



POLICY FOR	Anti-Bullying
PERSON RESPONSIBLE	Anti-bullying Lead/Behaviour Lead Maxine Trace - Deputy Headteacher
COMMITTEE RESPONSIBLE	Curriculum and Achievement
DATE REVISED	September 2018
NEXT REVIEW DATE	September 2019
COMMITTEE APPROVAL DATE	
GOVERNOR'S SIGNATURE	
HOW GOVERNORS WILL DETERMINE IMPACT	By looking at number of incidents of bullying/how they were dealt with/outcomes for pupils involved

## **Vision statement**

It is the primary aim of Southmead Primary School that every member of the school community feels valued, respected, happy and safe, and that each person is treated fairly and well. As a Rights Respecting School (Silver), we believe that all pupils and staff have the right to: an environment that is safe (Article 19), secure and stimulating, where everyone feels a sense of belonging.

At Southmead we value and respect everyone equally and treat others as we would wish to be treated ourselves (Article 28/37). We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; their appearance or health conditions; home circumstances; any SEN or disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

This policy is designed to: express our belief that all pupils should be included fully in the life of the school; to reduce and stop incidents in which pupils are subject to any form of bullying behaviour; to state clearly our ways of responding to bullying behaviour; to state clearly our ways of supporting those involved in bullying incidents, and to ensure that all pupils, staff and stakeholders are aware of this policy and that they fulfil their obligations with regard to it.

## **Our definition of bullying behaviour**

Bullying is a deliberate act that happens more than once. It involved the dominance of one pupil or a group of pupils over another, or others, is planned or premeditated and usually forms a pattern of behaviour. It is deliberately hurtful, repeated often over a period of time and difficult for victims to defend themselves against. It can make someone feel scared, unsafe, unhappy and powerless. "Bullying is any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude." (Wandsworth Anti-Bullying Strategy)

Bullying can manifest through the following behaviours:

- Physical – hitting, kicking, punching, taking or destroying another's belongings, spoiling someone's game or forming a gang.
- Direct verbal – Verbal – name calling, teasing, insulting, threatening, whispering or gossiping about someone, making offensive remarks.
- Indirect – Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidating someone e.g. by standing next to them, making someone feel uncomfortable.
- Cyber –the use of mobile phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

All bullying, of any sort, is therefore unacceptable and pupils, staff and stakeholders who experience bullying will be supported. We recognise the importance of keeping our anti-bullying work a priority and our aim is to create a climate where bullying behaviour is not accepted by anyone within our school community.

## **Creating an anti-bullying climate in our school**

At Southmead Primary School we recognise the effects that bullying can have on a pupil's feelings of worth and on their schoolwork, and as such the members of our school community will actively promote an anti-bullying environment. At Southmead we promote positive behaviour to create an environment in which pupils behave well, where pupils take responsibility for their behaviour, for each other's emotional and social wellbeing and include and support each other. We encourage this through direct teaching and by creating an emotionally and socially safe environment where these skills can be both learned and practised.

Through our curriculum and enrichment opportunities, pupils will explore issues connected with bullying behaviour and its consequences at levels appropriate to the age of the children. Rights Respecting Articles together with Values on the Month help our pupils and school community learn about children's rights and how we can put these into practice in our everyday lives. Assemblies, Circle Times and lessons in PHSE and Citizenship, Computing, RE and SRE afford pupils opportunities to explore themes such as rights and responsibilities, tolerance, equality, diversity and e-safety, and learn how to manage their relationships with others positively.

The results, from our most recent Ofsted inspection and responses from parents tell us that pupils feel safe and are kept safe at our school. We remain committed to a preventative approach to solving the problem of bullying and we will: Conduct periodic questionnaires and have regular forums with the School Council and our Peer Mentors to ask pupils where and when bullying occurs. Pupils' views are also sought as part of the Rights Respecting Schools Award scheme. We will aim to supervise and try to eliminate unsafe areas which are reported to us and ensure all staff are aware of how to spot the signs of bullying and how to respond, and understand the importance of confidentiality when dealing with sensitive and emotive issues. Pupils' worries and fears will be taken seriously and they will be encouraged to seek help from members of staff.

Our staff and school community will strive to provide an environment where parents feel free to talk about their concerns and will see the school as a safe, confidential place when difficulties arise. We will keep parents informed of actions taken in response to a complaint. The message that bullying will not be tolerated will be made clear in the information given to pupils and their parents when they join our school.

Staff members may also be the target of bullying by pupils, parents or other staff members. This will not be tolerated and will be dealt with by the schools Senior Leadership Team (SLT), Head Teacher or Governors.

