

ANTI-BULLYING POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

St David's is committed to safeguarding and promoting the welfare and protection of all its pupils as we recognise that pupils learn best in a safe, calm and disciplined environment that is free from disruption and in which education is the primary focus. All staff and volunteers are expected to share this commitment.

The Governors ensure that bullying at the school is not tolerated and is prevented, insofar as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Bullying is defined as a specific unacceptable behaviour (see definitions below), and as such is totally alien to our school ethos and aims. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to a child's learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By raising awareness and working together, according to the guidelines laid down in this policy, we hope to deal with bullying effectively and send a clear message to all concerned that bullying of any kind will not be tolerated at St David's. Our success is to be tested not by the absence of problems, but by the way we deal with them when they arise.

AIMS:

- To promote positive behaviour among all our pupils and every member of the school community.
- To ensure that everyone at St. David's is aware that bullying is a serious offence which is unacceptable and which will not be tolerated by any member of the school community.
- To make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To prevent bullying and respond to bullying incidents through the consistent application of a school policy to which all staff are committed.
- To ensure staff and pupils understand clearly what constitutes bullying.
- To ensure pupils and staff understand the different roles within bullying (including bystanders).
- To raise staff awareness of the presence of different types of bullying.
- To provide staff and pupils with strategies for preventing and dealing with all aspects of bullying.
- To make it easy for pupils to report bullying so that they feel assured that they will be listened to and incidents acted upon.
- To enable parents to feel confident that all bullying incidents, and in particular those on the basis of protected characteristics (see definition below) will be taken very seriously and firmly dealt with by the school.
- To ensure regular reviews of this policy at Staff Meetings and that any associated training needs are identified.
- To ensure parents understand they have a role to inform the school if they are aware of any bullying issues inside or outside of the school environment involving our pupils.

DEFINITION OF BULLYING

Bullying can be defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored, rumour spreading, being excluded deliberately or not spoken to), or through cyber-technology (social websites, gaming, mobile phones, text messages, and email which can include the use of images and video). Please see Types of Bullying below.

Bullying is often motivated by prejudice against particular groups or protected characteristics*, for example on grounds of race, religion, culture, gender, sexual orientation, special educational needs and/or disabilities, or because a child is adopted, in care or is a carer. It might be motivated by actual differences between children, or perceived differences.

*(Under the Equality Act 2010, the following are 'protected characteristics': age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.)

Bullying can cause psychological damage and even suicide. Although bullying in itself is not a specific criminal offence, some types of harassing or threatening behaviour – or communications – could be a criminal offence.

The Anti-Bullying Alliance (ABA) define bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

The ABA definition of bullying, edited for primary children is: 'Hurting another person, or group, on purpose, more than once. Bullying can involve using violence, words or ganging up to make another person feel helpless. It can happen face-to-face or through the Internet'.

At St David's we recognise that bullying is not confined solely to relationships between young people. Verbal and emotional bullying in particular may occur between staff or staff and parents, staff and children, or parents and children. All members of the school community have a responsibility to prevent and report such occurrences of bullying. These will then be dealt with appropriately. (Please refer to the Capability, Disciplinary and Grievance Policy, Code of Conduct for Staff, the Staff Handbook and the Home/School Agreement)

TYPES OF BULLYING

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour
2. It is repeated over time
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

TYPE	EXAMPLE
Physical	Kicking, hitting, pushing, biting, pulling of hair or clothes, charging, intimidating behaviour or interference with /damage to personal property.
Verbal/Psychological/ Emotional	Threats, taunts, banter, intimidation, ignoring, exclusion from a group, ostracism, name-calling, verbal abuse, the spreading of rumours, extortion of money or belongings, inciting, encouraging or pressurising others to behave in ways against their will, 'staring out', persistent teasing that causes pain or loss of self-esteem.
Racist Bullying	Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.
Religious-based Bullying	Negative stereotyping, name-calling or ridiculing based on religion, faith or culture.
Sexist Bullying	Use of sexist language or negative stereotyping based on gender.
Sexual Bullying	Unwanted/inappropriate physical contact or sexual innuendo.
Homophobic Bullying	Name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language.
Transphobic Bullying	Name-calling, innuendo or negative stereotyping based on gender orientation or use of transphobic language.
SEN/Disability Bullying	Name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties.
Gifted/Talented Bullying	Name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.
Cyber/Virtual Violence Bullying	Abuse on-line or via social media, threatening/chain emails, text message including sexting*, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

***DEFINITION OF SEXTING**

Whilst professionals refer to the issue as 'sexting', there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images/messages, including nude or semi-nude photographs, via mobiles or over the Internet'. Further advice on 'sexting' and cyber bullying can be given by the Child Exploitation Online Protection Centre (CEOP) and the 'UK Council for Child internet Safety (UKCCIS): Sexting in Schools and Colleges'.

