



ANTI-BULLYING AND ANTI-DISCRIMINATION POLICY

Other related policies, legislation and documentation:

Child Protection and Safeguarding Policy
Equality, Diversity, and Inclusion Policy
Behaviour Policy
Preventing and Tackling Bullying, DfE 2014
Equality Act 2010
Mental Health and Wellbeing Policy
Online Safety and Cyberbullying Policy
Attendance Policy
SEND (Special Educational Needs and Disability) Policy
Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools" (64/2000), DfE 2000
Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2014
Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement

This policy was devised and adopted in September 2014

Last reviewed in September 2025

Next Review: September 2026

1. INTRODUCTION

1.1 Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively.

Any reports of bullying or discrimination are taken seriously and incidents are investigated with the aim that matters are resolved as soon as possible.

In our school we aim;

- to create an atmosphere where all children, parents and staff feel happy and confident
- for children, parents, visitors and employees to feel able to approach any member of staff if they have concerns about bullying or discrimination involving themselves or others
- to take all concerns seriously and investigate the reported incident(s) fully
- 1 • for children to take responsibility for their own actions

- to give children confidence to be assertive and be able to say, for example, "Stop!" or "Don't do that. I don't like it."

Bullying is unacceptable in our school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Dorothy Barley Junior Academy aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide

1.2 Objectives of this Policy

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when she is feeling vulnerable.

We will ensure that:

- all governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- all pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- as a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- bullying is not tolerated.

2 DEFINITION

2.1 What Is Bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017, p. 8)

At Dorothy Barley Junior Academy we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

Physical includes:

- pushing, kicking, hitting, punching or any use of violence
- any form of unwanted physical contact

Emotional includes:

- being unfriendly, name-calling, sarcasm, spreading rumours, teasing or tormenting
- excluding

Verbal includes:

- 2 - racial or cultural taunts, graffiti or gestures

- sexually abusive comments, graffiti or gestures
- comments made because of, or focusing on, the issues of gender or sexuality
- comments made because of, or focusing on, somebody's disability or their physical appearance

Cyber includes (see Appendix):

- abuse of the internet to hurt others, such as misuse of email and internet chat rooms, in particular Facebook or Twitter/ Snap Chat/ WhatsApp/ Facebook/ Instagram
- mobile threats by text messaging or calls, and misuse of associated technology, i.e. camera and video phone facilities

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs or disabilities. (SEND)
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (cyber bullying)

It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ringleader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing

2.2 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Maintained schools are now being inspected by Ofsted on how they meet the four following judgments:

- the outcome for pupils at the school
- the quality of teaching, learning and assessment in the school
- the personal development, behaviour and welfare of pupils at the school
- the effectiveness of leadership and management of the school as

well as:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

This extends to schools' work to prevent and tackle bullying and to create an environment where all children feel

included and can enjoy learning.

2.3 What is Discrimination?

Discrimination can include all of the above behaviours but can also include one-off incidents and be focused around a person's skin colour, culture, religion, gender, sexuality, language, disability, special educational need or perceived social or economic status. This is not a complete list. Single incidents may lead to repeated behaviours across a number of individuals of a similar perceived group.

3. PREVENTION

3.1 Context

Bullying occurs at every school. At Dorothy Barley Junior Academy we believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty and including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from bullying.

Knowing where and when bullying is most likely to occur and the form it most often takes at the school is a vital first step towards dealing effectively with the problem.

3.2 Prevention of Bullying & Discrimination through Learning

All staff are aware of the importance of being pro-active in dealing with such incidents. We address bullying & discrimination by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does.

We encourage this positive, preventative approach through a broad and balanced curriculum, particularly around personal, social and health education and religious education. We provide opportunities to encourage children to talk about their feelings 'good' and 'bad' through stories, class discussions, assemblies, role play and drama. We encourage visits to and from people and places that represent our diverse local and national communities to widen our pupils' understanding and appreciation of others.

We encourage the use of circle time (shared class opportunity for children and teacher to talk together) to promote positive behaviour towards others and promote self-esteem.

We look to promote our pupils' understanding of friendship through co-operative work and play situations in and out of the classroom. Through the use of storybooks and poems that talk about and illustrate friendships.

We promote the understanding of friendship through the PSHCE syllabus, the use of playground equipment to give constructive activity during break times and aim to maintain a consistent approach to unacceptable behaviour by all members of staff. Our Behaviour Policy and processes treat all children fairly and equally (this extends to our school equal opportunities policy). We praise positive behaviour through school reward systems and teach children to know what is acceptable or unacceptable behaviour in school and why

This is what we do to prevent bullying:

- have a set of clear school rules which prohibit bullying
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- follow a week of themed activities during national anti-bullying week

- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

3.3 Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

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

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person (Inclusion Team, SENCO, Assistant Headteacher, Deputy Headteacher, Headteacher)

4. PROCEDURES

4.1 Procedures to follow when bullying is reported

At Dorothy Barley Junior Academy, we believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.

- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file and recorded on their ABC form
- Incidents are to be logged on Arbor.
- Pupils will be told always to report incidents of bullying
- Staff to log the incident on CPOMs, for the Inclusion team/SLT to investigate

4.2 Reporting and Recording

How alleged incidents are reported and followed-up

Incidents of bullying or discrimination may be reported by;

- the child/alleged victim
- a parent/guardian of a child who is being bullied a child who is being bullied
- other children not directly involved in the bullying
- a member of staff
- a visitor or member of the public

Incidents will all start as 'alleged' until further investigation ascertains whether it becomes 'suspected' (more than likely) or 'certain'.

All claims of alleged bullying or alleged discrimination will be taken seriously and investigated promptly and recorded in the first instance on CPOMs. If an alleged incident of bullying or discrimination is reported to a member of staff other than the class teacher, the class teacher must be informed at the first possible opportunity.

The member of staff reporting the alleged incident should speak to the child/children involved preferably alongside the class teacher as a team. If it is the teacher that the incident is reported to they must work with a colleague as a team – this does not need to be someone from SLT. These conversations may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.

The member(s) of staff involved should try to ascertain the true details by;

- taking the incident seriously
- keeping calm, never over-reacting
- acting with fairness whilst also showing displeasure with the alleged behaviour
- listening to all sides of the reported incident and taking notes quoting exactly what the pupils or adults claim they saw or heard
- reassuring the victim

The reporting staff member

will;

- make sure that all parties involved understand what behaviour is being disapproved of and why

- be sure to treat all parties fairly and with a consistent approach
- try to decide on a positive course of action for all parties which may involve informing parents or carers
- encourage all parties to agree and understand the reasons behind the agreed action to prevent any recurrence of unwanted incidents through the implementation of the “No-Blame” approach

The Inclusion team or support staff may be used to work with the children involved and use Friendship Groups and social stories to resolve any potential on-going situations.

Once an incident becomes ‘Suspected’ or ‘Certain’

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carers feels comfortable with can be approached.
2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary, and the bullying stopped quickly. In cases of serious bullying, the incidents will be recorded by staff on CPOMs and the Inclusion Team/SLT will investigate. All reported incidents of bullying are recorded on the serious incident log for monitoring and reporting purposes
3. In serious cases all parents/carers will be informed and may be asked to come in for a meeting to discuss the issue.
4. If necessary and appropriate, police will be consulted.
5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to the Inclusion Team for further interventions.
6. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to the Inclusion Team for further interventions

All such incidents of bullying or discrimination, once investigated, should be reported to a senior leader. Together the ‘team’ members involved will decide whether parents should become involved at that stage. If the reported incident is judged to be bullying or discrimination a report should be written onto the Bullying Serious Incident Log.

This report should include;

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken and by whom

When incidents have been identified as bullying or discrimination and a report has been made then parents of both parties should be informed of the agreed course of action. It is important for school and home to work together to try and ensure that the incidents do not recur. It must be remembered that both the parties may need help to prevent the actions recurring. On most occasions this help will be from within the school and home. However, on rare occasions outside agencies may need to be involved.

If external support is considered necessary, then this would initially be done through the Education Psychologist and must involve the child's/children's parents at this stage.

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

4.3 Outcomes

1. The bully (bullies) will be asked to apologise. We will always attempt to reconcile pupils involved.
2. Pupils may be required to sign an agreement devised according to bullying issues.
3. Other consequences for the bully may take place depending on the seriousness of the problem. **Fixed term and**

permanent suspension from school. A suspension would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc.

4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4.4 Involving Parents

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

5. THE ROLE OF STAFF (duties)

5.1 The Headteacher

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Headteacher will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and report to the governing body.

5.2 Senior Leaders will and the Inclusion Team will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Headteacher informed of incidents;
- refer and liaise with inter agency working groups if necessary;
- arrange relevant pupil training and determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.

5.3 All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- report incidents of bullying to the Inclusion Team/SLT via CPOMs so that they can record them and investigate
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.
- teach the anti-bullying programme in the PSHCE curriculum

6. MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Headteacher and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Headteacher will report to the governing body.

7. HELP ORGANISATIONS

- Child line <http://www.childline.org.uk/Pages/Home.aspx>
- Bullying UK <http://www.bullying.co.uk/>
- Kid scape <https://www.kidscape.org.uk/>
- BBC - I wonder - Am I a bully <http://www.bbc.co.uk/guides/zqgbgk7>
- CEOP - <https://www.ceop.police.uk/>
- Anti- Bullying Alliance <https://www.anti-bullyingalliance.org.uk/>

APPENDIX 1:

CYBER BULLYING

What is it?

- “Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself”

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London. Types of

Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Combating cyber bullying

- Protection from Harassment Act 1997
- Malicious Communications 1988
- Telecommunications Act 1984

School Policy on Cyber Bullying

No pupil mobile phones are allowed in school except for Year 6 who can bring them in but must leave them in the boxes provided as soon as they enter the building in the morning and collect them at the end of the day. Year 6 can bring in mobiles for safety reasons because they are permitted to travel to and from school without their parents. Pupils leave their mobile phones with the class teachers at their own risk.

- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- victims should keep emails and text as evidence for tracing and possible police action.
- the school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- teachers must teach safe internet use and strictly apply all school policies.

Dorothy Barley Junior Academy believes that parental support and understanding of safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Children should understand that they must tell an adult if they are being bullied in these ways and they should not delete or respond to any bullying messages or texts.