

Date Valley School Trust

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Anti-Bullying Policy

Date Valley's Vision Statement:

'At Date Valley we are respectful, reflective and resilient learners'

At Date Valley we have our own Core Values that we instill in our community. Each week during our Monday and Tuesday assemblies and throughout the school day we will be building on our three Date Valley values; **Respectful, Reflective and Resilient.**

We are committed to providing a caring, friendly and safe environment for all children. We are committed to eliminating all forms of negative behaviour in line with the Equalities Act of 2010 for all protected and vulnerable groups of children including disabled children, children with SEND, those perceived to be LGBT, race and religion targeted, sexist and sexual bullying. Bullying in any form is unacceptable and will not be tolerated.

What is the definition of bullying?

We concur with the Anti-Bullying Alliance definition of bullying which is:

"The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical or psychological. It can happen face to face or through cyberspace." (Anti-bullying Alliance)

During Anti-Bullying week we will always start off by reminding the children of what bullying is and how it is defined. We also aim to empower our children to be confident, strong and to stand up for themselves. This encourages children to know they have a voice that needs to be heard. We will remind our children of the following phrase, which will also be reinforced throughout the year through headteacher and class assemblies.

'Stop it, I don't like it. If you do it again, I am going to tell someone.'

Policy Aims:

It is vital to have effective anti-bullying strategies to help children realise their potential, both socially and academically; this will also contribute towards a healthy, happy and safe school, in shaa Allah.

This policy aims to outline how all staff, parents and children will work to eliminate all forms of bullying at Date Valley.

Children will be involved to ensure all are aware of what bullying is and how we can all work together to strive to eradicate it. This is facilitated each year through anti-bullying week in particular, moreover, it is ongoing throughout the year.

Types of Bullying:

Bullying can be physical, verbal or non-verbal harassment of another child or children. Usually the perpetrator will perceive the victim as weak and not able to defend him / herself. A persistent and repeated act carried out over a period of time is particularly serious. All bullying is unacceptable and will be treated very seriously. The hurt as a result of bullying can be either or both physical and emotional. It can lead to a lack of confidence, low self-esteem, depression, anxiety to both the victim and their family and may lead to self-harm. Bullying can be face to face, or through third parties and is damaging psychologically to the victim, their family and the perpetrator. At Date Valley we will do all we can to help all parties concerned.

Verbal Harassment	This is through teasing, name calling (including racist or homophobic name calling), taunting, making offensive comments, making threats, telling tales and ridiculing.
Non-Verbal Harassment	This is through purposefully ignoring or evading, gossiping and spreading rumours about someone, excluding someone from a group, unfavourable gestures or actions made to someone relating to his / her disability, difference or special educational needs.
Physical Harassment	This is when the perpetrator physically attacks the victim kicking, hitting, pushing, taking and damaging belongings.
Harassment as a result of difference	This is through physical or verbal harassment because of colour or culture, family make-up, looked after children, those who are disabled, those coming from a low socio-economic background, sexual orientation and those perceived to be LGBT.
Sexual Harassment	This is when there is touching and verbal threats of a sexual nature
Online / Cyber Harassment	This is through sending offensive text messages, emails, setting up 'hate websites' or social media groups.

What is our approach to bullying in the school?

If bullying does occur all children should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively; they will know that bullying is too important not to report.

We aim to ensure we do everything we can to prevent it. This is conducted in the following ways:

- Creating a culture and systems that enables children to report bullying incidents without feeling they are telling tales (Trusted Adults, Listening Boxes, Anti-Bullying Week)
- Ensure all incidents and allegations are taken seriously, investigated and acted upon immediately
- Ensure children feel able to deal with a situation themselves before, or as well as, going to an adult. This will enable them to be viewed by the perpetrator as assertive, not weak and will lessen the likelihood of a repeated act of bullying. This gives the victim some power in the situation. Whether a child is able to do so will depend on the nature of the incident and the individuals concerned
- Ensure all serious incidents are reported and reviewed – this will aid the evaluation and reviewing processes for this policy
- Offer children strategies to deal with incidents:
 1. Encourage children to say 'Stop it, I don't like it. If you do it again, I am going to tell someone.'
 2. If a child feels unable to do so, he / she should go to a member of staff, or to a peer mediator for help.
 3. If the perpetrator carries on, the child should speak to an adult about it.
 4. Children will be taught that certain (very serious) incidents must be reported and that it is right to do so

How can we support bullying outside of school?

The DfE's **Preventing and Tackling Bullying guidance** (2017) outlines our duty as a school and provides us with clear guidance on how to tackle bullying outside of school:

- Teachers have the power to discipline children for misbehaving outside the school premises 'to such an extent as is reasonable.' This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed
- In all cases of misbehaviour or bullying the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish children for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff (January 2016)'

What are the other approaches we use?

There is no one-size fits all approach to preventing and responding to bullying. Therefore, one response appropriate for one person / group won't be the same for the next. This is why it's important to have a range of responses and prevention strategies available.

