ANTI BULLYING POLICY 2018-2019
Available via our school website
Child-friendly anti-bullying policy available via our school website
Children and parent anti-bullying leaflets also available via our school website

At Southfield Park Primary School we believe it is every child's right to enjoy their school life feeling safe, secure and free from hurtful or harmful experiences. We are committed to fostering healthy personal relationships and create a positive, caring and supportive community in order for our children to SHINE for Life.

Rationale

This policy alongside our behaviour policy and all other relevant policies (see page 6) is designed to ensure that as a school we are alert to the signs of bullying and act promptly and fairly against it. We are committed to providing a friendly, nurturing and safe environment for all pupils, so that they can learn in a relaxed and secure atmosphere. Teachers and other members of staff are viewed as people with whom concerns and worries can be shared. We are a ***telling*** school. This means that anyone who knows or suspects that bullying is happening is expected to tell the staff. Bullying hurts and no one deserves to be a victim of bullying. Everyone has a right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We recognise our responsibilities to respond promptly and effectively to issues of bullying. We take our role very seriously in tackling bullying outside the school premises and ensure that we follow similar procedures to prevent bullying.

Inclusion

All children at Southfield Park Primary School are explicitly taught to value and respect each other irrespective of sex, gender, race, religion or disability. This is underpinned by the children's SHINE for Life/PSHE education, our whole school SHINE ethos and the school's commitment to SMSC.

Aims

This policy aims to:

- Ensure all staff, pupils and parents have a clear understanding of what bullying is
- Inform children and parents of the school's expectations and to foster a productive partnership, which will help to maintain a bully free environment.
- Show commitment to overcoming bullying by taking all incidents of bullying seriously and laying out processes for dealing with them consistently and effectively.
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

Definition of Bullying

However hard we try it is inevitable that conflicts will sometimes occur. In these conflicts, children may hurt each other's feelings. This behaviour is never desirable, but it is natural. We believe that it is more appropriate to help children understand how they may have hurt each other, and to consider different ways to behave, than it is to punish them.

We work in a proactive way to teach children the essential social and emotional skills they need to make happy and effective relationships. These aspects of learning are addressed in a variety of ways at Southfield Park such as through the Relationships and Sex strand of our SHINE for Life scheme of work, SEAL (Social and Emotional Aspects of Learning) programme in all year groups, 'Anti-Bullying Day' and assemblies.

Occasionally, hurtful behaviour by an individual or a group can become bullying. Bullying is anti-social behaviour, can affect anyone and will be treated very seriously. Bullying is defined as **REPEATED**,

harmful behaviour that causes pain or distress, as well as physical or material damage that can be caused by the actions of a person or people. Bullying is when someone keeps doing or saying things to have power over another person. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it. 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (Safe to Learn: embedding anti bullying work in schools, 2007). Bullying differs from teasing/falling out between friends or other types of aggressive behaviour when it is **persistent** and either:

i. There is a **deliberate intention** to hurt or humiliate, or

ii. There is a **power imbalance** that makes it hard for the victim to defend themselves.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can include:

- Verbal - persistent name calling or other hurtful remarks, taunting, offensive remarks, threats.
- Manipulating friendship groups
- Physical assault e.g. kicking, hitting, taking and damaging belongings.
- Psychological and relational abuse e.g. spreading nasty stories, gossiping, excluding from social groups.
- Racial abuse - this can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.
- Sexual abuse
- Homophobic, biphobic, transphobic, questionphobic comments, taunting or rumours
- Lying or stealing
- Cyber bullying e.g. inappropriate text messages, instant messages and emails, sharing/sending offensive and/or degrading photographs/video clips by phone or via the internet, inappropriate comments on social media and gaming sites
- SEND related bullying – intentional and repeated victimisation of a person due to their special need or disability.

Not all hurtful behaviour is bullying and it is important that children learn to differentiate. It is not bullying when two children of approximately the same age and strength have the occasional disagreement or quarrel.

Bullying can take place between young people, young people and staff, between staff, individuals or groups.

