



**Dry Drayton CE (C) Primary School**

**Anti-Bullying Policy**

**January 2016**

**(To be reviewed January 2019)**

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## **1. Introduction**

At Dry Drayton our aim is to create a happy, calm and secure environment, ensuring the well being of each pupil and thus providing each individual the opportunity to develop fully while enjoying a safe and caring atmosphere. However, we are aware that pupils may display behaviour which may cause emotional or physical hurt to others.

There is however a difference between “bullying” and the ‘one-off’ frustrated verbal or physical responses of a pupil.

This policy should be read in conjunction with the following school policies/documents:

- Behaviour policy
- Relationships Management Policy

### **1.1. Rationale**

It is the basic entitlement of all children at Dry Drayton CE ( C ) Primary School that they receive an education free from humiliation, oppression and abuse.

Education is a compulsory factor in our society and therefore it is our responsibility at the School to ensure that it takes place in an atmosphere which is caring and protective. We have this responsibility towards the children and also towards the parents of the children; that they may send their children to our school with the confident knowledge that the children will be protected from bullies.

### **1.2. What is Bullying?**

#### **1.2.1. Our Shared Beliefs about Bullying**

Bullying damages children’s and young people’s physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children’s and young people’s chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people. Behaviour should be given the same consideration as learning difficulties and possible learning strategies devised to develop more acceptable behaviour. It is necessary to look at individual needs and consider whether a consistent behaviour programme needs to be developed.

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### 1.2.2. A Definition of Bullying

Bullying is the deliberate harassment or an aggressive act that causes hurt to another. The hurt can be either physical or psychological, inflicted by one child or a group. A person is bullied when he or she is exposed regularly and over time to negative actions by one or more persons.

### 1.2.3. Bullying Forms and Types

The school recognises that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

### 1.2.4. Specific Types of Bullying

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs (SEN) or disabilities
- bullying related to being gifted or talented
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers or looked-after children or otherwise related to home circumstances

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- sexist or sexual bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- the ring-leader, the person who through their position of power can direct bullying activity
- assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

### **1.2.5. Recognising Signs and Symptoms**

The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- being frightened of walking to or from school
- losing self-confidence and self-esteem
- being frightened to say what's wrong
- developing unexplained cuts, bruises and other injuries
- unwilling to go to school, development of school phobia and unusual patterns of non attendance
- failing to achieve potential in school work
- becoming withdrawn, nervous and losing concentration
- becoming isolated and disengaged from other children

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- developing changes in physical behaviour such as stammering and nervous ticks
  - regularly having books or clothes destroyed
  - having possessions go 'missing' or 'lost' including packed lunch and money
  - starting to steal money (to pay the perpetrator)
  - becoming easily distressed, disruptive or aggressive
  - developing problems with eating and food
  - running away
  - developing sleep problems and having nightmares
  - developing suicidal thoughts or attempting suicide

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service.

### **1.2.6. Recognising Reasons Why Children May Bully**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- liking the feeling of power and using bullying behaviour to get their own way
- having a temperament that may be aggressive, quick tempered or jealous
- having been abused or bullied in some way
- feeling frustrated, insecure, inadequate, humiliated
- finding it difficult to socialise and make friends

- being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- being unable to resist negative peer pressure
- being under pressure to succeed at all costs

## **2. Implementing the Anti-Bullying Policy in our School**

The aim of this anti-bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The policy provides clear guidance on how the school intends:

- to raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement
- to make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- to encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- to respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy
- to safeguard and offer support and comfort to children who have been bullied
- to apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- to support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- to provide longer term support to promote the self-esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- to identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed

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- to ensure all staff are trained and supported and model positive relationships
  - to regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
  - to deliver lessons on a regular basis as part of the Personal, Social and Health Education curriculum that includes learning about bullying, discrimination and personal safety. Online safety is also taught as part of the Computing curriculum

We will make sure that all staff, including teachers, support staff, mid-day supervisors, school cooks, students, voluntary helpers and visiting multi-disciplinary staff will be aware of our policy.

Our aim to combat bullying in the first instance will be a preventative one as it is agreed that “prevention is better than cure”. Pupils will be encouraged to develop an attitude of caring and consideration towards others, taking responsibility for the well being of their fellow pupils and their needs. These attitudes will be emphasised especially through PSHE lessons, the SMSC opportunities threaded throughout the curriculum, annual participation in Anti-Bullying Week, discussions in Assemblies, Religious Education policy and scheme of work and the understanding of positive British values including tolerance and mutual respect..

It must be realised that many of our pupils are unable to express their concerns and fears. This makes it even more important that, as members of staff, we are even more aware of pupils’ communication needs. It will be made clear to those pupils who can understand however, that bullying is not acceptable.

