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 Community School, 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 detrimental behaviour.

1.2 Training

Downlands Community Primary School relies on the training and resources available from the Anti-Bullying Alliance. Completion of the following training courses are mandatory for ***all staff*** as part of the induction process and as part of updating the policy:

- Course 1 – What is Bullying?
- Course 4 – Preventing bullying

The following training courses are mandatory for ***senior leaders***:

- Course 2 – Bullying and the law
- Course 5 – Responding to bullying

1.3 What is bullying?

Bullying is the repetitive, intentional hurting of one person by another person or group, where the relationship involves an imbalance of power*. It can be verbal, physical or psychological. It can happen online or face-to-face (see ABA digital film definition).

**As soon as a request to stop is ignored, this automatically signifies an imbalance of power. Other examples of an imbalance of power include: where someone is younger; where someone is outnumbered; where someone is of smaller stature or physical strength; where someone is part of a minority group; where someone has communication difficulties or a disability.*

1.4 Direct or indirect bullying

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

Here is a helpful way of categorising peer-to-peer related problems:

JOKING	CONFLICT
• Everyone is having fun • No one is getting hurt (it's on the gentle side) • Everyone one is participating • The target knows it is a joke and doesn't mind	• No one is having fun • There is a possible resolution to the disagreement • Everyone is participating • Equal balance of power
MEAN MOMENT	**BULLYING**
• Someone has been hurt on purpose • Reaction to a strong feeling or moment • An isolated event	• Someone is being hurt intentionally • It happens regularly over time • There is an imbalance of power

Just because something doesn't constitute bullying, it does not mean that school involvement is not needed.

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 Community School will raise the profile of these vulnerable groups with respect to bullying as part of our education on protected characteristics and equity.

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)

This diagram can also be further understood by watching this video. It is important to remember that these roles can change quickly depending on who is present and the dynamics in the group. Downlands Community School believes that the safety of the victim is paramount at all times. Nonetheless, understanding the power imbalance within a group improves the chances of preventing 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. Furthermore, using the term 'bully' can be unhelpful in labelling a young person. This is because it suggests that this is something they are rather than a behaviour they choose.

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 six 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.
- Sect 89 of the Education and Inspections Act 2006 states that maintained schools must have 'measures to encourage good behaviour and prevent all forms of bullying amongst pupils'.
- Keeping Children Safe in Education (KCSIE) states that bullying is an example of child-on-child abuse.
- Some incidents of bullying may constitute a child protection issue where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the school will follow the Safeguarding and Child Protection policy.
- 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 an incident of bullying could constitute a 'hate crime' or a 'hate incident' if the victim, or anyone else thinks that the actions are based on someone else's prejudice towards the victim, relating to protected characteristics.

Part 2 – Preventing bullying

2.1 What is meant by prevention?

Prevention relates to all the activities that Downlands Community School delivers in a planned and systematic way to reduce bullying (see also Behaviour Curriculum).
It occurs in four main areas as follows.

2.2 Whole school prevention

- Upholding our school values: we care, we share, we believe, we achieve. Having these principles at the heart of everything maintains a strong ethos.
- Maintaining our commitment to educating the whole community on the protected characteristics as one of the fundamental elements underpinning chosen whole school assembly texts.
- Commitment to annual Anti-Bullying Week (November) and Internet Safety Day (February).
- Staff training through ABA online materials on a routine basis (staff induction and as part of annual review of anti-bullying policy).
- Staff training regarding the school's Therapeutic Thinking approach to behaviour management: developing and modelling prosocial emotions and behaviours for the whole school community (see Relationships Policy).

2.3 Classroom prevention

- All class teachers develop a 'Classroom Charter' alongside the children.
- Downlands has defined a behaviour curriculum to outline how behaviour is taught throughout the school, including the prevention of bullying.
- 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 uses NPSPCC resources on a designated 'Speak out - stay safe' day each year.
- Downlands school has 'Speak out - stay safe' lockable boxes, checked daily by DDSLs, to check for safeguarding or bullying problems. These are highlighted with children.
- Downlands has adopted a relationships policy (aka behaviour) underpinned by the Therapeutic Thinking 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.
- Downlands staff are regularly trained on equality issues relating to children's learning such as ASD and ADHD.

