



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Anti-Bullying**

**September 2020**

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## **Introduction**

At Durants staff, parents and children work together to create a positive, and caring, learning environment.

All children and members of staff have an absolute right to be educated and to educate in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse.

The impact on the mental health and emotional well being of a victim of bullying can be profound. It can be of short- term duration or have serious negative consequences on future opportunities in life. Therefore bullying in Durants will not be tolerated and differences of race, religion, gender, sexual orientation and ability are repudiated as reasons for bullying.

We believe that it is everyone’s responsibility to prevent occurrences of bullying and that all members of staff and pupils should feel confident and secure in the knowledge that any incidents will be dealt with promptly and effectively. Effective management of bullying is a shared responsibility and strategies should involve school staff, parents and pupils where appropriate.

This policy applies only to incidents of bullying which take place on school premises; however the school has an interest in the welfare and conduct of its pupils and will respond to any information it receives about bullying outside school.

The focus of this policy is on anti-bullying procedures and strategies related to the pupils in Durants School, whereas our Code of Ethics and Staff Well-Being Policy address issues for the emotional safety and well-being of all members of staff.

## **Aims**

- To engender an environment in which pupils and staff feel safe and secure
- To engender an environment in which there is a zero tolerance attitude towards bullying behaviour
- To support pupils in developing appropriate responses to others, helped by staff who treat one another with courtesy and respect, thereby modelling appropriate behaviour.

## **Objectives**

- be proactive in the prevention of bullying by implementing the PSHE&C or Social & Emotional Programme of Study and adhering to whole-school policy and procedures.
- to monitor the effectiveness of strategies for bringing bullying behaviour under control. Accurately record all incidents of bullying and the actions taken.
- demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe.
- address with bullies the problematic behaviours and provide them with strategies and support to change the behaviour.

## **Definition of bullying**

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Bullying can be described as deliberate, hurtful behaviour, typically repeated over a period of time, to cause distress, solely in order to give a feeling of power, status or other gratification to the perpetrator.

A pupil's concept of bullying varies with age and conceptual development. In its simplest form, bullying is any incident perceived by the victim or any one else as intentionally hurtful, verbally, physically or indirectly. However, how it is recorded and dealt with will differ depending on the pupil's stage of development and understanding.

As some pupils grow older and develop, their views become more detailed and specific and bullying occurs as a one off incident or more usually is an on going situation, occurring when an individual or group intentionally abuse their power and take pleasure in causing physical hurt and emotional distress to someone less powerful.

### **Types of bullying**

There are 3 main types of bullying:

- Physical: hitting, kicking, theft
- Verbal: name calling, racist, sexist, homophobic remarks
- Indirect: rumours, shunning, rejecting

### **Range of bullying**

Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a pupil's life, or a series of such incidents. It is often directed at individuals or groups who are perceived to be different:

- individuals who are less able than the bully or otherwise vulnerable
- members of a particular ethnic group, religion, social class or socio-economic group
- individuals who have disability or special education needs
- individual members of a particular gender
- individuals who are perceived to be transgender, bisexual, homosexual

The bullying is targeted at this difference with the intention to denigrate, hurt or embarrass the victim.

### **Methods of bullying**

This policy also applies to the less traditional methods of bullying such as racist or homophobic motivated bullying and cyber-bullying which can affect both pupils and adults in school and takes the distress in to the home and the child or young person's refuges; for example the home and bedroom. (Appendix 1)

Incidents of bullying with racist or homophobic content or motivation should be recorded

## **Cyber-bullying**

With new technologies being made increasingly available to children and young people, there is the potential for them to become a victim to online bullying (see Appendix 1).

Online bullying, cyber-bullying or e-bullying is defined as:

*‘the use of information and communication technologies such as email, (mobile) phone and text messages, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated, aggressive behaviour by an individual or a group, that is intended to harm others’*

Bill Belsy, [www.cyberbullying.ca](http://www.cyberbullying.ca)

Children and young people are keen adopters of new technologies, but this can also leave them open to the bully. An awareness of the issues and knowledge of the methods for dealing with online bullying can help reduce the number of incidents.

