

## **Anti- Bullying Policy**



Reviewed and Approved by the LGB during the term: Autumn Term 2019

Next Review date: Autumn 2021



*\*This policy should be read in conjunction with our Values and Behaviour Policy and Online Safety Policy\**

**This Anti-Bullying Policy aims to encapsulate our school vision:**

to provide Outstanding Learning, within a Glittering Curriculum where  
**Everyone Matters.**

## **How we manage bullying behaviour at the Hamlet**

### **Introduction**

We believe that every pupil and member of staff in our school should have the chance to thrive within a mutually tolerant community in which everyone respects, supports and cares for everyone else. We understand that bullying happens in all schools, including the Hamlet. We also know that bullying, especially if not dealt with, can have a serious effect on our children; it can create a barrier to learning and have serious consequences for mental wellbeing. By working to tackle all forms of bullying, we can ensure that our school is a safe, supportive environment, where every child is able to learn. If bullying does occur, children should feel confident to tell and know that incidents will be dealt with promptly. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a trusted adult or member of the School Council.

This Anti-Bullying Policy reflects the non-statutory advice issued by the Department of Education, 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (July 2017). The policy should be read in conjunction with both the Values and Behaviour Policy and Online Safety Policy. As a school, we will monitor and review our anti-bullying policy and practice, on a regular basis.

### **Principles**

- We take bullying seriously in our school and will not tolerate it
- We react to bullying decisively and consistently with appropriate sanctions
- Children are not 'bullies'. Bullying is not a character trait but a set of behaviours
- 'Witnesses' to bullying also have an important role to play



## 1. What Is Bullying?

The governors, staff and children of Dulwich Hamlet Junior School accept the following definition of bullying:

“Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). 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. It can happen face to face or online. Bullying behaviour then is deliberate and repeated. Children in our school will recognise **STOP** (several times on purpose) as a way to define whether or not bullying is taking place. We use the acronym STOP to help the children remember this. Additionally, the STOP acronym is used to help children remember what they should do – Start Telling Other People. So that incidents can be reported anonymously, a “Worry Box” is located in the entrance to Turney hall. Whilst children who use bullying behaviour and their victims can be of any age, size or physical strength, bullying involves a power imbalance. When bullying takes place, it is possible that others will see it happening, this could include other children and possibly some adults (teachers, support staff and/or parents/carers). We are clear that children should be upstanders not bystanders. As a telling school children who do not report instances of bullying that they witness will be treated in a similar way to the child who has chosen to take part in bullying behaviour.

Bullying and online bullying may include:

- Deliberate exclusion or isolation of another child or a group of children
- Spreading hurtful and untruthful rumours
- Physical assault (hitting, kicking, pushing)
- Name calling of an insulting and / or personal nature; • Verbal abuse and threats • Abusive or threatening emails, texts, instant messages, calls or other forms of online communication
- Hacking into or cloning email, social networking or other accounts, or using email or social networking to pretend to be another person
- Sending images from mobile phones or other devices that are intended to upset, scare or embarrass others
- Demanding money, possessions or favours using threat or force
- Laughing at someone because of the way they look, the amount of money they have, their sexual orientation, race, culture, religion, disability or academic ability



- Racist, sexist, transphobic, homophobic or biphobic language or behaviour
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or Youtube)
- Encouraging others to join in with acts of bullying

## 1.1 Prejudice-related Bullying and Incidents

A prejudice-related incident is defined as ...'any incident which is perceived to be prejudice-related by the victim or any other person' (The Stephen Lawrence Inquiry Report). This definition applies to all nine protected characteristics under the Equality Act 2010. A prejudice-related incident differs from prejudice-related bullying in that it may not be intentional or repeated.

All prejudice-related incidents and bullying are logged in our Management Information System as 'prejudice-related'. The process for responding to prejudice-related bullying is as outlined in this policy. Individual prejudice-related incidents are investigated and responded to in line with our Behaviour Policy. A restorative approach (Section 3) is taken, with an emphasis on education to promote understanding and tolerance.

## 1.2. Online Bullying

Pupils at Dulwich Hamlet are expected to uphold the school values of RESPECT, RESILIENCE and INTEGRITY at all times, not just when in school. This is particularly pertinent to the online realm, where two or more children may be communicating with one another. Positive communication will have positive benefits for school life whilst any negative behaviours often have a negative impact on learning.

The Online safety, Anti-Bullying and Behaviour policies are interrelated and cross-referenced documents which work together. The process for responding to online bullying is as outlined in this policy.

## 2 Goals and Objectives of this Policy

At the Hamlet, we are committed to ensuring:

- children feel safe and able to learn, play, and enjoy the company of others
- children are treated fairly, with respect, and dignity
- children are able to be heard and their emotional concerns taken seriously
- children are aware of what bullying is and is not, and able to report their concerns in the knowledge that action will be taken where appropriate.