- Staff will support children through discussion, teaching, role play and circle time to help them to be assertive

- The PSHE programme will support teachers to work with children so that they can address issues associated with bullying. Social skill development is a key feature of the PSHE programme, with assemblies and daily interaction enabling children to be assertive and developing constructive relationships with others
- Our core values reinforce the importance of showing respect and care for one another. The values are present in classes and used to reinforce appropriate behaviour within the school environment.
- All staff within the school are role models for the children and should ensure that they model constructive and productive relationships with one another
- Staff are fully briefed on the Anti-Bullying Policy during staff inset sessions as well as inductions

A) Trusted Adults:

Each child has recorded (on a paper hand) their selected 'trusted adults' both at home and school. The children know that if they have a concern or a worry, they can approach their trusted adult. Each adult has a list of the children that have selected them.

B) Peer Mediators:

As part of Date Valley's approach to supporting children and keeping them safe at playtimes children, who apply to do so (in Year 3 and 6), undergo training to become peer mediators. The appointed peer mediators take turns to be on duty every week and take care of the younger children at playtimes.

C) Pupil Voice Council:

The School Council are involved in discussing and contributing to this policy and reviewing the use of peer support and strategies to combat bullying. In each class the teacher will ensure that all children know how to signal to adults that they need to talk or have some concerns. By having a Listening / Worry Box in the classroom, children can write down their concerns about bullying and know that the teacher will speak with them and support them.

How to help a child when they come to you about being bullied?

Staff will always respond when a child approaches them. The following guidelines will ensure that children are treated in a consistent way by all staff.

The child should:

1. If necessary, be comforted, reassured and helped to calm down
2. Be taken seriously
3. Be listened to in a quiet and calm manner
4. Be given time to tell talk through their problem
5. Be asked to consider whether he / she was assertive and asked the other child to stop it
6. Be reassured that the matter will be followed up
7. Be thanked for telling

The response will depend on the staff member's assessment of the situation, but will always be dealt with in a supportive and calm manner. Possible responses could include:

- The child could be asked to speak to the perpetrator (as suggested above) offering the child the opportunity to be assertive. This is to be conducted in a safe controlled environment
- The staff member to offer appropriate support as agreed upon by the child e.g. staying within the proximity of the conversation
- If the child feels unable to do this the staff member should take action
- If the incident is a serious one then the staff member should take appropriate action
- If the child has not asked the other child to stop, the staff member should remind them to do so next time, perhaps ask the child to practise saying 'Stop it, I don't like it. If you do it again, I am going to tell someone.'

How to establish the facts?

The staff member should try to establish the facts and talk to other children involved, or any that may have witnessed the situation, in a calm manner. In all cases it is vital to find out whether the negative behaviour was deliberate, premeditated, provoked or accidental, endeavoring to identify if the incident was a bullying incident, as defined in this policy.

It is important to the child that the staff member is seen to be responding, acting appropriately and fairly. The sanctions applied will depend on the incident and will follow guidelines set out in the Behaviour Policy.

What to do when responding to a bullying incident?

1. Assess whether the perpetrator/s understand fully the implications of his/her/their action/s.
2. If the perpetrator is not fully aware of the seriousness of the incident, talk to him/her to ensure this becomes clear.
3. Involve the perpetrator in a discussion with the child. The perpetrator and the child need to understand each other's feelings with regard to the perpetrator's actions.
4. Ensure there is a genuine apology to the child. Forced apologies are rarely beneficial.
5. If appropriate, ensure the children involved record what happened.
6. All incidents including racist or homophobic incidents are to be recorded.
7. Record the incident including date, time, those involved, action taken, and pass a copy of this to the Headteacher.
8. Inform the Headteacher or Assistant Headteacher in their absence, who will review action.
9. Parents of both the perpetrator and the child will be informed. The Headteacher, or the Assistant Headteacher in their absence, will make this decision.
10. All accounts from the child, perpetrator and witnesses to be logged in the Behaviour Folder kept in the Headteacher's office. The Headteacher's termly logs are analysed and reported to the Trust Board in the form of the Headteacher's Report.
11. Monitoring of future behaviour by the perpetrator to the child and others is a crucial feature of the process and the method of doing so must be made clear to all involved.
12. The sanctions applied will depend on the incident and will follow guidelines set out in the Behaviour Policy.

How to support the bullied child?

1. Have regular update meetings.
2. Involve parents if necessary.
3. Offer alternative break and lunchtimes if the child so chooses.
4. Refer the child to a member of staff who will support him/her in the future.
5. Refer to the ChildLine website for support- www.childline.org.uk

How to support the perpetrator?

A bullying incident must include support for the perpetrator. When speaking to the perpetrator/s make every effort to:

1. Ask him/her to imagine how he/she has made the child and their family feel.
2. State how the behaviour has made the staff member feel.
3. Try to find out what led to the incident.
4. Remind the perpetrator about our Core Values and endeavour to ensure that a genuine apology is offered to the child. Forced apologies are of little benefit.
5. Take action as deemed appropriate depending on the severity of the incident.
6. Ensure that the perpetrator has a number of strategies in monitoring their own behaviour, e.g. walking away, ignoring, counting to ten etc.
7. Refer the perpetrator to a member of staff who will support him/her and reinforce acceptable behaviour.
8. An incident that warrants exclusion will result in the monitoring of and support for the perpetrator. He/she will be helped to make sense of what has happened, how he/she and the child felt and what strategies he/she can employ to ensure it does not happen again.