CYBER-BULLYING

The rapid development of, and widespread access to, emerging technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying by text including 'sexting' (see above) and email, social media sites, apps or phone calls often leave no physical scars but can be highly intrusive and hurtful. The School enforces strictly its policies with regard to the use of mobile electronic devices and the Internet and continues to monitor closely all e-communications used on the School site. The school recognises the additional risks that children with SEND can face online, for example, from online bullying and so ensure all SEND children are taught to stay safe online, along with all other children. Further details on these matters can be found in the E-Safety Policy.

Where any form of cyber-bullying affects another pupil in the School or may bring the reputation of the School into disrepute, the School reserve the right to be involved whether the electronic material was produced within the School or outside. Pupils are made aware that some forms and levels of cyber-bullying are illegal and the School will inform the police when necessary (see E-Safety Policy).

CHILD ON CHILD ABUSE

All staff recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via pupil on pupil (child on child) abuse. For more detail see the Child Protection & Safeguarding Policy.

The school recognise the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

Different forms of child on child abuse can involve (among other manifestations):

- bullying (including cyber bullying)
- sexual violence
- sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- up-skirting
- sexting (also known as youth produced sexual imagery). See further advice from Child Exploitation Online Protection Centre (CEOP).
- initiation/hazing type violence and rituals

Staff are aware that abusive comments and interactions should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' and are therefore dealt with accordingly.

The school endeavours to minimise the risk of child on child abuse by educating the children through PSHE lessons, themed weeks (i.e. anti-bullying) and assemblies (please see below). If child on child abuse occurs initially the Class Teacher and Pastoral Leader/Emotional Literacy Support Assistant (ELSA) will speak with the children involved and provide on-going support. During the pastoral section of the weekly staff meeting the staff will be informed and will help to closely monitor the situation. Depending on the nature of the abuse parents/outside agencies and the police will be informed. (Please see 'Procedure to deal with bullying incidents' below for more detail.)

RECOGNISING THE VICTIM

Victims may be pupils who:

- Are new to the class or school.
- Are different in appearance, speech or background from other pupils.
- Suffer from low self-esteem, (but this could be the cause or effect of the bullying).
- Demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control.

- Are more nervous or anxious, (but witnesses who are not bullied may also appear anxious).
- Happen to be a person who is in the wrong place at the wrong time.
- See themselves as inadequate/friendless; they may become withdrawn/depressed.
- Believe that they deserve the treatment they receive from the bully if no adult intervenes.
- Have special educational needs and/or disabilities (SEND) or conversely are gifted and talented.
- Other children view as being 'different'.
- Are cared for or adopted.
- Have English as an additional language.
- Are the main carer in the home.
- Have speech and language difficulties.
- Are vulnerable children for other reasons.

A child may indicate by signs or behaviour that they are being bullied and all adults in the school should be aware of these possible signs. Children of primary school age may:

- Be unwilling to go to school or doing poorly in their school work
- Seem happy at home but miserable at school
- Arrive at home regularly with clothes or books destroyed
- Become withdrawn
- Start stammering
- Become distressed
- Stop eating
- Cry themselves to sleep or have nightmares and call out statements such as 'leave me alone'
- Start having a pattern of minor illnesses
- Have unexplained bruises, scratches, cuts or other physical injuries
- Have their possessions go 'missing'
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

RECOGNISING THE BULLY

Listed below are common characteristics of bullies, but staff need to be aware of stereotyping.

