



Downlands Community School Anti-Bullying Policy

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Committee	Full Governing Body



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Part 1- Definitions and research

1.1 Rationale

At Downlands, we are committed to providing a caring, happy, friendly and safe environment for all our children so they can learn in a relaxed and secure place. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively. We do not tolerate bullying of any kind. However, we also recognise that bullying can be indicative of an unmet need and/or a safeguarding concern on behalf of the child exhibiting this anti-social behaviour.

1.2 Training

Downlands Community Primary School relies on the training and resources available from the [Anti-Bullying Alliance](#). Completion of training module 1 (Is it bullying?) is mandatory as part of an induction process for all staff.

1.3 What is bullying?

Bullying is the repetitive, intentional hurting of one person by another person or group, where the relationship involved an imbalance of power. It can be verbal, physical or psychological. It can happen online or face-to-face.

1.4 Direct or indirect bullying

Bullying behaviour may be direct or indirect. Examples of direct bullying might be: verbal abuse; name calling; hitting; pushing. Examples of indirect bullying might be: spreading rumours; false friendships; excluding; coercion.

1.5 What isn't bullying?

Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational' conflict is one way of describing such non-bullying situations. Knowing how to identify and respond effectively to relational issues is a necessary component of a successful anti-bullying policy.

Downlands accepts that just because an incident doesn't have all the elements of bullying, doesn't mean it is something to ignore. For example, relational conflict that goes unresolved can easily turn into bullying so should be monitored. Similarly, a one-off instance of intentional harm, whilst not bullying, would still need the involvement of adults and necessary consequences for children.

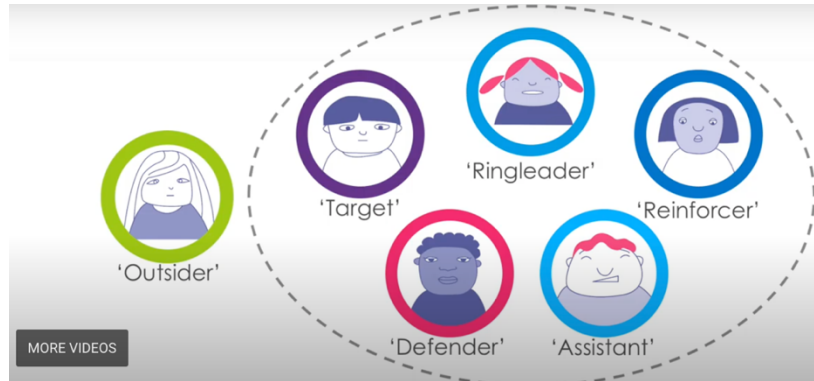
1.6 Most vulnerable to bullying

Research undertaken by the ABA in 2016 found that 25% of all the pupils (13,000) surveyed had experienced bullying a lot or always. Further to this, it has been proven that certain pupil groups are more vulnerable. These include: disabled children and those with SEN; race and faith targeted; children who are or perceived to be LGBTQ; those on free school meals; looked after children. Downlands will raise the profile of these vulnerable groups with respect to bullying.

1.7 Understanding the roles involved in bullying

Research has shown that the traditional view of bullying where there is a 'victim' and a 'bully' is over simplified. It is often important to identify other key roles in order to understand the group dynamic (see figure 1)

Figure 1 – Roles in bullying (courtesy of ABA website)



Downlands believes that the safety of the victim is paramount at all times. Nonetheless, understanding the power imbalance within a group improves the chances of prevent further victimisation. For example, it will require a different way of working with 'assistant', 'reinforcer' and 'ringleader' roles in order to disrupt the group dynamic.

1.8 Cyber bullying

Online bullying is often referred to as cyberbullying. Whilst there is a low risk for this to take place in school using school iPads, children are given guidance on the appropriate use of learning-based applications. More commonly, bullying might take place via social media platforms, many of which are prohibited for children under the age of 13. However, the following 6 steps are key parts of staying safe online: make profiles private; block and report abusive people and content; only invite or accept genuine friends; think before you share; compare with a face-to-face situation; keep passwords private.