Other children involved:

There may be other children present, but not directly carrying out the 'bullying' action. Any child, other than the bullied child, involved in a bullying incident will be spoken to. They have to understand they are also involved and should have made it clear to the perpetrator to stop and report the incident to a member of staff. Their passivity is condoning the action of the perpetrator. They will be reminded of the school strategy to stop bullying saying 'Stop it, I don't like it. If you do it again, I am going to tell someone.'

Advice for children who observe bullying:

- Don't let someone be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the bullied child to join in or play with you and your friends
- Tell the bully to stop what he/she is doing

- Show the bully that you disapprove of her/his actions
- Never support a bully or be tempted by a bully to do what he/she is doing
- Say 'Stop it, I don't like it. If you do it again, I am going to tell someone'

Advice for children who are being bullied:

- Be firm and clear – look the bully in the eye and say 'Stop it, I don't like it. If you do it again, I am going to tell someone' and then inform a member of staff immediately
- Get away from the situation as quickly as possible
- Don't blame yourself for what has happened
- The bully's behavior is wrong and it is not your fault

What can be explored within our Curriculum:

- What is bullying?
- What causes people to bully?
- How does it feel to be bullied?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?
- What can we do to stop bullying?
- What are bullies like?
- Message to the bullies.....
- Posters to display our Anti-Bullying Policy

This policy has been read and approved for Date Valley School, by the Headteacher and the Chair of Date Valley School Trust.

Date: February 2019

Appendix 1:

Date Valley Child Friendly Anti Bullying Policy

At Date Valley there is a zero tolerance to bullying. Children are listened to and understand that they are safe and cared for each and every day.

'At Date Valley we are respectful. reflective and resilient learners'

**Our school is a place where everyone has the right to be themselves.
It's a place where everyone can feel safe, be happy and learn.
Everyone at our school is equal and acts with respect and kindness towards each other.
Our school is a bully-free school.**

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people. A useful way to remember bullying is:

SEVERAL TIMES ON PURPOSE

- ✿ Hitting or saying you are going to hit someone
- ✿ Touching someone when they don't want you to
- ✿ Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- ✿ Stealing or damaging someone else's belongings
- ✿ Ignoring someone on purpose or leaving them out
- ✿ Sending hurtful or unkind texts, emails or online messages to someone or about someone



- ✿ Race or ethnicity (racist bullying)
- ✿ Religion or belief
- ✿ Family and culture
- ✿ Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or girl, or saying they are acting 'like a boy' or 'like a girl'
- ✿ Targeted harassment regarding differences in families and relationships.
- ✿ Special educational needs or disability
- ✿ What someone looks like
- ✿ Where someone live

Why does bullying happen?

Although bullying doesn't happen very much at Date Valley, it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

Where does bullying happen?



If it does happen remember what you should say:

'Stop it, I don't like it. If you do it again, I am going to tell someone'

What should I do if I think someone is being bullied?

Talk to the person and ask if they're okay and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

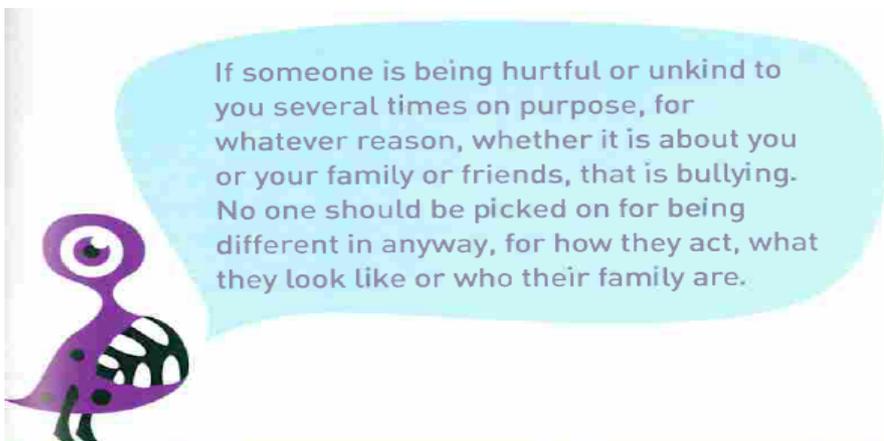
What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or a friend, either at school or at home.

If you have already told an adult about bullying you can still tell them again. You can:

1. Tell a teacher, staff member or even your headteacher.
2. Tell a peer mediator or the Ameerah/Ameer in Year 6 who will be able to help you.
3. Tell one of the trusted adults you chose.
4. Tell an adult at home.
5. You can also write a note about the bullying and put it in the listening box in your classroom.
6. You can also call ChildLine at any time for free on 0800 1111.

If you tell a teacher or adult at school, they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.



Stop it,



I don't like it. If
you do it again, I
am going to tell
someone.