We believe what separates bullying from other undesirable behaviour is that:

- Bullying is persistent
- Bullying is unprovoked
- Being physically attacked or threatened with a physical attack.
- Being persistently called names in an unkind or discriminatory way, including racist comments and jokes.
- Bullying deliberately harmful or hurtful
- Having your property deliberately destroyed, damaged or hidden.
- Being the subject of malicious rumours or notes.
- Being consistently excluded from the rest of the peer group.
- Bullying occurs more than once, usually over a period of time
- Bullying is distressing to the victim
- Bullying tries to make the victim feel powerless
- Bullying often involves an imbalance of power e.g. stronger versus weaker, group versus individual, older versus younger.

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others. These may include: pupils with SEN such as learning or physical disability, young carers, looked after children,

previously looked after children, those from ethnic and racial minority groups and those young people who are perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.
Bullying is always undesirable behaviour, and is never tolerated.
<u>ALL</u> forms of bullying are taken equally seriously.

Signs and Symptoms of Bullying

Here are some of the behaviours that could indicate that a child is being bullied.
Adults should be aware of these possible signs and they should investigate if a child:
• is frightened of walking to and from school
• changes their usual routine
• is unwilling to go into school
• has unexplained cuts and bruises
• becomes unusually aggressive, disruptive or unreasonable
• becomes more reserved and timid both in class, on the playground during break times or at home
• is bullying other children or siblings
• stops eating
• is frightened to say what's wrong

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated. This policy lays down procedures for responding to allegations of bullying.

Prevention of Bullying

To fulfil our aim of providing a friendly and safe environment for all pupils, so that they can learn in a relaxed and secure atmosphere, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach' programme please see the school's behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained – a record of recognised 'hot spots' e.g. outdoor junior corridor, behind the trim trail, book corners, library, toilets, cloakrooms.
- Involvement of all school staff to ensure a consistent, positive and mediatory approach is used to deal with issues between children in the school.
- Use of the school's "Bubble System" to allow children to share and discuss concerns.
- An open door policy in the school.
- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying in PSHE, assemblies, thinking time and 'Anti-Bullying Day'.
- Ensuring children are aware of their right to be and feel safe (links to Sex and Relationships Education) Extensive, progressive and flexible scheme of work through our Relationships and Sex strand of SHINE for Life. For further details please refer to our Relationships and Sex Policy.
- Class rules and whole school 'Golden Rules'.
- Our mission statement.
- Celebrating successes. E.g. Bright Sparks assemblies and achievement assemblies
- 'Global Awareness Week' – exploring and celebrating difference.
- Anti-bullying leaflet which was made by our school councillors (2016-17).
- Child friendly anti-bullying policy which was created by our Anti-Bullying Partnership members (2017-2018).
- Use of worry boxes – visible and accessible in all classrooms to encourage children to express and discuss their concerns.
- Head teacher records red card incidents centrally and class teachers record yellow card incidents. These are regularly monitored to ensure that any patterns are identified and if necessary are dealt with accordingly.
- The 'Coaching Crew' (supervised by a member/members of teaching staff) hold regular 'Coaching Café's so that children in years 4, 5 and 6 have the opportunity to discuss any concerns they may have.
- The implementation of our computing scheme of work ensures that we are covering technology in our lives, multimedia, e-safety and building the children's digital literacy.

- Teaching assistants are deployed effectively at playtimes and lunchtimes to ensure that adequate adult supervision is available at specific times in order to pre-empt and observe incidents.
- Participation in CAMHS Feeling Good Week.
- ELSA support. 1:1 sessions and lunchtime support.
- Regular staff training and development for all staff (internal and external).
- Playground buddy system – encouraging positive playtimes and providing support.
- Anti-bullying partnership.
- Anti-bullying ambassadors.
- Involvement in Healthy Schools Award.
- Involvement in Surrey Anti-Bullying Charter Mark Award.
- Craze of the Week to reduce opportunities of bullying. Engaging children in positive and active play.
- Each class complete 'hot spots' for the school where they colour code a map of the school to explain where they feel the most and least safe – this is shared with staff so that effective monitoring can take place.

