Devonshire Infant & Junior Academies

ANTI - BULLYING POLICY

Reviewed – November 2025
Next review – November 2027

Signed .....

At Devonshire Infant and Junior Academies, we are committed to providing a caring, friendly, and safe environment for all of our pupils. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to report it and know that incidents will be dealt with promptly and effectively.

The policy is set out to be a usable document and there will be opportunity through regular monitoring for evaluation to review its effectiveness.

The policy will dovetail with other pastoral policies – such as Behaviour Policy, RHE & PSHE Policy, as well as the reward systems in place. It can be promoted during Assemblies and P.S.H.E. lessons. It can be incorporated in artwork and displays of work including stories and poems.

WHAT IS BULLYING?

It is a deliberately hurtful behaviour which is repeated often over a period of time.
It is difficult for those being bullied to defend themselves.

It is the wilful, conscious desire to hurt or threaten or frighten someone else, by a pupil who has some sort of power over the victim. This 'power' might be due to greater physical strength or greater number.

Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force, being isolated or deliberately left out of a group of classmates.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic and transphobic bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities
- Having possessions taken, hidden or destroyed are less common forms of bullying.

When two pupils have an occasional fight or quarrel, **this is not bullying**.

AIMS OF CURRICULUM-BASED APPROACHES TO BULLYING.
The curriculum can be used to raise awareness about bullying behaviour and about the school policy on bullying, e.g. children being involved in story writing, drama sessions, drawing posters and listening or writing poems. Explicit teaching will challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school through Personal, Social and Educational stories and Assembly topics. Our Trust values are strongly promoted throughout school and help to create a kind, caring ethos and culture which the vast majority of children quickly learn to respect and participate in. High expectations from all staff members help to reinforce this and make it sustainable.

Many subject areas can be used to promote anti-bullying values and co-operative behaviour. Also, it can be achieved indirectly through the selection of curriculum approaches which require pupils to work together co-operatively. Activities which are based on group tasks, experiments and investigations offer plenty of existing opportunities for this kind of personal and social development.

DEALING WITH BULLYING

Staff Roles and Responsibilities
Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated.

It can be difficult sometimes to build an accurate picture of events or to be sure of who is telling the truth; however, staff must try to be aware of pupils who are being pressured or teased by their peers. It is important that staff react to these kinds of incidents and do not leave them unchallenged.
Parents should be involved if the bullying behaviour is persistent and a solution sought in partnership with home.

It is important that lunch-time supervisors have good relationships with pupils and that provision is made for quality play and positive behaviour. All staff should be aware of any areas both inside and outside the school building, where bullying is more likely to occur.

Working with the children involved in bullying.

As well as challenging the bullying behaviour themselves, staff can support pupils in responding to the incident. Pupils in the nursery and upwards can be taught to refuse to comply with bullying pupils' demands. Encouraging one pupil to say to another: "Stop it I don't like it. I want you to stop it" gives the bullied pupil an opportunity to respond assertively to the situation with the backing of the member of staff. Children should know that they can go to members of staff for help and support. Any staff supervising children both in class and at playtimes should take the time needed to listen and respond to children's concerns.

Staff will encourage children to be open and willing to share problems. Our Emotion Coaching approach should be used to help children regulate emotions but also encourage problem solving about behaviours that worry them in others or undesirable behaviour habits that they are finding difficult to break. Staff at all levels are trained to help children in this way.

If the incident is not too serious, staff can deal with the problem immediately, acknowledging that there is a problem and trying to help the pupils find out a solution to their personal disagreement. Further discussion can explain how these proposals will be put into action. Classes could use idea sharing by a group with each member being encouraged to share one idea of making both the victim and the bully feel better and understand how to treat others with respect. If the problem is more persistent the Learning Mentor should be involved to work directly with the pupils- exploring resilience and helping a child recognise bullying behaviours.

A reprimand may be sufficient to deter a pupil from minor incidents of bullying – name calling or mild teasing. All staff would then use their own class management strategies, as set out in the Behaviour policy, to deal with unacceptable behaviour, these could be supplemented if needed by using a behaviour diary, target-setting or removal of privileges.

For bullying which results in harm to a person or damage to property an immediate response is required and the Head Teacher, or member of SLT, will investigate the incident immediately and inform Parents.

Suspension as a response to bullying will be used as a last resort.

Record Keeping.
It is vital that accurate records are kept of incidents and how the school has responded. The record will take into account:

Who was involved
Where and when it happened
What happened
What action was taken
How it was followed up

Staff must always ensure that any individual records are based on fact and not on speculation. It is important to obtain evidence whenever possible. If necessary, staff can discuss any concerns with year group colleagues or go directly to the Senior Leadership Team or Head Teacher. As a sanction for any inappropriate behaviour, it may be necessary to move offenders out of their class and away from their peers for short periods of time. This is reflected in our Behaviour and Relationships Policy.

Equal Opportunities

We must ensure that no children are teased or bullied because of their race, gender, religion, sexuality or appearance. Staff, Parents and children must avoid assumptions about who is at fault, and evidence must be obtained at all times. The school follows the Equality Code.

By the effective use of this Policy, it is hoped that the victim will be supported and the bully encouraged to change their behaviour. It aims to raise the awareness of what is meant by bullying and the responses school uses in dealing with it. (Notes taken from DFE 'Bullying – don't suffer in silence.')