A bully may:

- Feel inadequate and lack self-esteem
- Lack social skills and make demands in a non-aggressive way
- Lack ability to empathise with victim; they cannot imagine what the victim feels
- Feel insecure
- Be bullied themselves
- Be victims of abuse
- Be 'spoilt'
- Have more problems at home than others
- Have assertive, aggressive attitudes over which they have little control
- Lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

DIFFERENT ROLES WITHIN BULLYING

There are different roles within bullying which can be identified as:

- The ring leader – the person who through their social position can direct the 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 laughing or smiling
- Outsiders/bystanders – who stay back or stay silent and therefore appear to condone or collude with the bullying behaviour
- Defenders – who try to intervene to stop the bullying or comfort pupils who experience bullying

It should be noted that the same pupil can adopt different roles at different times or at the same time (for example, a bullied pupil may bully another pupil or a reinforcer may become a defender when the bully is not around).

BYSTANDERS

The school makes it clear to all pupils that bystanders have a key responsibility to the school community and to anyone they see being bullied or victimised. Pupils are encouraged to seek assistance and to stand up for what they know to be right by telling a member of staff what they have seen or heard.

BOUNDARIES

This policy applies both within and outside the School premises, when a pupil is identifiable as a member of the School, at public transport stops and on school visits including sports fixtures (residential and non-residential). As teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable', any such reported incidents of bullying will be investigated and acted on according to the procedures in this policy. The Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in Croydon Local Authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

We encourage all pupils and all members of the school community (including parents) to report any anti-social or bullying behaviour occurring outside of the St David's school site.

PREVENTION OF BULLYING

We are aware that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. Through the delivery of Relationships Education children are taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Values such as respect for staff and other pupils, an understanding of the value of education, British Values, and a clear understanding of how our actions affect others permeate the whole school environment. We reinforce these messages through the behaviour and attitudes of our staff who set a good example of the St David's Way (see the Staff Handbook).

At St David's we continually aim to be proactive in preventing bullying from taking place. These preventative measures help all the children learn to behave in a socially responsible way:

- The school's expectations and procedures are regularly communicated to pupils in Form time and assemblies.
- The St David's Way is frequently referred to in classrooms and assemblies in order to define acceptable behaviour and establish the values and ethos of the school.
- Buddies are allocated to new children in order to show them around the school, explain routines and incorporate them into friendship circles etc.
- Bullying (and dealing with related emotions) forms part of the Relationships and Health Education which is delivered in PSHE lessons. At St David's we use the Jigsaw scheme of work and bullying specifically features in the 'Celebrating Difference' unit and is reinforced in the 'Relationships' unit. These lessons (and other areas of the curriculum) teach the children about all aspects of bullying through activities such as circle time, class contracts, role-play, drama, stories, discussions, case studies and games.
- Bullying is a regular topic covered in assemblies including the annual Anti-Bullying Week in the Autumn term.
- Open discussions are held in assemblies, PSHE lessons and other areas of the curriculum about differences between people that could motivate bullying. These include religion, ethnicity, disability, gender, sexuality or appearance related differences as well as children with different family situations, such as looked after children and those with caring responsibilities.
- Pupils are taught that prejudice based language is unacceptable.
- Assemblies regularly celebrate diversity and 'how it's good to be me' etc.
- Successes are celebrated in our Weekly Celebration Assembly.
- Children are introduced to strategies they can use to protect themselves from bullying (e.g. by staying calm, saying 'no', being firm, walking away from a situation and finding other people to be around)

