic and transphobic (HBT) bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT). It can also be targeted against pupils who are wrongly perceived to be lesbian, gay, bisexual, transgender or gender-fluid because certain aspects of their personality, behaviour and attitudes are 'different' in some other way. In this instance a person's identity is used to abuse them, and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

HBT bullying is taken very seriously at Dalmain and is dealt with as such.

We recognise that families are made up in different ways and may include LGBT parents and carers. We are aware of this diversity in family set-ups and that children may be bullied because of their family being different or perceived as being different. We will address any bullying leading

from a lack of understanding and ignorance of these diversities. We will always try to address these issues in an educative and supportive way for all parties concerned.

## **11. Cyber Bullying**

**Use of the web, text messages, email, video or audio to bully another pupil or member of staff will not be tolerated.**

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside school time, the school will:

1. Advise the child not to respond to the message
2. Refer to relevant policies including Online Safety Policy, Acceptable Use policies and PHSE policy and apply appropriate sanctions
3. Secure and preserve any evidence
4. Inform the sender's email service provider
5. Notify parents of the children involved
6. Consider delivering a parent workshop for the school community
7. Consider informing the police depending on the severity or repetitious nature of offence
8. Inform the LA e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff, the school will:

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to CEOP (Child Exploitation and Online Protection Centre) at [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html)
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The school recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others: in the form of 'deepfakes', for example where AI is used to create images, audio or video hoaxes that look real.

The school will treat any use of AI to bully pupils in line with this policy.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

## **12. Roles and Responsibilities**

Schools have a duty of care towards their pupils and all incidents of bullying and harassment should be reported and dealt with in the appropriate manner.

Although the Headteacher has a central role in ensuring that the school fulfils its legal obligations and that anti-bullying and anti-harassment procedures are established and carried out in school, every member of the school community shares in the responsibility.

Teachers and support staff will deal with minor issues concerning bullying. More serious incidents are referred to Miss Wilkinson, Safeguarding & Behaviour Lead.

All members of staff are sensitive to all incidents of bullying and harassment within the class and around the school. These should be dealt with in a fair and consistent way according to the school guidelines.

Parents should always encourage children:

1. to tell a school adult as soon as anything happens
2. not to try to deal with it themselves or get friends to deal with it for them

Parents are also asked to report issues to the school rather than try to deal with problems on behalf of their child (e.g. raising the issue with other children or the parents of other children).

### **13. Monitoring and Evaluation**

- Scholarpack – My Concern
- Poor behaviour choices are monitored by SBL (Safeguarding Behaviour Lead)
- Questionnaire in Anti-Bullying Week – analysed by SBL and Head, policy reviewed annually

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<b>HISTORY</b>		
<b>Policy review date</b>	<b>Reason for review</b>	<b>Description</b>
January 2022	Annual review	Minor syntax changes.
January 2023	Annual review	No changes
January 2024	Annual review	New procedures added: use of Scholarpack to track behaviour issues, reflection time.  Clarifications of school procedures in section 9.
January 2025	Annual Review	Note on AI added to section 11. Clarifications to preamble of section 9

## **Appendix 1: What is bullying?**

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing, gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

### **Definitions of Bullying**

Definitions are different and individuals have different experiences; however from the accounts we have heard from children and young people we consider bullying to be:

- \* Repetitive, wilful or persistent
- \* Intentionally harmful, carried out by an individual or a group
- \* An imbalance of power leaving the victim feeling defenceless

Lewisham Education Authority considers that similar forms of behaviour, as seen in the following examples, manifest instances of bullying and harassment.

Some of the forms bullying and harassment are likely to take:

- Verbal harassment – name calling, insults, jokes taunts, offensive language
- Threatening or abusive telephone calls
- Written harassment – insults, jokes taunts, letters
- Graffiti on walls, books, desks, school bags, obscene gestures
- Vandalism of property
- Repeated, unfounded trivial complaints
- The wearing and displaying of offensive badges and insignia
- Bringing books, comics or leaflets into the school which contain defamatory material
- Making comments, for example in classroom discussions, which defame
- Refusal to co-operate or work with other pupils
- Unprovoked physical assault or the threat of it
- Intrusion by pestering, spying, following, etc.
- Attempting to recruit others to organisations which aim to harass other people
- Physical or mental torment by individuals, sometimes with group support or by groups of pupils.