

Anti-Bullying Policy



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Children's Rights

Article 2 – Right to no discrimination

Article 3 – Best Interests

Article 10 – Right to be safe

Article 23 – Right to education

d'Auvergne School is committed to providing a safe and welcoming environment where all can enjoy learning and meet their potential.

Research shows that, by the time they leave school at 16, around 50% of children will experience bullying at least once.

This policy sets out the preventative measures taken by d'Auvergne School to reduce bullying, as well as the steps that will be taken to address bullying behaviours.

This policy should be read in conjunction with:

- Positive mental health and well-being policy
- Safeguarding policy
- Positive behaviour policy
- Bullying and harassment policy
- Counter Bullying Policy (CYPES)

Policy Aims

- Increase community understanding and awareness
- Guide staff in dealing with and recording bullying incidents
- Ensure that all parties involved in bullying incidents are supported appropriately

Key Staff

- Head Teacher / Deputy Designated Safeguarding Lead- Sam Cooper
- Deputy Head Teacher – Alex Wheaton
- Well-Being and Safeguarding Lead / Designated Safeguarding Lead (DSL)– Rachel Maguire
- Anti-Bullying Ambassadors from Y5 and Y6.

Definition of Bullying & Types of Bullying

At d'Auvergne School we adopt the definition of the Anti-Bullying Alliance, which states that:
Bullying is a subjective experience and can take many forms. To be classed as a

bullying act the perpetrator needs to have a social and premeditated awareness that the act is malicious and will cause physical and or emotional harm. Bullying therefore can be classed as any behaviour that is:

- *Emotional and physically harmful*
- *Carried out by an individual or a group*
- *Deliberate and wilful with a premeditated intent to harm*
- *Occurs more than once*
- *Involves a sustained imbalance of power, leaving the person being bullied feeling threatened and vulnerable.*

Information about the types and forms of bullying is included in Appendix 1.

A Safe Place

It is of utmost importance for all at d'Auvergne School to understand that everyone is welcome, and that difference is recognised and celebrated.

To promote this, we have the following in place:

Anti-Bias Agenda

At d'Auvergne School we are exploring and promoting an 'Anti-Bias Agenda', to ensure that every child in our school feels seen and represented. This includes:

- Forming a committee of staff and family members that represents the diversity of our community;
- Staff training on promoting an 'Anti-Bias' approach in school;
- Raising awareness through learning and representation of difference in school for children.

Anti-bullying Committee

- This consists of Anti-bullying Ambassadors from Years 5 and 6 meeting at least fortnightly, facilitated by an adult. The purpose of their meetings is to ensure that children's voices are included in our continual efforts to reduce bullying, and that children in school have someone to speak to if they are not yet ready to approach an adult.

Well-being

Where a child, or class, is identified as being vulnerable to bullying behaviours, preventative well-being measures will be put in place to boost self-esteem and confidence. This may include:

- 1:1 ELSA
- ELSA Group sessions
- Class sessions with either the Well-being Lead or an ELSA.

Further information about the range of emotional support offered at d'Auvergne is available in the Positive Mental Health and Well-being Policy.

The ethos of '**A Safe Place**' aims ensures that the chance of bullying behaviours is reduced.

Reporting and Recording

Incidents of purposely unkind or aggressive behaviour should be recorded on MyConcern, including the names of all involved. The DSL will monitor for any patterns and repeats in the incidents that indicate bullying is taking place.

Where an incident comes to light that indicates previous behaviour consistent with bullying has taken place, this should be recorded in full on MyConcern.

Action

Where bullying behaviour has taken place between children, the parents of all the children will be spoken to and these meetings recorded on MyConcern.

Appropriate consequences will be put in place to ensure the safety of all parties.

The Phase Leader will be informed and, for serious incidents such as racial abuse, serious physical incidents or where a child is afraid to come to school, the Head Teacher will also be informed.

Consequences may include some time outside of the class for the child who has been bullying, in order to ensure the safety of all involved. For very serious incidents, the Police School Liaison Officer may be informed and involved.

A variety of approaches may be utilised to meet the needs of all the children involved, including:

- Early Help Process
- Peer Support
- Circle of Friends
- ELSA
- Whole Class/Year Sessions

Bullying that involves an adult in school

At d'Auvergne School we recognise that bullying behaviour can be displayed by adults, not just by children.

Where there is concern that an adult has been bullying another adult, or a child, this should be reported to either the Business Manager, Rena Nelson, or the Headteacher, Sam Cooper. These concerns will be investigated in line with the Bullying and Harassment and/or the Disciplinary Policy.

Appendix 1

Types of Bullying

Bullying generally takes the form of emotionally or physically harmful behaviour. It can include any of the following:

name calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, and spreading hurtful and untrue rumours.

These activities can take place face to face, via third parties, or via other means such as text messages and emails. The nature of bullying is changing and evolving as technology develops.

Forms of bullying

There are two forms of Bullying: Direct and Indirect.

Direct

Direct bullying is classed as the process of carrying out an act of bullying as described above. A person can be accused of direct bullying if they proactively engage in acts that involve 'actual' harm of another person emotionally, socially and/or physically.

Indirect

Indirect bullying is by means of incitement and other forms of the 'encouraging and supporting' of others to harm or bully another person. Examples of this include passing on messages, liking on Facebook or other media; watching physical acts without action and any other means of facilitating acts of aggression and harm.

Types of bullying

Different types of bullying include:

Physical – hitting, kicking, tripping someone up, stealing/damaging someone's Belongings.

Verbal – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

Emotional/Psychological – excluding someone from a group, humiliation, encouraging hate, highlighting differences and highlighting weaknesses.

Racist – insulting language / gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence, use of racial motivated imagery

Sexual – sexually insulting language / gestures, name-calling, graffiti, unwanted physical contact, encouragement of posting inappropriate photographs and other material.

Homophobic – insulting language / gestures, name-calling based on a person's actual or perceived sexuality, name-calling, graffiti and homophobic violence.

Electronic/Cyber – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, using photographs, happy slapping etc.
