



Anti-Bullying Policy

The lead person with responsibility for developing this policy is Paul Mason, Headteacher.

Child Protection

Our school recognises that 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, our school staff will report their concerns to the Designated Senior Leader for Child Protection who will refer to Children’s Services Social Care.

This policy should be read alongside the school’s Child Protection Policy to ensure that issues of child protection are dealt with in a consistent manner and in one which is appropriate to the age of the child.

1. Roles and responsibilities

The lead person will:

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will:

1. support the development of an appropriate culture within school
2. support children / young people who have experienced bullying
3. respond to children / young people who have bullied
4. model appropriate, respectful behaviour

Children in this school will:

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above.

2. Participation

At every stage in the development of this policy, recognition has been given to the importance of ownership. The children of the school have been involved in its development, implementation and evaluation.

3. The aims and objectives

We have agreed the purpose of this policy to be:

- To stop bullying
- To protect pupils
- Support pupils who are being bullied
- To give effective help to both victim and bully
- Create a policy that all must follow with clear actions and solutions to problems
- Provide advice on how to react to different types of bullying
- Help communication between parents, professionals, victims and bullies

- Make school a happy and enjoyable place for everyone
- Promote equality and prevent discrimination
- To help pupils be confident to tell people

In generic terms, the aims and objectives of this policy are to develop and maintain:

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

4. Defining bullying

Our school asked children to define bullying and they responded that bullying is:

- One of the worst things that can happen to you
- Intentional, disrespectful, discriminative, repetitive, physical, mental malicious/hurtful behaviour
- Making someone feel small so you can feel big
- People picking on you and when you feel like the joke has gone too far
- When the victim feel it is bullying “playful banter is not bullying – often children get in more trouble for banter with friends that when actually bullying people”
- When the bully has more power

In generic terms, bullying is described as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

5. Prevention

Our school community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:

- the delivery of an appropriate curriculum
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

6. Responding & Supporting

Our school asked children about the type of support they would like and they responded –

- People to talk to
- Advice
- School posters
- Assemblies
- Being supported inside and outside school
- Having someone they trust so they can regularly check the current situation with the person who is being bullied
- Listening and not judging
- A kind, understanding approach
- Someone trustworthy to confide in
- Discuss what is best for the victims
- Talking to someone who won't be judgemental
- A team around the one bullied
- For the bully to be dealt with
- Teachers, parents and victims involved in consequences
- Respect champions
- Support to tell the bully how you feel
- Listened to by anyone “I would like to be listened to, cared for & supported”
- Follow up on reported incidents – has it stopped?

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child, and/or the parents of the child, who has been bullied and identify the type of support they feel they need
2. Listen to the child who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms as appropriate.

7. Reporting

Our school has a clear system for gathering information about what is happening within school

8. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

9. Resources

Our school / setting is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

10. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and parent forum meetings.

SOUTHILL PRIMARY SCHOOL

Incident Reporting form

BULLYING/PREJUDICE RELATED INCIDENT REPORT

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Tutor Group:	
Name:		Staff reporting	

Type of bullying/ prejudice related incident: (tick all that apply)	Location:	Time:
Verbal	Bus	Before school
Non verbal	Café	Lesson 1
Physical	Classroom	Lesson 2
Social/ isolation	Detention	Tutor time
Harassment	Playground	Lesson 3
Hate	Toilets	Lesson 4
*Gender		
*Race / Ethnicity	Tutor base	Lesson 5
*Disability	Outside school	Lunchtime
*Homophobic	Multiple	Lesson 6
SEN		After school
*Transgender		Multiple
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other

**Items asterisked are protected characteristics under the Equality Act 2010. Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents. Schools can access support to address related issues from the EMTAS team (01305 228300).*

Frequency:	1x	2-4x	5+	weekly	daily	+frequently
Target individual / group (tick all that apply)			Perpetrators			
Student	Vulnerable grp	No. 1 2 3 4 5+				
group		Names				
Teacher Staff TA						
Other professional visitor						

Summary of incident		
Initial action taken with both parties (and by whom)	Inform	
	Tutor	
	Inclusion staff	
	Parent	
Follow up action with both parties (and by whom) & set review date if applicable		
Review (date)		
Signed (by person reporting bullying incident)		
E-logging completed	Date	staff
submitted by person who was bullied	Date	staff

SOUTHILL PRIMARY SCHOOL EVALUATION FORM

4.1 *This form should be sent to children / young people parent / carers who have been involved in a bullying incident in the past twelve months. Schools / settings may wish to amend the wording/ format to suit the age / stage of the audience.*

Dear Child / Young Person (Parent / Carer)

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

<p>How easy was it for you to report the bullying? (circle one)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 1 (Not easy) 2 3 4 5 (Very easy) </div> <p>Comment if we could improve what we did:</p>				
<p>How satisfied were you with how the school responded at the time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 1 (Not satisfied) 2 3 4 5 (Very satisfied) </div> <p>Comment if we could improve what we did:</p>				
<p>How satisfied were you with the intervention put in place following the incident</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 1 (Not satisfied) 2 3 4 5 (Very satisfied) </div> <p>Comment if we could improve what we did:</p>				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Southill Primary School one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Mr Mason

Dear Pupil

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school deals with the problem.

Class

M / F

Do you know how to report an incident of bullying? **no / yes**

Do you know what will happen if you report an incident of bullying. **no / yes**

Do you know what support is available for pupils who experience bullying **no / yes**

Do you feel safe at this school

1

2

3

4

5

No

yes

Please tell us about any improvements we could make within our school with respect to bullying.

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Southill Primary School one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely

Mr Mason

6. RESOURCES

6.1 DfE resources

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

6.2 Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

6.3 Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

6.4 Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

6.5 LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

6.6 SEN/D

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

6.7 Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying
<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)
- iv. Ofsted. Children on bullying A report by the Children's Rights Director for England
<http://www.ofsted.gov.uk/resources/children-bullying>
- v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008
www.ofsted.gov.uk/resources/children-bullying
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.
www.homeoffice.gov.uk/equalities/equality-act
- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594
- viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys
- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society <http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf>

7. INFORMATION ABOUT HOW TO ACCESS TRAINING FROM THE LOCAL AUTHORITY

7.1 Through Nexus you can access a comprehensive 1 day training package that explores:

- What being bullied means to children/ young people
- The issues they face when they try and deal with their feelings
- The need for some adults to change their views about bullying
- A review of school anti-bullying policies
- How children / young people can be encouraged and facilitated to create their own school anti-bullying policy
- How to ensure “buy in” to any anti-bullying policy
- How a school can gain the views of children / young people about bullying
- How school’s can take before and after measures to measure success.
- How school’s can place children and young people at the centre of what they do

For further support you can also ask your link Educational Psychologist about commissioning support to take you through all the steps in the process of creating a young person centred anti-bullying policy for your school.

7.2 If the bullying/prejudice related incident is connected with one of the protected characteristics under the Equality Act 2010 (race/ethnicity, sex/gender, disability, sexual orientation, gender reassignment, pregnancy/maternity) you may wish to contact the Ethnic Minority and Traveller Achievement Service (EMTAS) (01305 228300) who can arrange bespoke training.