2.4 Peer support

- A 'Bold Voices' pupil leadership group are identified at the start of each year. They will be given enhanced exposure to the ABA training materials and play a key role in disseminating to the whole school during anti-bullying week. 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.
- Pupil Parliament members are identified at the start of each year. They will also be involved in promoting anti-bullying week and in reviewing the effectiveness of the anti-bullying policy. They will also receive child-friendly exposure to the ABA materials.

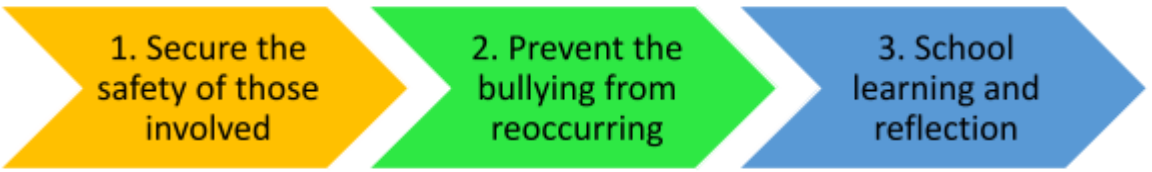
- Play Leaders are identified at the start of each year. They will also be involved in promoting anti-bullying week and in reviewing the effectiveness of the anti-bullying policy. They will also receive child-friendly exposure to the ABA materials.
- Friendship groups will be given 'Friendship Ladder' support following a published course of materials, facilitated by the HLTA and Senior TA.
- UKS2 girls' peer relational problems will be supported by 'Girls on board' theory.
- 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 Non-classroom

- Training (Therapeutic Thinking and ABA materials) provided for lunchtime supervisors.
- Effective duty rotas for break and lunchtime play and expectations for supervising transitions and pupil movement.
- ***Circle of Friends*** intervention to better include children who are finding it difficult to initiate or maintain friendships. It is a weekly, 20 minute friendly circle time meeting of supportive peers, led by an adult.
- Alternative quiet area and supervised, structured play options at the point of need.
- Adult supervision as soon as children enter the school site and at key transition points.
- Liaise with Garrison Welfare to monitor detrimental behaviours 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

Bullying can have a long lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying. That is why the first step is about ensuring the safety and wellbeing of those involved. The following questions should be answered and recorded:

a) Are all pupils safe?
b) Is anyone's physical health or well-being at risk?
c) Is it relevant to follow the child protection policy?
d) Is outside support required (Early Help Teams, MHST, Social Care, NHS, Police)?
e) Have we recorded the incidents themselves?
f) Has the pupil being bullied been told that the issue is being taken seriously, it's not their fault and that they don't have to put up with bullying?
g) Has the pupil being bullied been asked how they are feeling and how they think it can be resolved?
h) Has the pupil being bullied been told what the school will do next?

The school will also:

- Use reporting and recording systems. (Include detail in figure 2.)
- Inform parents and guardians (victims and perpetrators) at this first step.

Figure 2

Member of staff recording:	
Date / time of report:	
Name of target(s) You may also want to record details about the demographic of the target here to allow you to identify any groups which may be more vulnerable e.g. SEN status / race / faith etc.	
What happened? - What type of bullying - Who was involved? - Where did it happen? - When did it happen?	
Was the bullying targeting any aspect of the child's character? E.g. disability, SEN, looked after, young carer, LGBT+, race or faith, appearance, gender/sexism	
How was the target (bullied child) affected at the time? - How did the child feel? - What did they think should happen to make it right? - Were there any injuries (are there photos)? - Later effects	
Who was spoken to and what actions were agreed?	
Did you access any external support? E.g. NHS, police	
Does this constitute a child protection issue? Do you need to record an injury?	
Review box. Regular reviews with dates and agreements.	

We aim to achieve this first step within 48 hours of a bullying issue coming to light.