## **Bullying and Pupils at Durants School**

At Durants we take into account the needs of some of our pupils for whom the concept of bullying does not exist. Some pupils have poorly developed reasoning and problem solving abilities affecting their understanding of cause and effect. They may express their anger and frustration in an inappropriate physical or verbal manner. The inability to empathise with others, and difficulties interpreting another’s tone of voice, or body language, may also lead to adverse reactions which can be perceived as bullying behaviour.

Some pupils may target a weaker pupil because of the impact on adults i.e. gaining attention. While these actions may not follow the formal definition of bullying, they could lead to bullying and may be distressing for the victim or pupil who is targeted and should be dealt with. We cannot ignore aggressive physical or verbal behaviour towards a victim.

Many of our pupils do not have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying; therefore there is a whole school responsibility to ensure that: ongoing teaching and learning takes place using the Personal, Social, Health Education and Citizenship (PSHE&C) or Social and Emotional Development (SED) curriculum documents; and, that behaviour support plans reflect strategies to address emotionally hurtful or aggressive behaviour.

It is important to differentiate bullying from other forms of misbehaviour, as it is very easy to label any incident as bullying. Each single incident needs to be assessed by the classroom staff in relation to the definition of bullying, the perpetrator’s stage of development and understanding, the effect upon the victim and the frequency of any similar behaviour.

Members of staff must not ignore any incidents where one pupil is verbally or physically abused, as the ‘victim’ will be feeling hurt and upset; but the more appropriate way forward may be to refer to the Behaviour Support Policy, positive behaviour strategies and functional analysis of behaviour in order to implement a behaviour support plan and strategies at an appropriate level for individual pupils, rather than completing ‘Bullying Incident Forms’.

We recognise that bullying behaviour is a problem for bully and victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for both. The way members of staff deal with incidents of aggression should take into account all-round needs.

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If classroom staff consider incidents to be bullying, then they must follow the procedures identified in this policy.

If an incident is not deemed to be bullying, it must be dealt with by following the pupil's behaviour support plan, or by informing the behaviour support team and calling a behaviour support meeting.

### **Prevention of bullying**

All staff involved in the education and/or supervision of pupils will be made aware of signs of bullying and the need to apply the school's policy when episodes of bullying are witnessed or reported. All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. Staff will constantly reinforce the message that bullying is unacceptable and will take positive action to prevent and control by:

- promoting friendships;
- presenting positive images of play interaction and friends;
- ensuring that pupils are supervised at all appropriate times;
- ensuring that all members of staff adhere to our Code of Ethics, our Equality and Diversity Policy, and our Whole School Behaviour Policy;
- developing procedures that safeguard pupils in the event of bullying;
- following up all instances of aggressive and inappropriate behaviour;
- watching for early signs of distress and observing, listening to what the pupils are indicating either verbally or through changes in behaviour: *listen, believe, act*;
- ensuring that appreciation and respect for all cultures are promoted;
- helping pupils to develop strategies for the management of their behaviour resulting in positive assertive attitudes towards others and improving self esteem;
- encouraging pupils where appropriate to reflect on issues involving friendship and bullying throughout the weekly timetable, e.g. draw pictures/write stories;
- encouraging pupils where appropriate to listen to and read stories about friendship and bullying, with discussion afterwards to raise their awareness of the concept of bullying and positive image of friendship;
- using PSHE&C, S & E schemes, Childline Teachers' Pack, friendships and similar resources to support individual targets; for example Social and Emotional Aspects of Learning (SEAL) at primary and secondary level;
- discussing, when appropriate, issues related to racism, homophobia and bullying;
- using whole school occasions; for example assemblies, class room activities such as PSHE&C or Social and Emotional Development topics;
- at individual level with pupils who have been victims or bullies;

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- using role playing situations with follow up discussions about bullying.

### **Parental involvement**

Durants recognises the important part parents play in supporting their children and promoting change. We welcome the active involvement of parents of both victim and bully in bringing any issues under control. Parents will be kept informed of any concerns the School has in relation to this issue.

### **Procedures and Consequences**

The emphasis is always on a caring, understanding approach as bullies are often victims. However, this does not imply that they should, and a clear message must be given that bullying is unacceptable.