Ways Bullying Can Be Reported

Children can:

- Talk to any staff member.
- Place a note in the class worry box.
- Use the anti-bullying literature around the school.
- Raise a concern during PSHE lessons.
- Bystanders have the responsibility to and are encouraged to:
- Talk to any member of staff.
- Alternatively, raise a concern in any of the ways listed above.
- Parents can:
- Talk to any staff member face-to-face or on the telephone, 01372 743 104
- Email the Head teacher (kate.gee@southfield-park.surrey.sch.uk), Deputy Head teacher (julie.crawford@southfield-park.surrey.sch.uk), their child's Phase Leader (SLT member) or class teacher (email addresses available via our school website).

Staff Responsibilities

All staff have a responsibility to create a safe and happy environment for all the children. They should be alert and vigilant to signs of bullying and take positive action to prevent it from happening and to deal with bullying incidents in a caring and consistent way. All staff will be made aware of the school's anti bullying policy, the implications of bullying on children's development and the procedures for dealing with incidents of bullying. Where bullying outside of school is reported to school staff it should be investigated and acted on.

SLT members responsible for anti-bullying are: Sarah Pratelli (anti-bullying and SMSC lead), Kate Gee (DSL and Head Teacher), Julie Crawford (DSL and Deputy Head) and Sally Smith (DSL and Assistant Head).

Reporting and Responding to Bullying

Step 1: Reporting

A member of staff or parent will log a concern/issue immediately and the Head teacher will be informed (kate.gee@southfield-park.surrey.sch.uk), for children this could be to another member of staff or via the worry box.

Step 2: Reassurance

The child, parent, carer or staff member reporting bullying must be assured that the situation will be investigated. An initial response will be given to parents within 24 hours.

Step 3: Information Gathering and Sharing

The member of staff informed will gather and record as much information as possible from all parties by:

- Speaking to the children involved. Sensitivity is vitally important at this stage so the child who has reported the bullying and the pupil/s who have been involved in the bullying may need to be seen separately.
- Getting information from all staff involved and informing those that need to know of the allegation.
- Monitoring the situation in class and on the playground.
- Raising the issue under the 'children causing concern' item at the weekly staff meeting.

Step 4: Clarification

From the information gained above, the teacher will make a judgement as to whether the behaviour conforms to the definitions of bullying as set out in this policy.

Step 5: Procedures if the behaviour is not considered 'bullying'

- The child's class teacher or the school Family Support Worker will work with the children through a mediation process (see Appendix 2). The children will agree steps they can take to ensure the problem is solved;
- The teacher will monitor the situation, and inform the person making the allegation about what has been done, following this up at a later date to check that there are no further problems;
- If the problem persists, it will be referred to a more senior member of staff, who will inform both sets of parents.

Step 6: Procedures if the behaviour is considered 'bullying'

The head teacher is responsible for coordinating the recording system (CPOMS) and is responsible for centrally recording and reviewing reports of bullying using the 'Behaviour Support Log' (see Appendix 3).

- The head teacher or deputy head teacher will be informed by class teachers/any support staff via 'logs' on CPOMS and relevant staff members are also notified.
- Both sets of parents will be informed;
- The school will choose from a variety of strategies.
    - the 'no blame approach', warnings, followed by sanctions if necessary
    - discussion with parents of the perpetrator
    - adult led mediation processes with the victim, perpetrator and bystanders
    - referral to outside agencies if appropriate
- If the problem persists targets will be set and sanctions will be imposed such as
    - Restricted movement around the school
    - Removal of lunch or break time play for a defined period of time
    - Withholding participation in an extracurricular activity
    - Removal of pupil access to VLE for messaging other pupils and staff.
- In very extreme cases, dependent on the type of bullying, the school may need to involve other agencies such as social services, community police officers and CAMHS; Behaviour and pupil support may also be involved.
- In very extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, other arrangements must be made for the pupil to continue their education.
- The ultimate sanction would be a fixed term or permanent exclusion in which case strict LA guidelines must be followed.
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the 'complaints procedure' – see 'Parental Complaints Policy' and 'Parental Complaints Procedure' (available via our school website – 'Parental Complaints Policy Leaflet' also avialable).

