

ANTI BULLYING POLICY



We, the DSL community, wish to guarantee that pupils develop in an atmosphere free from fear and at the same time learn to recognise diversity, deal calmly with conflicts and take on social responsibility.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools.

The school has regard to the guidance from the Department of Education, England (DfE), *Preventing and tackling bullying: advice for school leaders, staff and governing bodies, 2013*.

Aims of our anti-bullying policy:

We wish to ensure that:

- All pupils, parents and teachers know what bullying is and what painful consequences it can have for those affected.
- Everyone knows who to contact, the procedures to follow and to offer help to those affected.
- An appreciation develops of how the situation can be for those affected, and that they need support.
- That an atmosphere develops in school in which bullying is not acceptable and every pupil feels comfortable.

When a victim of bullying or another person reports an incident we will ensure that:

- Those affected will be listened to.
- They will be taken seriously.
- The incident will be investigated.
- Solutions will be sought
- Those affected will receive help.

Our definition of bullying

Bullying is a form of repeated, systematic behaviour, the conscious aim of which is to hurt somebody in a physical or psychological way, or to belittle them. The behaviour can be exhibited by an individual or a group. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our school's first priority but emotional bullying can be more damaging than physical. Consequently, it is important that teachers and school leaders make their own judgements about each specific case.

Bullying can occur in various ways:

- Active verbal behaviour such as, for example, insulting, negative or sarcastic comments; comments about one's physical appearance, ethnic background and disability, sexual orientation; homophobic and racist insults; degrading comments about another's culture or religion or social background



- Making someone a scapegoat
- Teasing and taunting somebody
- Showing somebody up
- Physical behaviour such as attacking, throwing something at, kicking or pushing, somebody
- Damaging, stealing or hiding somebody's property
- Marginalising somebody in a passive way, such as withholding information from them, or excluding them from group activities and friendship groups
- Forcing others to act against their will
- New ways of bullying have developed alongside new forms of communication and social networking, such as cyber-bullying and inappropriate text messaging. Incidents of this nature will not be tolerated either.

We wish to ensure that every pupil at the DSL feels safe and secure. It is the responsibility of every pupil to consider the wellbeing of their fellow pupils.

The schools' procedures

Preventative Measures:

A variety of preventative measures, both in and outside school, aim to boost the self-confidence of our pupils and to guarantee that they get along together harmoniously. Among other things, we receive support from a school psychologist, the Neighbourhood Watch teams and local advisory centres.

It is essential that every effort is made to nip issues in the bud and so, for example, the first instance of physical bullying or racist remark must be dealt with promptly.

Reporting Bullying

However, if there are incidents of bullying, the affected child should promptly inform the person in charge, their subject or class teacher, a teacher they trust, a child care officer or a co-ordinator. In addition, if you witness an incident, you should immediately report it to a responsible person. This also expressly applies to bullying incidents which do not take place on the DSL site, in particular, forms of cyber-bullying.

Signs that a Child is Being Bullied or Bullying Others

There is a risk that bullying may not be reported and so staff, parents and pupils should watch out for signs that a child may be bullied or may be bullying others. The list in Appendix A gives an indication of what to look for but is not exhaustive.

Responsibilities

General: The class or group leader is responsible for responding to incidents; in certain circumstances this will be with the involvement of the appropriate co-ordinator and the school's senior management team.

Parents should:

- be clear that the school does not tolerate bullying
- be aware of the procedures to follow if they believe that their child is being bullied
- feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home



- be alert to possible signs of bullying
- support the school in promoting the highest standards of behaviour

Pupils should:

- understand the schools' approach to keep all pupils safe
- be clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- be alert to possible signs of bullying
- be confident about reporting bullying and that they will be listened to
- model the highest standards of behaviour, as expected by the school

The teaching and non-teaching staff should:

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- celebrating achievement
- displaying the Anti-bullying Code in class
- disciplining sensibly and fairly – see the Behaviour Policy
- being role models in word and action at all times
- being observant of signs of distress or suspected incidents of bullying – reporting them through the appropriate channels
- arriving at class on time and moving promptly between classes or teaching spaces
- taking steps to help victims and remove sources of distress without placing the victim at further risk
- listening carefully to any complaint of bullying and make accurate notes
- not guaranteeing anonymity or confidentiality to the pupil or parents/carers
- seeing that parents are always informed in any case of bullying
- be familiar with the details of the policies and procedures aimed at keeping pupils safe and combatting bullying in particular

The safeguarding team should:

- be involved in the monitoring of instances of bullying and take the necessary action as stated below:

The DfE guidance states:

'Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.'