- Pupils should be listened to, they must have confidence in adults to report all bullying incidents. There should be time given to discuss the incident with the pupil who feels upset.
- The bullying behaviour and threats of bullying must be seen to be dealt with immediately i.e. the bully to be removed from the group, where appropriate, the bully to offer an apology, and/or do something for the victim.
- Discussions with the pupil to take place immediately following an incident or when the pupil is calm enough to reflect on actions. Confront them with the details and ask them to tell about the situation/incident. Make it clear that bullying will not be tolerated.
- The bully is expected to record the incident i.e. write, draw or use role play. Use role reversal where the bully becomes the bullied.
- Cases of serious or persistent bullying may lead to temporary or permanent exclusion. (see Durants School Behaviour Policy).
- The adult records the incident on an incident report sheet (Appendix 3).
- Action is taken and results reported to the head of school, who will discuss incidents with the Headteacher.
- The parents of the pupils involved, are informed and, where appropriate, asked to come to a meeting to discuss the problem where they are shown copies of the reports. There should be separate discussions with parents of the bully and the victim.
- Help to be given to the bully to change behaviour e.g. 'special time' to develop play and communication skills, individual PSHE targets.
- Whenever possible the adult should mediate between the victim and bully encouraging reconciliation, without expecting a token 'apology'.
- Childline telephone number to be displayed clearly in school.
- Where appropriate, victims and bullies should be offered peer mentors,
- Following any incident that may indicate that evidence of indecent images or offences concerning child abuse is contained on school computers, the matter will be referred at the earliest opportunity to the police.

### **Monitoring incidents and overview of the forms**

The head of school must be informed about any bullying incident. In the case of injury an Accident/Incident form should also be completed.

The classroom staff complete relevant forms and these are passed to the head of school.

Incidents are discussed with the Headteacher.

Frequency and intensity of incidents will be regularly monitored in order to ensure strategies are successful and to prevent any escalation of incidents.

### **Equal opportunities**

Diversity of cultures and sexual orientation are represented in the books, display materials and equipment used within the school. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each pupil's culture and sexual orientation is recognised and treated with respect across the curriculum and pupils are given the opportunity to share experiences and knowledge in order to raise self esteem. If a pupil's culture or race might be a factor in an occurrence of bullying, staff should refer to Appendices 2 and 3: Procedures for Dealing with and Reporting Bullying Incidents. Other bullying incidents, Homophobic, Disability, Cyber, should be reported.

### **Resources**

It is important to invest time and resources in the prevention and management of bullying and staff require training and support to manage it with confidence within their specialist field. The school is constantly seeking to build up resources to prevent or deal with bullying. Staff should refer to the EQUALS, PSHE & Citizenship documents to support the curriculum and strategies listed above.

Teaching ideas, techniques and strategies are included throughout the Social and Emotional Programme of Study and our semi-formal curriculum.

Each term, some aspect of anti-bullying activities should be built into the broad and balanced programmes at both semi and formal levels and included at a whole school level; for example, assemblies, in-class activities, and at an individual level.

Social and Emotional Aspects of Learning (Primary and Secondary SEAL) provide resources to support emotional and social development and include activities based around friends, relationships and bullying.

Useful links and supporting organisations

• Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

• Childline: [www.childline.org.uk](http://www.childline.org.uk)

• Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

• Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk) •

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

• NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

• The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

• PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

• Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

• The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk) • Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

• Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

• Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

• The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools) SEND

• Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

• Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

## **APPENDIX 1**

### **Cyber Bullying**

The following advice from Kidscape is available from their website and where possible should be photocopied for discussion with pupils.

#### **Text/video Messaging**

- Don't reply to text messaging (also known as SMS or EMS) or video messaging (also known as MMS) that is abusive or obscene. Your mobile service provider e.g. Orange, T.Mobile, Vodaphone etc. should have a number that you can ring to report abusive messaging. Try their websites for details.

- Be careful who you give phone numbers to and don't leave your mobile lying around when you are not there.

#### **Chatrooms or Instant Messaging (IM)**

- Do not give out personal information

- Give yourself an alias that doesn't give out anything about your age, gender or location.

- Don't respond to abusive posting – ignore them or log off. If you don't take time off and calm down you'll end up writing something you'll regret which will only make the situation worse.

- Think about what you write – it is very easy for people to get the wrong idea about what you write or how you write it.