The Role of The Parents

We want to work collaboratively with parents. It is very important that children receive consistent messages about how to behave at home and at school. We would therefore hope that all parents liaising with staff concerning matters relating to bullying, or other behavioural issues, should do so in a positive manner. The behaviour of your own or other peoples' children is often an emotive issue. School staff will always listen calmly and sensitively to any concerns and would expect our parents to adopt the same approach so that the matter can be dealt with swiftly and efficiently for the sake of the child. If

the school has had to use reasonable sanctions to punish a child, it is hoped that parents would support the actions of the school. We do not feel that it is appropriate, in any circumstance, for parents to verbally or physically approach any pupils in school whom they believe may have been involved in bullying their child. All approaches regarding bullying should be made directly and privately to the class teacher, Head teacher or Deputy Head teacher. Our school anti-bullying policy is available to parents via our school website for their information.
Parents can talk to a member of staff face-to-face, via email or on the school landline. Parents are encouraged to speak with class teachers first, then if necessary a member of SLT (phase leaders) and then again if necessary the head teacher and/or deputy head teacher.

winks to Other Policies (all available via our school website)

Special Educational Needs policy
Child Protection and Safeguarding policy
PSHE policy
Positive behaviour management policy
Disability, accessibility and equality policy
Online safety policy
Parental complaints policy, Parental complaints procedure and Parental complaints policy leaflet

Links to Anti-Bullying Charities

NSPCC: Help for adults concerned about a child. Call on: 0808 800 5000
Help for children and young people. Call Childline on: 0800 1111
Bullying UK: Bullying UK provides free, confidential advice for parents and schools on bullying, how to spot the signs and how it can be prevented and reported. They also advise parents on the action to take if they are unhappy with the school's response and provide templates for letters of complaint.
Kidscape: Kidscape support young people, parents and professionals to tackle bullying across the UK.
The Cybersmile Foundation: The Cybersmile Foundation work to stop cyber-bullying by supporting those that have been bullied online and changing the behaviour of those who bully. Their online Help Centre provides free advice for parents and children.
Get Connected: Get Connected provides confidential advice to young people under the age of 25 who need help but are not sure where to turn. As well as having a searchable directory of support services on their website they can also be contacted for free by phone, email, webchat or via their app.

Useful websites

www.anti-bullyingalliance.or.uk
www.antibullying.net
www.scre.ac.uk/bully
www.bullying.co.uk
www.childline.org.uk
www.kidscape.org.uk
www.parentlineplus.org.uk
www.kooth.org