## **Reporting and recording bullying**

At Southmead all reports of bullying will be taken seriously and followed up. We provide means for pupils to confidentially and (anonymously if necessary) report any aspects/incidents of bullying – e.g. through class 'worry boxes', during Circle Times, speaking directly to SLT or another adult, and anonymously online (see Appendix 1). Pupils who have been bullied should tell: A member of staff, a Peer Mentor, a Parent/carer/family member/friend or another adult. Pupils should keep telling until the bullying stops. Pupils who witness bullying behaviour should:

- Not join in
- Report as above

- Once the reported incident has been dealt with, pupils should report any further incidents of bullying immediately
- Not try to sort out or challenge bullies themselves
- Not to fight back as this never helps to solve the problem

Incidents of bullying will be recorded on a Serious Incident report form (See Appendix 2) and kept in a confidential Behaviour File in the Deputy Head's office. Serious racial bullying incidents will be recorded on a green form (see Appendix 3) and a copy sent to the local authority (LA). Bullying incidents that suggest a pupil is suffering or likely to suffer, significant harm will be treated as a safeguarding concern and reported to the LA's children's social care team. In cases of serious and persistent bullying, parents/carers of both parties will be informed.

Should parents/carers have concerns about bullying, they should contact their child's Class teacher or Phase Leader who will then investigate the matter and inform the Senior Leadership Team who will take further action if required.

In the event that a member of staff feels that they are being bullied, we advise that they discuss this with their line manager in the first instance. Should they feel that this has not been adequately resolved or that a senior member of staff is involved, they should seek independent advice from their union (see Appendix 1).

### **Responding to incidents**

Pupils are expected to:

- Be Upstanders
- Report all incidents of bullying
- Report suspected incidents that those targeted may be afraid to report
- Actively seek solutions to bullying and take action where it is needed – not be bystanders
- Support each other and work with school staff to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents are expected to:

- Listen to, support and reassure their child that speaking out was the right thing to do.
- Try to establish the facts.
- Not encourage their child to retaliate to bullying with acts of violence. It is important for children to avoid hitting or punching; reacting in this way has negative and unpredictable results, and does not help to solve the problem.
- Encourage their child to get involved in activities that build their confidence and esteem, and help them to form friendships inside and outside of school.
- Discussing with their child's teacher and/or Phase Leader any bullying concerns they may have about their child and work with the school to resolve them. If parents consider that incidents have not been adequately addressed by the class teacher or Phase Leader, they should arrange to discuss the matter with the Headteacher/SLT.
- Support and promote the school's Anti-Bullying Policy and procedures in discussions with their child.
- Help to establish an anti-bullying culture outside of the school.

The school will:

- On receiving a report of bullying, the member of staff will refer to the school's Behaviour, Safeguarding and Child Protection policies when making a judgement about the most appropriate person to deal with it based on the seriousness of the incident and the history of those involved.
- Provide support for the targets of bullying: Staff will find a quiet space where they will not be interrupted to speak to the pupil (in a non-judgemental way). The pupil will be reassured that they were right to tell and be encouraged to report and record any incident of bullying that they experience. The pupil's safety will be the school's first concern and appropriate arrangements will be made to try to safeguard this. The pupil will be told that interventions to deal with the bullying will be put in place and will continue until the bullying stops.

Intervention strategies to deal with the bullying could include:

- Contacting parents
  - Devising Safety Plans
  - Discussion about solving the problem in Social/ mediation groups
  - Applying principles of Restorative Justice (Respect -Responsibility -Repair -Reintegration)
  - Asking both parties to record/write exactly what happened and why
  - Obtaining a written/verbal apology
  - Imposing sanctions– i.e. loss of privileges, trips or play time
  - Holding Circle Times/lessons or assemblies in response to specific incidents
  - Providing secure and safe places for children who feel worried or vulnerable
  - Providing help for pupils to change behaviours
  - Seeking advice from outside agencies/support workers, i.e PRU, EP, CAMHS, Stonewall, CEOP
  - In extreme cases – possible internal, fixed-term or permanent exclusions
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- Wherever possible a joint problem solving approach will be adopted, where pupils involved will be asked to work together to find solutions to the problems. This will encourage all parties to take responsibility for their actions and for the emotional and social needs of others.
  - Reinforce the message that bullying is not acceptable, that we expect it to stop and we will seek a commitment to this from the pupils involved. Pupils will be made aware that we will be checking to ensure that the bullying behaviour has stopped and the likely consequences should it not do so.
  - Record and report all incidents of bullying.

## **Strategies for preventing Bullying Behaviour**

Preventative strategies include:

- Southmead school has designated Safeguarding and Anti-Bullying leads.
- As part of our induction for new pupils and for existing pupils each year, families are required to read and sign a Home/School Agreement that includes anti-bullying.