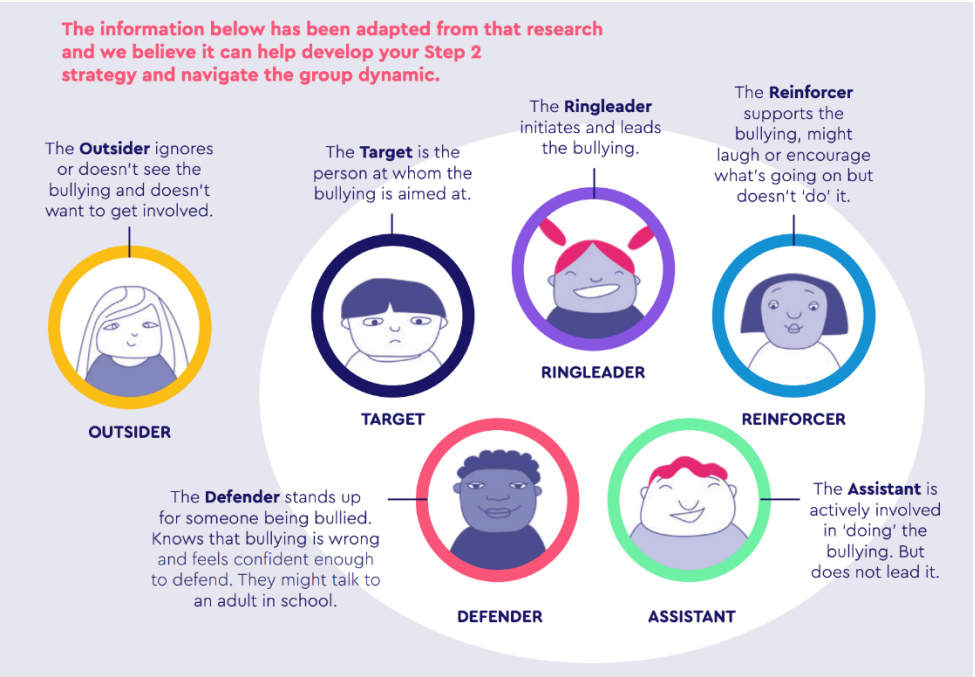
Step 2: Stop the behaviour reoccurring

Once the safety of those is secured, the next step is about working with the group of individuals involved to prevent the bullying from reoccurring. Bullying is a group behaviour and it rarely happens between two individuals in isolation (please see figure 3).

- 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 relationship policy, involving other agencies and stakeholders and agencies for support and guidance as required. Examples of educational consequences or remedial actions might include:
    - Solution meetings or peer mediation
    - Bystander training
    - Use of ABA materials to help change group dynamics
    - Friendship training (Blockers/Builders)
    - Girls on Board
    - Circle of Friends
    - Restorative Justice

  Examples of protective consequences for perpetrators of bullying behaviour might include:
    - Drawing up or amendment of a pastoral support plan or risk reduction plan as appropriate
    - Increased supervision
    - Withdrawal from peer group play
    - Withdrawal from peer group learning
    - Extended withdrawal from peer group learning and play
    - Involvement of other agencies, including the police as appropriate
    - Suspension from school
- Continued support and monitoring for victim, involving ELSA where needed.
- Make a note of all actions taken.
- Set period for review, involving all parents.

Figure 3



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 Community 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 Community 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 Designated Safeguarding Lead (DSL) and deputy DSLs work alongside other agencies, including Social Care services, Early Help Teams 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
- Safeguarding Child protection policy
- Relationships policy (aka Behaviour)
- Behaviour Curriculum
- IT acceptable use policy
- Staff code of conduct
- Complaints policy

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

Cyberbullying research

The facts about cyberbullying

Responding to bullying incidents in school toolkit

Stop Hate UK

Circle of Friends

Bold Voices

Part 6 – Child friendly anti-bullying policy

Downlands Community School

We CARE, We SHARE, We BELIEVE, We ACHIEVE

Anti-Bullying Policy

Bullying is when somebody **repeatedly hurts another person on purpose**.
It can be verbal, physical or online.

We train **play leaders** to help at break times.

We learn about what bullying is.

We learn ways to **solve problems within friendship groups**.

How do we STOP bullying?

We tell somebody if it is happening.

We take part in **anti-bullying week** each year.

We create and follow a **class charter**.

Part of our motto is 'We care'. Everybody has the right to feel safe in school!