- Children are made aware of adults they can approach if they are worried about themselves or another child. This includes parents, Class Teachers, Subject Teachers, support staff or one of the Designated Safeguarding Leads (DSLs)
- The school has a Pastoral Leader/ELSA who the children are encouraged to approach as well as, or in lieu of, their Class Teacher.
- Children are encouraged to report incidents of bullying if they are witness to them. All staff recognise that silence and secrecy undermine the power of the school and affirm the power of the bully. All staff also recognise that by reporting an incident, this could put the children in a difficult situation with the bully and therefore deal with witnesses sensitively (see procedures below)
- When dealing with children all staff are alert to the potential bullying that children with SEND can face and are also aware that the same children can often lack the social or communication skills to report incidents of bullying.
- Children witness adults investigating and dealing with negative behavior when necessary (including low-level disruption and the use of offensive language) and consequently are made aware that the adults in the school take such issues very seriously. Clear expectations of behaviour are set and children are aware that negative behaviour is not allowed to escalate.
- Childline posters are displayed in the school which provide appropriate telephone numbers for children to contact the organisation.
- A School Council made up of appointed and elected pupils meets regularly to raise and discuss whole school issues which are concerning pupils.
- Weekly Staff Meetings are held to discuss concerns regarding pastoral issues, behaviour and bullying.
- Staff are made aware of incidents and names are recorded on the whiteboard and in the notebook in the Staff Room for ongoing monitoring.
- Staff and responsible Form 6 pupils regularly monitor 'lightly supervised' locations in and outside the building (such as the area near the handwashing trough, toilets and the path to the playground) where the Senior Leadership Team have identified bullying could take place.
- The ICT Leader is responsible for safeguarding online training for the children which is done on a regular basis depending on the needs. Computing and PSHE lessons are used to talk about online safety, cyber-bullying and reinforcing the school's E-Safety Policy. Children and staff sign an ICT 'Acceptable Use' Policy detailing expectations and safeguarding obligations of both children and adults at St. David's.
- All members of the school community, pupils, parents and staff are encouraged to inform the school should bullying/cyber bullying occur *in or outside* the school.
- This Anti-bullying policy is agreed and regularly reviewed by all staff and governors who endeavour to act on it consistently.
- Periodic training is provided to staff to ensure that the principles and purpose of this policy are understood, legal responsibilities are known and sources of support are available. This training ensures that all staff are equipped to identify and deal with all incidents of bullying and to reduce the risk of bullying at times and in places where it is most likely to occur.
- Parents are informed when the policy is updated and it is published on the website.
- The leaflet 'St David's School Anti-Bullying Guide for Parents and Carers' is given to all parents in the Starter Pack when their child joins the school.
- Information Meetings on 'Anti-Bullying' are held for parents as part of a cycle of information-giving meetings.
- Records are kept in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

PROCEDURE TO DEAL WITH BULLYING INCIDENTS

Stage 1 – Investigation

The Class Teacher initially records any allegations or incidents of bullying (including on-line bullying) and if necessary informs the Pastoral Leader/ELSA.

An investigation is held where the Teacher/Pastoral Leader/ELSA listen to each aspect of the incident before making judgements or taking any action. The children may be asked to record their own account of events.

A bullying incident is addressed as a child protection concern (child on child abuse) if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. All expressions of concern are passed by staff to the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Leads (DDSL) who record them in a centralised log and follow procedures as per the Child Protection & Safeguarding Policy.

External bodies will be contacted as appropriate i.e. police/LADO/Croydon Children's Social Care Single Point of Contact (SPOC) and it is understood that it is for the LADO to investigate, not the school.

If on-line bullying is aimed at staff by children or other adults the DSL/Head must be informed. Useful advice can be found in Preventing and Tackling Bullying (DfE July 2017) and Cyberbullying: Advice for headteachers and school staff (DfE November 2014).

When investigating a bullying allegation or incident it is important to make sure:

- The incident is taken seriously. It is important not to tell children 'not to tell tales'. Staff should always listen and assess the situation (whoever the source of information is) showing that they want to help and support the child.
- Promises should not be made to keep anything secret, but the child should be reassured that staff will help them sort out the problem.
- The incident is dealt with in a calm manner. This shows that the situation is under control. The victim needs to be reassured with concrete advice and support.
- The victim and the bully are interviewed separately.
- Witnesses are interviewed sensitively as teachers are aware that they may be involved in some way, whether passively or actively.
- The situation is not trivialized – victims are encouraged to develop an assertive attitude based on self-confidence and a sense of self-worth.
- The motivation behind the bullying behaviour is considered carefully to see if it reveals any cause for concern about the safety of the perpetrator. It is recognised that in some cases the child engaging in the bullying behaviour may need support themselves.
- Records are kept of all allegations, incidents and resolutions (see Communication).

Stage 2 – Action

Once the investigation is complete a judgment is made as to whether the alleged behaviour is bullying behaviour or not. If it is unacceptable behaviour (but not deemed to be bullying) sanctions will be applied according to the Positive Behaviour Policy. If bullying has taken place it is necessary for staff to take action which will resolve the situation and prevent further problems.

It is very important that staff judge each situation as it presents itself. Staff are not to pre-judge or use previous pupil behaviour as evidence of bullying.