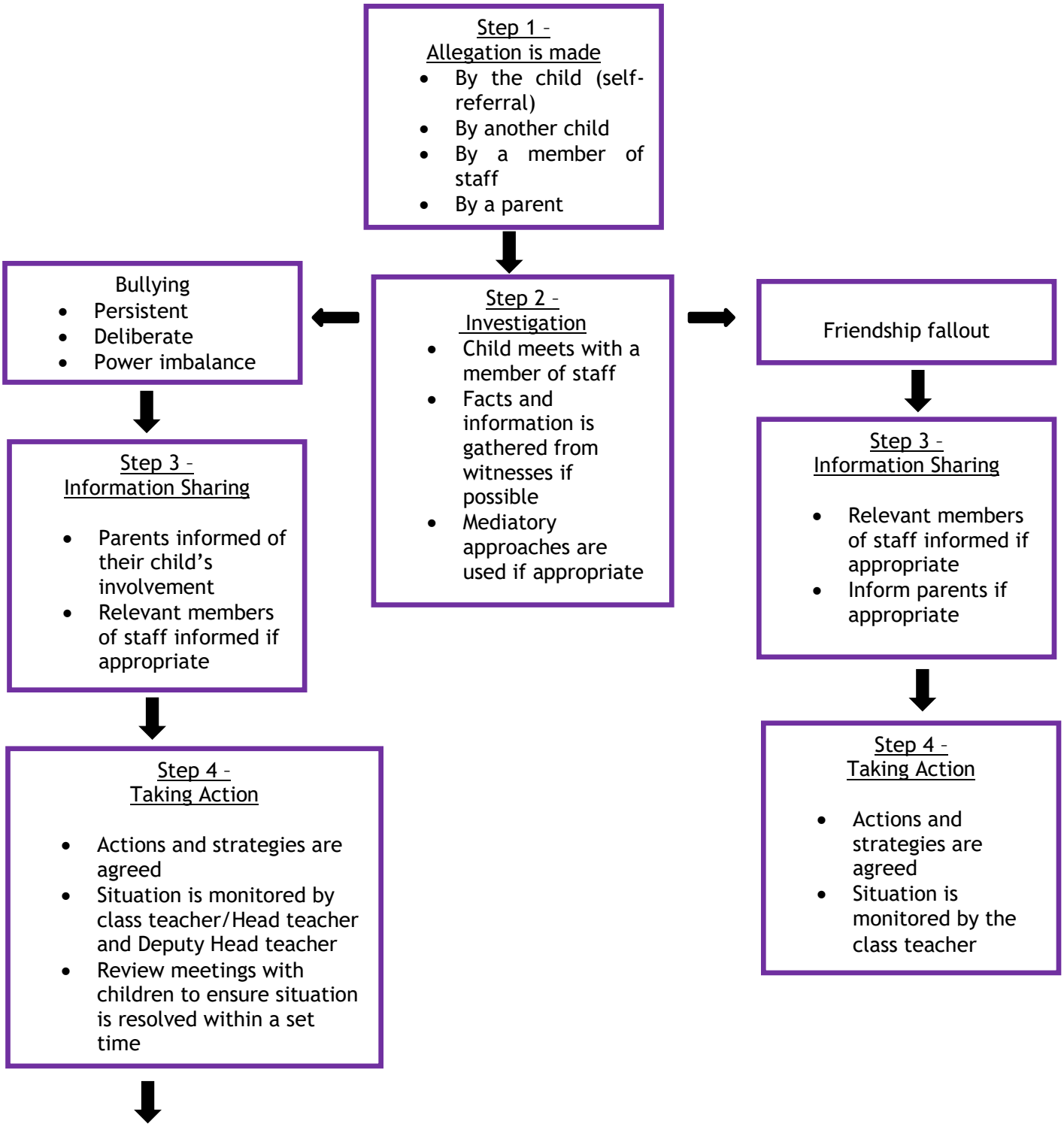
Policy monitoring and review

The Head teacher monitors the effectiveness of this policy on a regular basis and analyses any recorded incidents of bullying to ensure that the policy and procedures are effective. The Head teacher must report to the governing body on its effectiveness and, if necessary, make recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Policy Agreed: October 2018
Policy Review: October 2019

Appendix 1

Procedure for dealing with Allegations of Bullying



Step 5 –
Further Action

- If the situation has not been resolved fully within the set time, the Head teacher and Chair of Governors informed.
- Advice sought from Local Authority

Appendix 2

What is Mediation?

Mediation is all about relationships – making, maintaining and, when necessary, repairing relationships. This approach is much more successful than taking putative measures to punish a few individuals. A commitment to:

- Facilitating dialogue between all those affected by the wrongdoing or conflict.
- Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong.
- Ensuring that all those involved or affected, including victim and bully are given the opportunity to share their story, their feelings and their needs
- Involving everyone affected in finding mutually acceptable ways forward
- Repairing the harm caused by any behaviour that has a negative impact on others
- Repairing, or at times building, relationships between those affected.

A Mediatory Approach

The mediatory approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honored. In order to engage in a mediatory approach to conflict and challenging behaviour people need certain attitudes and skills.

It can help participants to identify a variety of applications of these skills to meet the needs of the whole school community. The ultimate aim of the mediation is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

The potential advantages of mediation in the school setting include:

- A safer, more caring environment and a more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults

- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people.
- Reductions in fixed term and permanent exclusions.
- A greater confidence in the staff team to deal with challenging situations.
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

Appendix 3

Southfield Park Primary School

Behaviour Support Log

Recording Incidents of Bullying

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour when it is **persistent** and either:

i. There is a **deliberate intention** to hurt or humiliate, or

ii. There is a **power imbalance** that makes it hard for the victim to defend themselves.

Child's Name: **Class:**

Date	Who was involved?	Incident What happened?	What strategy was used?	Action: How can it be fixed?	Review with Mrs Gee - weekly check up