#### **Email**

- If you receive a nasty or abusive email (known as being flamed), don't reply. If it's from someone you think you know, like someone at School, they'll want some kind of reaction, just like they would if they were standing in front of you and bullying you. Don't give them the satisfaction of replying, and they'll probably stop.

- If they don't stop then you need to find out where the email is coming from. Using an email client like Outlook or Outlook Express, clicking the right mouse button over an email will reveal lots of details about where and who the email came from. You can then get your parents to contact the school or the service provider of the sender of the email.

- The email can also come from people that you don't know, (known as spamming) – email addresses are fairly easy for companies to obtain on the internet, using software called email harvesters. They are also surprisingly easy for specialist computer programs to guess. Under no circumstances should you reply to these types of email, even if they have a Click here and stop receiving this email link – this will just confirm your email address as a real one. The individual sending it can then sell or pass it on to other people and you'll be flooded with even more junk and abusive emails.

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- You can delete the emails, but if the situation becomes serious, you should save them or print them off so that, if you do need to take action, you have some evidence.

- Learn more about your email programme from the Help menu – you should be able to find details of how you can create folders, email filters and folder routing. This won't stop the emails but it can help to shield you from them.

### **Web**

- If the cyberbullying is on a school or community website, do as you would if the bullying was face to face – tell someone like your parents or teachers.

- If it's on a site that you don't know about, you have to do a bit of research to find out who hosts the website. There is a good article at Bullying Online about general online safety, with a section on how to get more details on possible owners of the website.

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Appendix2

**Procedures for Dealing with and Reporting Bullying Incidents.**

<b>(Including racial, homophobic, cyberbullying, and disability) Category</b>	
<p><b>Verbal Abuse</b>                      Incidental, no offence intended or taken                      Derogatory name-calling, insults, jokes and language, focussing on gender, sexual orientation, disability, or race.                      Derogatory comments focussing on gender, sexual orientation, disability, or race, in the course of discussions in lessons                      Ridicule of an individual for differences, for example dress, gender, disability                      Verbal abuse and threats                      Incitement of others to behave in a derogatory way focussing on gender, disability, sexual orientation or racism.</p>	<p>Explain fully to the perpetrator that verbal homophobic abuse will not be tolerated                      Individuals who make inappropriate comments or are persistently abusive must be referred to the Headteacher.                      Parents/Guardians should be informed                      Consider level of support required by recipient. Plan of action for perpetrator</p>
<p><b>Refusal to cooperate with other pupils because of their gender, sexual orientation, disability, or race</b></p>	<p>Refusal to sit next to, work with, talk to or help.                      Explain that individuals need to work collaboratively. Every pupil has the right to be included in school activities and the school will not tolerate the exclusion of any pupil on sexual orientation, disability, gender, or racial grounds                      Individuals persistently refusing to cooperate must be referred to the Headteacher                      Parents/Guardians should be informed                      Consider level of support required by the recipient. Plan of action for perpetrator                      Re                      Record on the Bullying Incident Record Form and note the category of bullying</p>

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<p><b>Physical assault</b>          Jostling          Intimidation          Punching / hitting / kicking          Fighting          Use of weapon          Abuse of persons property</p>	<p>Other          Report to class teacher, Head of Department (HoD) and/or Headteacher as appropriate to seriousness of assault and other pertinent information          Consider level of support required by recipient. Plan of action for perpetrator          In case of injury complete appropriate incident/accident forms.          Parents/guardians to be informed by appropriate member of staff          Record on the Bullying Incident Record Form</p>
<p><b>Derogatory graffiti</b></p>	<p>Relating to individual pupils sexual orientation, disability, race or gender          Any derogatory graffiti in the school must be reported to site services and be removed as quickly as possible          Record on the Bullying Incident Record Form</p>
<p><b>Possession and distribution of Propaganda</b>          Bringing derogatory materials such as leaflets, music, comics or magazines into school          Provocative behaviour such as the wearing of homophobic or racist badges or insignia or playing music with homophobic or racist lyrics</p>	<p>Attempts to recruit to homophobic or racist organisations and groups          All forms of homophobic or racist literature, music and materials, wearing of homophobic or racist badges or insignia must be removed.          Individuals must be referred to the class teacher / H.O.S / Headteacher          Parents / guardians should be informed          Record on the Bullying Incident Record Form</p>