1.9 Bullying and the law

- The Children Act 1989 states that teachers have a 'duty of care' towards the children under their supervision, as well as promoting the safety and welfare of children in their care.
- 'Keeping children safe in education (KCSIE) says that 'serious bullying could constitute emotional abuse'.
- Schools must follow the Equality Act 2010 in order to prevent discrimination, harassment and victimisation within the school.
- Bullying itself is not a specific criminal offence, but certain types of threatening or harassing behaviours are criminal offences, especially when underpinned by hate.

Part 2 - Preventing bullying

2.1 What is meant by prevention?

Prevention relates to all the activities that Downlands School delivers in a planned and systematic way to reduce bullying. It occurs in four main areas as follows.

2.2 Classroom prevention

- All class teachers develop a 'Classroom Charter' alongside the children, using the principles of the Rights Respecting Charter (see figure 2)
- Downlands uses Jigsaw, the mindful approach to PSHE. Across all year groups, children are taught the following key concepts; respect for self and others; asking for help; identity; similarities and differences; conflict resolution; understanding all forms of bullying; developing empathy – to name but a few.
- Downlands teachers use 'circle time' as part of Jigsaw PSHE delivery and this is an effective forum for safe sharing of friendship and conflict issues.
- Downlands staff have been trained in the use of I Can Problem Solve (ICPS). Documented outcomes of this program include: increased awareness for others in distress; increased ability to get along with others; decreased verbal and relational aggression.
- Downlands school has numerous message boxes which I regularly checked by the HLTA to check for friendship or bullying problems. There is also a Safeguarding Link Governor message box in the school office. All of these are highlighted with children.
- Downlands has adopted a behaviour policy underpinned by Dorset Steps and a therapeutic approach to changing behaviour.
- Downlands staff have been trained on attachment theory and the impact of early trauma on children's behaviour and the need for relational practice when helping children with their behaviour.

2.3 Whole school prevention

- Maintaining the Rights Respecting School ethos (see figure 2) as part of our whole school worship.
- Commitment to annual Anti-Bullying Week (November) and Internet Safety Day (February).
- Staff training through ABA online materials on annual basis.
- Staff training regarding the school's Dorset Steps therapeutic approach to behaviour management: developing and modelling prosocial emotions and behaviours for the whole school community.

Figure 2 – Downlands' Rights Respecting School Charter



2.4 Peer led prevention

- Rights Rangers are identified at the start of each term. They will be given training (ABA) to help facilitate safe play at break times and to be a point of support with relational issues, or to ensure that an adult is involved.

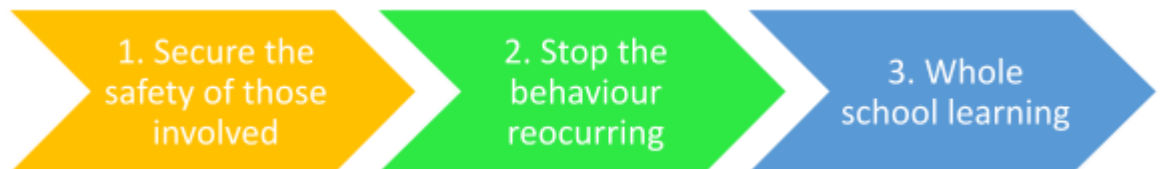
- School council reps are identified at the start of each term. They will be involved in promoting anti-bullying week and in reviewing the effectiveness of the anti-bullying policy.
- Friendship groups will be given Blocker/Builder training following an published course of materials, facilitated by the HLTA and Senior TA.
- Buddies are identified by class teachers when children start school at different points in the year.
- There are designated 'friendship' areas in the playground so that children can indicate that they are requiring support.
- Peer-mediation supported by ELSA.

2.5 Outside the classroom prevention

- Training (ABA) provided for lunchtime supervisors.
- Effective duty rotas for break and lunchtime play and expectations for supervising transitions and pupil movement.
- Alternative quiet area and supervised, structure play options at the point of need.
- Adult supervision as soon as children enter the school site.
- Liaise with Garrison Welfare and MOD police to monitor anti-social behaviour outside of school
- Involvement of Garrison Welfare Community Development Worker, particularly on transition to secondary school.

Part 3 – Responding to bullying

3.1 A three-step response



Step 1: Secure the safety of those involved

Have people been physically or emotionally hurt by the bullying? Are children safe in school? Consideration given to:

- Think about safeguarding issues and child protection policies and inform other agencies as required.
- Is anyone in immediate danger?
- Use reporting and recording systems.
- Assure pupils that you have taken their report seriously and immediate action will be taken.
- Inform parents and guardians to continue recovery process.

