6.1 Anti-Bullying Policy
Including Early Years Foundation Stage

This policy relates to all sections and activities of the school and its pupils, e.g. Senior School, Pre-Prep, Kindergarten, Offsite Activities and School run Holiday Activities or Clubs. The policy also applies to incidents involving our pupils out of school hours. It should be read in conjunction with:

- Pastoral Care Policy
- Child protection (Safeguarding) Policy
- Behaviour (rewards and Sanctions) Policy
- E-Safety policy, including Acceptable Use Policy

Aims:

Durlston School is committed to providing a supportive, caring and safe learning environment for all pupils, and our aim is to ensure that our pupils learn in a safe, supportive and caring environment, without fear of being bullied. Bullying is anti-social behaviour, it is unacceptable and bullying of any sort will not be tolerated at Durlston. Everyone has a part to play in the prevention of bullying, including staff (teaching and non-teaching), pupils and parents. The School recognises that bullying occurs in all educational establishments and that Durlston is no exception. Bullying incidents involving our pupils outside school will be investigated, as we recognise the impact this may have on school life. (This policy has been drawn up with regard to DofE guidance, Preventing and Tackling Bullying).

Objectives:

All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.

All governors, teachers and support staff should know the school's procedures on bullying, and follow it when reported.

All pupils and parents should know the school's procedures on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported if bullying is reported.

Definition:

The essential elements of bullying are that it is often repeated over time, intended to hurt, and it is difficult for those being bullied to defend themselves. It is often motivated by prejudice against a particular group, for example, on grounds of race, religion, culture, sex, gender, homophobia, sexual orientation, transphobia, SEN and Disability, or because a child is adopted or a carer. It might be motivated by actual differences between children or perceived differences. It may occur directly or through cyber technology (social websites, gaming, mobile phones, text messages, photographs/images and videos and email). Other actions, which do not fit this definition, may still be unacceptable but will not be dealt with as bullying.

The main types of bullying are:

- **Physical,** e.g. hitting, kicking, theft
- **Verbal,** e.g. name calling, racist remarks
- **Indirect,** e.g. spreading rumours, excluding someone from social groups,
- **Cyber bullying** e.g. the misuse of social websites, text messaging, mobile phones, photographs and email.
- **Racist and faith-based** – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- **Homophobic and biphobic** – based on actual or perceived sexual orientation and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term.
- **Transphobic** – based on actual or perceived gender identity, and can include name calling, exclusion and gestures, negative stereotyping based on gender identity
- **Appearance** – based on weight, size, hair colour, unusual physical features
- **Disability** – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- **Health** – based on physical or mental conditions
- **Income-based** – of living on a low income
- **Caring responsibilities** – name calling, negative assumptions or misunderstandings about young carers

Signs:

Bullying is serious, both physical and emotional, and may cause psychological damage.

Pupils who are being bullied may show changes in behaviour, such as:

- becoming shy/ withdrawn and nervous
- feigning illness
- taking unusual absences or clinging to adults
- avoiding other children
- there may be evidence of changes in work patterns
- lack of concentration or truanting from school

- unexplained damage to clothing or belongings
- "mislaid" books or belongings
- bed wetting
- under achievement
- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

There can be a risk of serious psychological damage and suicide. Bullying is not a specific criminal offence; however, there are laws which apply to harassment and threatening behaviour and misuse of electronic communications.

All Staff, parents and pupils recognise the need to be alert to any signs of bullying and play a critical role in the prevention of bullying, including when they find themselves as bystanders. They are very aware of the importance of anti-bullying procedures and have clear guidelines to support them in dealing with bullying when it occurs. Staff awareness is raised through training and, when identified, action is taken to reduce the risk of bullying at times and places where it is most likely to occur. Parents are encouraged to monitor on-line behaviour and report any bullying concerns to the form tutor in the first instance. Parents are also issued with monthly e-safety newsletters (Knowsley) that touch on issues like cyber-bullying. The Acceptable Use policies for parents, pupils and staff also make clear expectations about online behaviour.

We recognise that a school's response to bullying should not start at the point at which a child has been bullied. As a school all staff are alert to issues between children and record details and concerns on the CPOMS system so that action can be taken before bullying occurs. This might involve talking to individual pupils or might involve the school putting in place a programme of talks, discussions to deal with particular issues, e.g. Girls on Board programme.

In addition, Durlston School aims to make pupils feel that they can and should tell anyone about bullying and that everything possible will be done to resolve the problem. To this end anti-bullying is part of the Pastoral Curriculum delivered through PSHE, Circle Time, Tutor Time, Life Skills, Chapel Service, subject areas and co-curricular areas as appropriate.

The Code of Conduct/Golden Rules are central to the school's stance against bullying.

The anti-bullying procedures identify who to tell, how bullying is recorded (to enable patterns to be identified) and what actions will be taken. The anti-bullying procedures are dovetailed with the school's behaviour policy and e-safety policy. Support is given to both victim and bully however, in cases of severe and persistent bullying disciplinary action including suspension and exclusion may be considered.

Procedures

Durlston School accepts the findings of research which shows that the solution to bullying rests in bringing bullies and the bullied together in a 'no blame' way.

If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been approached. He/she should listen carefully and record all details of any incident or suspected bullying incident on CPOMs. SLT review all notes that are made on CPOMS and refer more serious ones to a weekly meeting of the Safeguarding team. The meeting allows patterns to be discussed and whether bullying is occurring and what action can then be taken.

If bullying has clearly taken place, the HM, DH, Form Teacher and relevant staff should be informed. The incident will be discussed in the weekly staff meeting. The Bullying Log is reviewed each term to see whether any patterns are emerging and appropriate action put in place to deal with any such issues.

Pupils who have bullied need to acknowledge that their behaviour is unacceptable. They will be helped to recognise their wrong doing, to change their attitude and to agree a way forward, which helps both the bully and the victim. Pupils who have engaged in bullying behaviour will also be subject to appropriate disciplinary sanctions as well as being supported in learning different ways of behaving.

At this stage, pupils who have been bullied will be given support and reassurance. They will have the opportunity to talk further about their experiences with their Form Tutor or a member of staff they choose. Staff will monitor the situation, continue to offer support and help to restore a pupil's self-esteem and confidence. Crucially, absolute reassurance must be given that the bullying has ceased and the victim will be encouraged to keep in contact with an appropriate member of staff in order to confirm there is no repetition of bullying. The ELSA may be involved in this process.

Form Tutors will be informed and, if necessary, appropriate subject teachers. Parents of the bully and the bullied will also be informed.

If this approach fails bullying becomes a serious disciplinary issue and when it does, it becomes a matter serious enough for suspension or expulsion to be considered.

A flow chart for bullying problems is displayed in every form room in the school.

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 Headmaster will report his concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, the school 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 engaging in bullying.
The school recognises the need to raise staff awareness of bullying by providing suitable training (via staff inset days, staff meetings, out of school courses and policy communications) and by reducing the risk of bullying through its provision for the supervision of pupils and the implementation of its behaviour policy.

This policy has been created with regard to Department for Education guidance. Preventing and Tackling Bullying (July 2017) and the Hampshire Children's Safeguarding Procedures - Bullying (Section 3.8, 2024).

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