### **3. Reporting Incidents of Bullying**

The school encourages the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to staff including teachers and support staff.

The school’s incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:

- the school’s website

### **4. Guidelines for Staff**

- Once bullying has been identified it must be dealt with swiftly. When it occurs all staff must be consistent in their approach when dealing with such behaviour

- pupils must be supervised well at all times
- staff must be very alert when on duty during break and lunch times
- encourage children to “tell” (using their individual means of communication) the nearest adult of their problems and not to retaliate. Let them know that they are cared for and if there is anything or anyone troubling them that they must inform a member of staff
- be prepared to listen to any complaints concerning harm or harassment, investigating them thoroughly without appearing to take side.

## **5. Specific Action to be Taken at the Time**

- calm the situation as quickly as possible removing victim and/or bully from the scene
- listen carefully to child’s account and record all incidents
- offer immediate support to the distressed child who is most probably the victim
- use positive handling if absolutely necessary, be firm but not aggressive
- inform the senior management team of the incident and action taken
- ensure that the incident is followed up and counselling offered to both victim and bully. The bully needs as much support very often as his or her action could well be the result of some deep-rooted problem
- ensure incidents are recorded and appropriate adults informed
- parents will be informed

**THE OPERATIVE WORDS FOR PUPILS ARE “TELL SOMEONE”**

**TELL AN ADULT!**



**Staff should not:**

- ignore bullying or any threatening behaviour
- threaten or challenge the bully with violence
- do anything which may lead to an escalation of violence

**5a Subsequent Action to be Taken**

- The class teacher or appropriate adult will implement the Support Group Method as soon as possible

**6. Policy Review**

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Ms. Carole Lewis

Date: January 2016

Chair of Governors: .....

Date: .....



Member of staff to whom the incident was reported		
Alleged perpetrator(s):		
Name(s)	Year	Group
Witnesses to the incident		

Witness reports of incident (continue on separate sheets if necessary)	
Parents/carers of alleged subject(s) informed:	
Date	Time
Parents/carers of alleged perpetrators informed:	
Date	Time
Details of immediate action taken	

## Appendix E – Sample Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website <http://www.ccc-raid.co.uk/> (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or [Judith.evans@cambridgeshire.gov.uk](mailto:Judith.evans@cambridgeshire.gov.uk) or Heather Lawrence at CREDS on 01223 568841 or [heather.Lawrence@cambridgeshire.gov.uk](mailto:heather.Lawrence@cambridgeshire.gov.uk))

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

### RACIST INCIDENT REPORT FORM

School/Establishment .....

Date & time of Incident.....

Victim's name.....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Perpetrator's name.....

Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Nature of incident *(tick any that apply):*

Racist comments and language	Ridicule and ostracism	Provocative behaviour
Verbal abuse and threats	Racist graffiti	Possession/distribution of racist material
Physical assault	Written abuse	Other
	Damage to property	

Details of incident:.....

..... *To be completed by designated member of staff*

Action taken.....

.....*(continue on separate sheet if necessary)*

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## **Appendix F - Responding To and Following Up Incidents of Bullying**

This appendix outlines the reconciliation processes and approaches the school will take when responding to incidents of bullying. This appendix includes guidance on the:

- Support Group Approach (previously called No Blame Approach)

### **The Support Group Method (No Blame Approach) – How It Works**

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in *Educational Psychology in Practice* (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator. It should be noted that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

#### **Step One – talk with the victim**

When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, “That must be very hard for you ... So you have felt really upset”.

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example, a comment like, “They have all been ignoring me, nobody will talk to me.” might be replied to with a response like, “So, you felt really lonely and you were upset that you had nobody to talk to”.

It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained they usually feel safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group

- Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.
- Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness
- Offering the person an opportunity to talk again at any time during the procedure if things are not going well

The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

### **Step Two – convene a meeting with the people involved**

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

### **Step Three – explain the problem**

The facilitator starts by telling the group that they, the facilitator, have a problem – they are worried about ‘John’ who is having a very hard time at the moment. The facilitator recounts the story of ‘John’s’ unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

### **Step Four – share responsibility**

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- no-one is in trouble or going to be punished
- there is a joint responsibility to help ‘John’ to be happy and safe
- the group has been convened to help solve the problem

### **Step Five – ask the group members for their ideas**

Group members are usually genuinely moved by the account of their peer’s distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the “bully leader” to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

### **Step Six – leave it up to them**

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

### **Step Seven – meet them again**

About a week later, the teacher/ facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

**The above description of the Support Group Method is taken from Lucky Duck Publishing website. [www.luckyduck.co.uk](http://www.luckyduck.co.uk).**

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process.