We aim to achieve this first step within 24 hours of a bullying issue coming to light.

Step 2: Stop the behaviour reoccurring

- Make it clear that bullying behaviour needs to stop.
- Analyse bullying behaviour and possible group dynamic.

- Apply educational and protective consequences according to a thorough analysis of the issue, referring to the school's behaviour policy, involving other agencies and stakeholders and agencies for support and guidance as required. Examples of educational consequences might include:
 - Solution meetings or peer mediation
 - Use of ABA materials to help change group dynamics
 - Friendship training (Blockers/Builders)
 - Restorative justice
- Examples of protective consequences might include
 - Drawing up or amendment of risk reduction plan
 - Increased supervision
 - Withdrawal from peer group play
 - Withdrawal from peer group learning
 - Extended withdrawal from peer group learning and play
 - Fixed term exclusion
 - Involvement of other agencies, including the police as appropriate
- Continued support and monitoring for victim, involving ELSA where needed.
- Make a note of all actions taken.
- Set period for review, involving parents.

We aim to achieve most elements of step 2 within two working days from the point of first referral.

Step 3: Whole school learning

An important step to allow the school to reflect upon the following, which can be carried out at phase team, whole staff, senior leadership and governor meetings respectively:

- What has the incident taught us?
- Are there any patterns emerging?
- Is further staff training needed?
- Is the school policy working/being adhered to?

Part 4- Accountability

As part of step 3 in the three-step response to bullying (detailed above), Downlands School is held accountable for its anti-bullying policy and practice in the following ways:

- Parents will always be consulted on issues relating to bullying. Downlands will reflect on feedback given, learning from different perspectives and changing policy and practice if appropriate.
- Downlands school has a formal complaints policy if resolution cannot be reached through dialogue with the headteacher and other senior leaders.
- All bullying reports are logged on internal school behaviour reports and our child protection database, categorised as bullying.
- Safeguarding is a standing agenda item at Governors' meetings: instances of bullying are reported to governors in anonymous terms, alongside periodic behaviour instances.
- The Safeguarding Link Governor meets with the Designated Safeguarding Lead every term to discuss the school's approach to safeguarding in more detail, including bullying.
- The school carries out a safeguarding audit every year, in conjunction with Dorset Council Safeguarding and Standards Team.
- The DSL and deputy DSLs work alongside other agencies, including Social Care services, Locality Support and Dorset Police Safer Schools Team in order to seek advice on safeguarding and child protection issues.

Part 5 – Other sources of information

Linked policies and guidance

- Keeping children Safe in Education
- Child protection policy
- Behaviour policy
- IT acceptable use policy
- Staff code of conduct
- Complaints policy

Video Links

[Bullying and its impact](#)

[Bullying as group behaviour](#)

[Dealing with bullying – top tips for teachers](#)

[How can schools respond to a bullying incident](#)

[Identity based bullying and how to tackle it](#)

[Disability discrimination](#)

[What is sexual bullying?](#)

[Preventing bullying of young carers](#)

[Bullying of children with disabilities](#)

[Using circle time to prevent bullying](#)

[Bullying when teachers are not around](#)

[An example of peer support training](#)

Other References

[DFE Preventing and tackling bullying](#)

[Bullying as a group activity](#)

[DFE Equality Act 2010](#)

[Cyberbullying research](#)

[The facts about cyberbullying](#)

[Cyberbullying and the law](#)

Part 6 – Child friendly anti-bullying policy



Downlands Community Primary School Anti-Bullying Policy

At Downlands, part of our motto is 'We care'. Our school also upholds the rights and responsibilities of the child. We do not agree with bullying because everyone has the right to feel safe in school.

No one deserves to be bullied!

What is bullying?

Bullying is when someone repeatedly hurts another person on purpose.

Bullying can be:



Verbal



Physical



Online

What the teachers and children will do to stop bullying:

- We will learn about what bullying is and what we should do if it happens to us or others.
- We will tell someone if we know that bullying is happening.
- We will come up with class charters for behavior rules.
- We will train Pupil Parliament members to help out at play time.
- We will learn ways to solve problems amongst our friends.
- We will have anti-bullying week every year in school.