When considering appropriate action, staff need to:

- Consider whether the action needs to be public or private.
- Make it plain to the bully that staff will not tolerate bullying behaviour.
- Encourage the bully to see things from the victim's point of view. This is sometimes more effective through role-play rather than being asked 'How would you feel if this happened to you?'
- Consider carefully whether it is necessary to punish the bully and then explain clearly what the punishment is and why it is being given.
- Ensure punishments are directed at the behaviour, not the pupil, and are appropriate and fair.

The school takes the standpoint that most pupils involved in bullying do not intend to inflict significant harm. As a first recourse those who bully will be supported by the Pastoral Leader/ELSA, an appeal will be made to their 'better nature' and a commitment to correct the behaviour will be elicited. An apology will be obtained from the bully/ies to the victim.

If possible or appropriate a meeting is convened between the bully, victim and any other pupils involved in order to seek reconciliation.

Sanctions will be made according to the Positive Behaviour Policy and will reflect the seriousness of an incident, conveying a deterrent effect.

Stage 3 – Further Action

All staff recognise that we have a very important role to play in supporting the mental health and wellbeing of our pupils. We also recognise that bullying can have a huge impact on a child's mental health, behaviour and education. Therefore both the bully and the victim continue to be supported by the Pastoral Leader/ELSA alongside the Class Teacher as both children are considered 'at risk'. (Please see the Pastoral Care Policy and the 'Policy for dealing with Mental Health issues' within the Child Protection and Safeguarding Policy for more details).

The nature and level of support will depend on the individual circumstances and the level of need. It can include a quiet word with the Class Teacher, regular meetings with the Pastoral Leader/ELSA, engaging with the parents or referral to a counsellor.

The situation will continue to be monitored very closely, either in full view or covertly. It should be emphasised to all pupils involved, including the victim and friends, that any further incidents must be reported and that punishments will increase accordingly, if appropriate.

If a child is a perpetual 'victim' of bullying by different groups or individuals, staff will try to observe the child's reactions to others when talking or playing to see if they are being bullied for any specific 'bad' habits. Staff will help them to change this behaviour and develop better social skills and confidence.

In order to prevent future incidents staff will attempt to assess any 'trigger' factors that might be recognizable and all attempts will be made to help the bully or bullies change their behaviour.

However in the event of further intervention proving unsuccessful, and/or the bullying being severe or persistent in nature, the offending child will be excluded from school (please refer to the Exclusion Policy).

Should the Head or Deputy Head require additional support or advice, they will contact external agencies as required (such as the police, local authority or children's social care, Child and Adolescent Mental Health services - CAMHS). This may be to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Communication

It is essential that details of bullying allegations or incidents are recorded and communicated to the relevant people (including staff and parents) in order to enable vigilance and support for the children concerned.

1. Staff are to fill in the 'Allegation of Bullying/Child on child Abuse' form (see Appendix) and write a full account of the allegation/incident, actions and resolutions. A pupil or witness's account may be attached if supplied. This report is to be completed even if it is a single incident (rather than 'repeated' as in the definition of bullying) as this enables the school to identify patterns of behaviour and ensure the single incident does not become the first of a series. This report is to be kept by the Class Teacher and Pastoral Leader/ELSA.
2. Copies of the report are given to the Head Teacher (who has a centralized log) as soon as possible, preferably on the same day.
3. According to the nature of the incident, the Head/Deputy Head/Pastoral Leader/ELSA will write, telephone or meet with parents to inform them of the situation and resulting action.
4. Parents are to be provided with constructive advice and a plan of future action if required. It needs to be explained that some situations take longer to resolve than others, but any recurrence of bullying should be reported at once.
5. Telephone conversations or meetings must be followed up with a written letter confirming what has been discussed.
6. All other staff need to be informed at the next staff meeting or by email so that they can remain vigilant at all times.

MONITORING THE POLICY

The Governors acknowledge their responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. The Governors require the Head Teacher to keep accurate records of all allegations and incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

This policy is monitored on a regular basis by the Head and Deputy Head. Records contained within the Incidents File are reviewed and signed termly by the Head of Royal Russell Senior School to evaluate the effectiveness of the school's approach to bullying and enable any patterns to be identified. If necessary the Head or Deputy Head will agree a strategy with relevant staff to remedy these.