### 2.1 We aim to achieve this by:

- Taking positive action to **prevent bullying from occurring** through:
  - Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also included in these discussions will be children with different family situations, such as looked after children or young carers.
  - Using language that upholds our school values of RESPECT, RESILIENCE and INTEGRITY
  - Encouraging our pupils to use technology, especially mobile phones and social media positively and responsibly.
  - Actively creating “safe spaces” for those children in our school who might need them.
  - Celebrating success and achievements to promote and build a positive school ethos.
  - Developing the self-confidence and self-esteem of all pupils.
  - Promoting an anti-bullying ethos amongst the whole school community.
  - Encouraging the concept of becoming a ‘Hamleteer’, which will be demonstrated through positive interactions and demonstration of the school’s core values of respect, resilience and integrity.
  - Regularly communicating our expectations around tackling bullying behaviour to the whole school community, which will help us to create a bullying-free environment.
  - Making staff aware of their role in tackling bullying behaviour and promoting tolerance.
  - Encouraging our whole school community to report concerns regarding bullying.
  - Providing protection, support and reassurance for victims.

2.3 Our whole school community should know what the Hamlet policy is on bullying, and what they should do if bullying arises.

2.4 At the Hamlet, we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported (see Appendix: section G).

### 3. Process

Through our anti-bullying intervention, our aim is to safeguard and support the victim, and to discipline and modify the behaviour of the perpetrator (see Appendix: section G) with a view to prevent, de-escalate and stop further incidents of harmful behaviour. In working towards a restorative justice approach. Restorative approaches are based on four key features:



- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing understanding within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows children to continue to thrive.

In adhering to these principles, we make use of a similar set of questions for all those involved:

### **Responding to challenging behaviour**

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected by what you did?

What do you think needs to happen next?

### **Responding to those harmed**

What happened?

What were your thoughts at the time?

What have your thoughts been since?

Who has been affected? What has been the hardest thing for you?

What do you think needs to happen next?

### **3.1 Pupils who engage in bullying behaviour**

Reports of bullying behaviour or threats of bullying will be investigated quickly and followed up in line with details of this and our behaviour policy, including being logged in our Management Information System under the appropriate heading. All incidents of bullying behaviour will be recorded centrally by staff to identify any emerging patterns of behaviour.

Parents/carers will be informed and will be asked to come to a meeting to discuss the problem. In very rare occasions and if decided by the Head of School, police will be consulted.

Pupils need to understand that bullying behaviour in any form is unacceptable. Those who engage in bullying behaviour and fail to show through their actions that they have learned the emotional and



destructive impact of their actions on others, will be subject to much greater school sanctions involving their parents/carers at every level.

Support will be made to help the child(ren) engaging in bullying behaviour recognise and change their behaviour. Children will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused
- Follow our 'Internal Referral' process and thus be held accountable for their actions in line with our Behaviour Policy (see Section E of our Behaviour Policy).

### **3.2 Strategies to support a victim**

- Mediation
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed
- Counselling

### **Involvement of pupils**

Working with the School Council, we will:

- Regularly ask children for their views on the extent and nature of bullying in our school.
- Ensure that all children know how to express worries and anxieties about bullying through classroom discussions and assemblies.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying behaviour.
- Involve pupils in anti-bullying campaigns in schools and messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to children who have been bullied through one to one conversations with a trusted member of staff (notes will be taken during any conversations with a child, conversations will take place as soon as reasonably possible after any bullying behaviour has come to light). Through the use of the restorative justice questions above, the child should feel that they are being listened to and that they have some control over what happens next. Staff should stress that the child has done the right thing in speaking up and reiterate the fact that as a school we take all allegations of bullying seriously. Relevant members of staff should be informed about the incident as soon as reasonably possible. Support for those who are bullying will be based around information coming from responses to the restorative justice questions mentioned above and in line with the principles of restorative justice (see point 3).



- Involve pupils in policy writing and decision making, to ensure that they understand the approach and are clear about the part they have to play to prevent bullying.

### **Involvement and liaison with parents and carers**

As a school we will:

- Take steps to involve parents and carers to ensure that they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that lead to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our Complaints Procedures and how to use it effectively, to raise concerns in an appropriate manner.

### **3.3 Allegations of abuse against staff and other adults working in the school**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Board of Trustees and the DHJS Local Governing Body have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

Staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, the Trust has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.



### Action in the event of a malicious allegation

If an allegation is determined to be unfounded or malicious, the local authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Head Teacher or Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil may include fixed-term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

### 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-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### 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)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)



### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-childinternet-safety-ukccis)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)