Dame Ellen Pinsent School
Anti-Bullying Policy

Where children develop independence and confidence; learning through curiosity, play and enquiring

Next Review:	April 2024	K.Parker/ A Whittaker	Policy Type:	Statutory
Last Review:	April 2022	K.Parker/ A Whittaker	Adopted from:	DfE
Date Ratified:			Governing Body:	FGB
Pages: 5			Review Period:	2 Years

Status	This is a statutory policy
This policy has due regard to the following legislation and guidance:	Education and Inspections Act 2006
	Equality Act 2010
	Protection from Harassment Act 1997
	Malicious Communications Act 1988
	Public Order Act 1986
	Communications Act 2003
	Human Rights Act 1998
	Crime and Disorder Act 1998
	Education Act 2011
	DfE (2017) 'Preventing and tackling bullying'
	DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
	DfE (2018) 'Mental health and wellbeing provision in schools'
	DfE (2019) 'Keeping children safe in education'
	DfE (2018) 'Working Together to Safeguard Children'
Aims	• To raise awareness of bullying • To accept that some bullying may take place in all schools • To bring about conditions in which bullying is less likely to happen in the future • To reduce and if possible to eradicate instances of all types of bullying • To show we are committed to values of tolerance and respect for others and oppose all forms of bullying • All members of the school community have an important part to play in fostering an atmosphere where bullying is discouraged and each individual feels cared for and valued • To ensure that where bullying does come to light it is dealt with speedily and effectively • To recognise that bullying can take place outside peer group relationships and can take place between adults and children and also online • To provide a safe, secure and positive environment in which children and young people are entitled to be treated with respect and understanding, can develop and grow and to participate in any activity without fear of intimidation • eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act • advance equality of opportunity between people who share a protected characteristic and people who do not share it • • foster good relations between people who share a protected characteristic and people who do not share it.

Relationship to other policies and documentation	Equal Opportunities policy Race/Gender and Disability equality schemes and policies Behaviour policy PSHE and Citizenship policy Care and Control policy Healthy Schools Status Enhanced documentation Esafety Policy Safeguarding and child protection policy
Principles	Prevention School staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, such as our 'No Outsiders' program, or through assemblies, restorative practices where appropriate and circle times. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Behaviour concerns are logged on CPOMs and/or discussed with Aimee Whittaker, the Behaviour Lead or Donna Cater the DSL. We promote an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, along with our other school values and golden rules, are reinforced by all staff members, as well as by our pupils, on a daily basis, as well as during assemblies and in the curriculum, particularly PSHE. Bullying, as opposed to conflict, involves repetitive or prolonged, orchestrated power over someone weaker either by an individual, or more typically, by a group through physical intimidation, psychological, sexual intimidation, racial and homophobic abuse, verbal insults and threats, extortion and exclusion. There are different types of bullying, which may include but is not limited to the following headings: - Racist bullying - Homophobic bullying - Transphobic bullying - Sexist bullying - Sexual bullying - Prejudicial bullying, e.g. directed towards an individual's SEND or mental health issues - Relational bullying, e.g. excluding or isolating an individual All pupils have a right to feel secure; to be able to trust without fear; and to expect protection from those in positions of care and responsibility. They also have a basic right to take full part in their education, in an environment that does not subject them to cruelty or create despair. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

	However, not all aggressive behaviour is intended as bullying. Behaviour, which appears to be bullying may be exhibited by some pupils (particularly those with special needs), without the intention or awareness that it causes distress.
Procedures	Victims of bullying will be treated in a supportive manner, and their worries heard in an atmosphere of positive concern. Dame Ellen Pinsent School will develop appropriate mechanisms for: • making pupils who allege they have been bullied immediately safe • identifying and recognising situations where pupils are being bullied • encouraging pupils to approach a member of staff if they are being bullied. • investigating incidents and clearly stipulating what action will be taken as part of that investigation • recording incidents including those of a racist nature and the subsequent action taken, in line with school and LA policies. • providing appropriate training for staff, and support for the victims of bullying. • building an ethos of de-escalation and non-confrontation • making it clear that everyone has a responsibility for the safety of others • raising the awareness of adults, children and young people about bullying through such things as the PHSE, SEAL, Circle Time and No Outsiders curricula, Friendship Squad and Play leaders. Discrete training in homophobia, E safety/ cyber bullying during safeguarding briefings and INSET • ensuring that all staff, students and volunteers are able to maintain and develop positive relationships with pupils- this will be promoted and evidenced as part of staff appraisals • providing and encouraging a safe, listening environment in which adults and pupils feel free to discuss their concerns about bullying behaviour. • Providing procedures and policies around Esafety (see separate policy) And if appropriate: • involving parents and all other appropriate organisations when necessary. • mediating between the victim and the perpetrators or perpetrator. • conducting an audit to identify where and when bullying is taking place and use this to inform the action that will be taken. • making pupils who have aggressive tendencies, aware of this issue through the Behaviour Support and Intervention Plans. There will then be an expectation that the pupil will consciously work with the support of staff to reduce this problem. • counselling • giving consideration to confidentiality issues

Roles and Responsibilities	**Governors will ensure that:** • Evaluate and review the policy to ensure it is not discriminatory. • Implement the policy. • Ensure that the school adopts a tolerant and open-minded policy towards difference. • Ensure the school is inclusive. • Analyse any bullying data to establish patterns and review the policy in light of these. **Senior Staff will ensure that:** • Review and amend the policy. • Analyse the data in the bullying record at regular intervals to identify trends, so that appropriate measures to tackle them can be implemented. • Arrange appropriate training for staff. • appropriate action is taken immediately on parents' suspicions. • records are kept of all incidents reported by teachers, parents, and pupils. • arrangements are made to support both victims and bullies. • discuss with staff suitable sanctions where necessary • ensure that the school prospectus contains information about bullying, how it won't be tolerated and what to do if a parent thinks their child is being bullied. **All staff are expected to:** • actively listen to pupils • note changes in friendship groups. • observe closely the socialisation of new pupils. • check on patterns of attendance and sickness in school and log these on CPoms • note instances of withdrawn personality. • be suspicious of a sudden drop in achievement. • note the occurrence of isolated pupils. • emphasise the importance of respecting the feelings and emotions of others. • act appropriately on information received in order to ensure that a safe, secure and positive environment exists. • reward pupils for caring and considerate behaviour • support all victims of bullying by taking firm action against those who are responsible for bullying. • be careful of unintended outcomes when choosing groups or when partner work is involved. • observe inappropriate behaviour of pupils in the playground. • raise awareness of bullying issues through PSHE and the No Outsiders curriculum • Ensure all activities are in line with e safety policies. • Appropriately challenge homophobic language • Challenge any form of behaviour that is derogatory to anyone's race, religion, preferences, body image, sexuality, culture, gender.

	All Students will
	• Be encouraged to think before they say unkind words and be aware of how their behaviour may be viewed by others.
	• Be encouraged to not touch other pupils in an aggressive manner in line with our Golden Rules
	• Not deliberately leave other children out of social activity or intentionally exclude a child
	• Make an effort to involve everyone whenever possible.
	• Care for each other and report any incidents of unkind behaviour or verbal abuse to an adult in the school
	• Keep the school Golden rules
	• Be encouraged to challenge behaviour that is derogatory to anyone's race, religion, preferences, body image, sexuality, culture, gender.
Monitoring and Evaluating	Absence figures Exclusion figures (also listed by ethnic minority and LAC) CPOMs recording – behaviour logs and safeguarding concerns Behaviour Support and Intervention Plans Incident slips/Assault forms/TEAMTEACH record sheets Pupil questionnaires Esafety policy