The senior leaders should:

- ensure that this policy is implemented consistently by all
- in recognition that opportunities for bullying are multiplied at break times, ensure that adults who supervise pupils at break times are suitably trained in matters of behaviour, bullying and safety; and check that these supervisors patrol the areas actively during supervision duties



- ensure that vital follow-up activities take place and that the situation must continue to be monitored to ensure that things have improved
- ensure that the parents of the pupils involved in bullying incidents are informed promptly and effectively throughout the process
- regularly evaluate and update the school's approach to take account of developments in technology, for instance updating policies and procedures aimed at promoting e-safety
- ensure that staff receive appropriate training to combat all forms of bullying, including training in e-safety
- report all instances of bullying, including instances of racism, to the governing body
- engage in monitoring and evaluation activities to improve systems

The directors should:

- be familiar with the current English legislation and DfE guidance relating to keeping pupils safe and combatting bullying
- review the school's work to keep pupils safe and combat bullying and check its effectiveness in the course of the scheduled meetings held twice a year (review policies and procedures annually; check that staff are properly trained to combat all forms of bullying, including cyber-bullying; check that all incidents are rigorously recorded and followed up; check that effective communication with parents is maintained throughout; check that the appropriate authorities, such as the LADO, are consulted in a timely manner)
- hold the school accountable for its work to keep pupils safe by asking challenging questions, and probing into possible improvements.

DSL will take the following steps:

- The teacher who knows about the conflict will mediate a resolution for those affected
- The senior leaders will facilitate other pupils bringing about a peaceful resolution to a conflict (such as the school council or prefects)
- The senior leaders will inform parents
- The senior leaders will talk to pupils to find the perpetrator, if applicable with the parents present.
- Meetings will be held between the senior management team and the pupils, if applicable with the parents present with a view to establishing facts and motives.
- The senior leaders will meet and include other staff in the meeting (psychological counsellor, safeguarding team, class teacher) to agree the most effective strategies to support both the victim and the perpetrator(s).
- Use disciplinary measures against the perpetrator, if applicable in tandem with help from social services etc.

Sanctions

The disciplinary procedures are set out in DSL's disciplinary policy. They comprise various levels of sanction, from a written rebuke to a temporary exclusion from lessons, to a threat of expulsion and as a last resort, expulsion from the school.



Monitoring and Evaluation

- The senior leadership team is responsible for monitoring the implementation of this policy termly and for analysing the records of instances of poor behaviour and bullying to check whether patterns are emerging that require improving systems (for example, instances involving the same pupils; victims sharing common features etc).
- The school's work to combat bullying will be evaluated by the senior leaders in conjunction with annual reviews conducted with the directors who oversee safeguarding and health and safety.
- In addition, the school will consult parents and pupils at regular intervals to seek their views on how to further improve the policy and procedures.

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APPENDIX A

Possible signs that a child is being bullied

- Unexplainable injuries (or injuries explained unconvincingly)
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly missing meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Asks for, or steals, money (to pay)
- Fear of travelling on the school bus or on their own to school
- Nervousness, loss of confidence, or distress
- Begins to bully others
- Refuses to say what's wrong or is withdrawn
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Possible signs that a child is bullying others

- Gets into physical or verbal fights
- Has friends who bully others
- Is increasingly aggressive
- Has unexplained extra money or new belongings
- Blames others for their problems
- Doesn't accept responsibility for their actions
- Is competitive and worries about their reputation or popularity