This policy is reviewed on an annual basis, however it may be amended earlier if legislation or school procedures change.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and the 'Equality Act' (2010) and is to be read in conjunction with the following related policies:

Acceptable use Policies – Pupil and Staff
Capability, Disciplinary and Grievance
Child Protection and Safeguarding
Code of Conduct for Staff
Computing, Mobile Device and Cameras
Equality
E-Safety
Exclusion
Pastoral Care
Positive Behaviour
Relationships, Health and Sex Education
Staff Handbook

Other related documents:

Preventing and Tackling Bullying (DfE July 2017)

Cyberbullying: Advice for headteachers and school staff (DfE November 2014)

Behaviour and discipline in schools: advice for headteachers and school staff (DfE January 2016)

Policy reviewed by	B Rogers	April 2023
Reviewed and approved by	SLT	April 2023
Reviewed and approved by	St David's Sub Committee	June 2023
Next Review (every year)		June 2024

How is bullying dealt with at St David's?

- Children are taught how to recognise and deal with bullying in Form time, PSHE lessons, assemblies and during Anti-Bullying Week in November. Activities include circle time, role play, presentations, stories and discussions.
- Children are taught what to do if they are a victim of, or witness to, bullying.
- When allegations of bullying are made, the Form Teacher, Pastoral Leader or a senior member of staff speaks to both the alleged bully, the victim and any witnesses to establish what is happening.
- The Form Teacher and/or Pastoral Leader work with the children either individually or together to resolve the problems and prevent further occurrences. Where necessary, sanctions are imposed to impress upon the bully the seriousness of their actions.
- A member of staff meets separately with the parents of the bully and victim to share information and discuss how to best support their child.
- All staff are informed so they can be vigilant and the situation is monitored by key members of staff.
- The victim is informed of the actions that have been taken so they know the bullying is being addressed.

Cyber-bullying



Text-bullying

Bullying can also occur through your child's mobile phone, via the internet and through online gaming.

It is crucial to monitor your child's use of chatrooms or instant messaging systems, as well as the age limits on certain sites.

If your child does receive nasty or threatening messages from another child at St David's, please inform the school immediately.

We will take this as seriously as we would an incident that occurs within school.

Further information and advice

Our Anti-bullying Policy is on our school website and accessible for all to read.

Below is a list of helplines and websites which can offer valuable support to parents and children.

Childline 0800 1111

Kidscape 020 7730 3300

Parentlineplus 0808 800 2222

www.childline.org.uk

www.kidscape.org.uk

www.bullying.co.uk

www.antibullyingalliance.org.uk

ST DAVID'S
PREPARATORY SCHOOL



St David's School Anti-Bullying Guide for Parents and Carers

At St David's School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

At St David's we celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.



What is bullying?

Bullying is **not** a one-off incident of name-calling, arguing or fighting.

The Anti-Bullying Alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'*

Bullying is **conscious, deliberate and calculated** and is usually **repeated over a period of time**. It involves an imbalance of power and can lead to feelings of fear, worthlessness and depression and can have lasting effects.

To tackle bullying, parents and staff at St David's need to work in close partnership.

Different types of bullying

Bullying may take a variety of forms including:

Physical Bullying

Hitting, kicking, pushing and stealing

Verbal Bullying

Name calling, swearing, racist or homophobic remarks, threats and making fun

Emotional/Psychological Bullying

Leaving someone out and spreading rumours



Why do children bully?

Children bully for many reasons including:

- they may be unhappy or going through a difficult time
 - to make themselves more popular
 - to gain a sense of power or control
 - pressure from friends
- Bullies must not be allowed to continue their behaviour, but they also need help to change.

How might I know if my child is being bullied?

If you think your child may be being bullied, these are some of the possible signs to watch out for.

Your child may:

- be frightened to walk to or from school
- not want to go to school
- become withdrawn
- change their usual behaviour
- cry themselves to sleep
- begin to do poorly in schoolwork
- come home regularly physically hurt or with damaged clothes

How can I support my child if they are being bullied?



- **Reassure** your child that they have done the right thing in telling.
- Talk **calmly** with your child and **listen** to what they say
- Explain to your child that they must **report any further incidents to a member of staff**
- Make an appointment straight away to **see your child's Form Teacher**. Do not approach the bully or their parents.



How can I support my child if they are bullying others?

- **Listen** to your child's explanation
- **Explain** why their behaviour is unacceptable
- **Praise** and encourage **positive** behaviour
- **Talk** regularly to your **child's Form Teacher** about their behaviour