- Circle Time where regular discussions are held about ‘happy playtimes’, ‘sharing’, ‘inviting children to join in games’.
- Assemblies – where children are able to talk about ‘Happy Playtimes’.
- Learning Mentor who is available to talk to groups or individuals about any playground issues.
- Peer Mentors consist of groups of KS2 children who organise and join in with activities in the Early Years and KS1 playgrounds at lunchtimes. Mentors are able to ensure inclusivity and arbitrate with low level issues.
- ESOL and Family Learning classes where the integration of parents in the school community is encouraged.
- Well supervised playgrounds, at all times, by members of staff who will set up activities to ensure that there are plenty of engagement opportunities for pupils.
- Pupil surveys to determine where pupils identify the safest and less safe areas of the school
- Site inspections and risk assessments carried out by the Premises team, under health and safety law
- Buddies who are arranged for new and vulnerable pupils.
- Well-managed transitions between lessons by staff; teachers and TAs are required to escort their classes to and from the playground and insist on high expectations of behaviour in corridors
- Curriculum teaching such as in PSHE and Citizenship, and Computing where the focus is on the teaching and learning of good relationships and social skills. E- Safety and cyber bullying are covered in the Computing curriculum and in national events, such as Safer Internet Day.
- Ongoing anti-bullying specific training for staff
- A number of initiatives to support a cooperative climate such as Anti Bullying Week, Black History Month, Enhanced Healthy School, Sustainable Travel Award and Disability Awareness.

### **Bullying behaviour outside the school premises**

In the interests of all pupils, the Head Teacher has the right to deal with incidents involving our pupils on the way to and from school. In the case of bullying by pupils from other schools or by people who are not at school at all, we will work with other agencies to help them deal with it. This may include another school or the police.

### **Monitoring and review**

We will monitor and evaluate the success of our policy by using the following measures:

- Reporting, recording and monitoring the number of reported incidents.
- Periodic questionnaires will be used to measure pupils/stakeholders perceptions concerning how safe they feel at our school and how effectively we are dealing with bullying.
- Regular discussions/feedback via School Council representatives.
- Consultations with parents/carers, e.g. Parent Governors, Coffee Mornings (FOSS), Parents Evenings, parent surveys

This policy was reviewed and written in consultation with all staff, Governors and pupils in September 2018. It will be reviewed in 1 year, in line with the school’s policy review timetable.

THE HEADTEACHER IS RESPONSIBLE FOR INTRODUCING AND IMPLEMENTING THIS POLICY, HOWEVER ALL STAFF, PUPILS AND THEIR PARENTS/CARES HAVE AN ACTIVE PART TO PLAY IN THE DEVELOPMENT AND MAINTENANCE OF THE POLICY AND ITS SUCCESS.

### **Appendix 1: Dealing with bullying web-sites**

Advisory Centre for Education	<a href="http://www.ace-ed.org.uk/">http://www.ace-ed.org.uk/</a>
Anti-bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk/">http://www.anti-bullyingalliance.org.uk/</a>
Anti-bullying net	<a href="http://www.antibullying.net/knowledge/knowledgenew.htm">http://www.antibullying.net/knowledge/knowledgenew.htm</a>
Association of Teachers and Lecturers	<a href="http://www.atl.org.uk/">http://www.atl.org.uk/</a>
Barnardo's	<a href="http://www.barnardos.org.uk/">http://www.barnardos.org.uk/</a>
Beat bullying	<a href="http://www.beatbullying.org/dox/help/how-to-recognise-bullying.html">http://www.beatbullying.org/dox/help/how-to-recognise-bullying.html</a>
Child Exploitation On-line Protection (CEOP)	<a href="http://www.ceop.police.uk/">http://www.ceop.police.uk/</a>
ChildLine	<a href="https://contentreporting.childline.org.uk/">https://contentreporting.childline.org.uk/</a>
Childnet	<a href="http://www.childnet-int.org/">http://www.childnet-int.org/</a>
Digizen	<a href="http://old.digizen.org/">http://old.digizen.org/</a>
Direct.gov	<a href="http://www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/Internetsafety/index.htm">http://www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/Internetsafety/index.htm</a>
GMB	<a href="http://www.gmb.org.uk">www.gmb.org.uk</a>
Kidscape	<a href="http://www.kidscape.org.uk/parents/index.asp">http://www.kidscape.org.uk/parents/index.asp</a>
Lesbian, Gay, Bisexual, Transgender (LGBT)	<a href="http://lgbt.foundation/">http://lgbt.foundation/</a>
MENCAP	<a href="http://www.mencap.org.uk/">http://www.mencap.org.uk/</a>
NASUWT	<a href="http://www.nasuwt.org.uk/">http://www.nasuwt.org.uk/</a>
National Bullying Helpline	<a href="http://www.nationalbullyinghelpline.co.uk">www.nationalbullyinghelpline.co.uk</a>
National Society for the Prevention of Cruelty to Children	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
NUT	<a href="http://www.teachers.org.uk/search/node/bullying">http://www.teachers.org.uk/search/node/bullying</a>
Samaritans	<a href="http://www.samaritans.org/">http://www.samaritans.org/</a> 08457 90 90 90
Stonewall	<a href="http://www.stonewall.org.uk/at_school/">http://www.stonewall.org.uk/at_school/</a>
Talk safe (Terrence Higgins Trust)	<a href="http://www.talksafe.org.uk/10to12/">http://www.talksafe.org.uk/10to12/</a>
Unison	<a href="https://www.unison.org.uk/search/bullying/">https://www.unison.org.uk/search/bullying/</a>

Wandsworth Safeguarding Children Board

<http://ww3.wandsworth.gov.uk/Home/Safeguarding/Parents/Bullying.htm>