



SEABRIDGE PRIMARY SCHOOL

ANTI-BULLYING POLICY

‘Working Together To Be The Best We Can’

Approved by Academy Council

Date Approved:

Review Interval: 2 years

Last Review: July 2024

Next Review: July 2026

At Seabridge we are very proud of our happy and safe school. We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Please see our Behaviour for Learning Policy for a detailed overview of our behaviour system.

At Seabridge we believe that every child should have the right to feel safe, valued and respected, and learn free from disruption of others.

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure.

Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Only when all issues of bullying are addressed, will an individual best be able to benefit from the opportunities available at the school.

Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Children and young people who bully are unlikely to stop while they continue to be unchallenged.

The policy will ensure that there is a consistent approach to bullying and that bullying is dealt with whenever it occurs.

We are committed to creating a stimulating, motivated and happy learning environment. Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children, without the intention or awareness that it causes distress.

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such incidents of this behaviour should still be taken seriously.

What is Bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying is when you keep picking on someone because you think you're cooler, cleverer, stronger or better than them.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. (Defined by the NSPCC)

Types of Bullying

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone

- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

Pupils must realise that bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff in our school.

All pupils and staff know that it is the responsibility of everyone to report acts of bullying as soon as they arise. Incidents of bullying will be formally recorded and addressed.

Prevention

Pupils who have specific abilities, disabilities or special educational needs (including behaviour) are often at greater risk of being bullied, both directly and indirectly. Staff at Seabridge, are made aware of any vulnerable pupils within their class during a transition meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

Our pupils know that they can talk to the adults that work with them about any worries or concerns that they have. All of our teachers and support staff have received training on mental health and wellbeing and we have a designated Wellbeing Lead in school, Mrs Davies, who can offer further support and guidance on any issues which arise.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Through the PSHE curriculum children are taught about how to develop positive relationships, and this message is reinforced in all aspects of school life. Further work covers the different types of bullying. Staff use drama, role-play and stories within the curriculum and assemblies, to help pupils understand the feelings of bullied children and those who bully, and to practise the restraint required to avoid bullying behaviour.

Bullying is raised as a whole school issue each year and two further anti-bullying weeks are scheduled annually into the school's calendar. One focused around bullying and the other around E Safety and Cyber Bullying.

Our school is part of the Anti-Bullying Alliance (ABA) and we regularly talk to pupils about what bullying is and who they can talk to if they are being bullied or if they see someone else being bullied. Our Seabridge Values are referred to constantly and these are the values that we want our pupils to strive towards i.e. solidarity, equality, generous, to name a few.

All staff will be active in dealing with incidents and incidents of bullying will be recorded in the school bullying behaviour log, as an aid to monitoring any problems. Strategies to encourage the bully to change behaviour and to empathise with the victim are a priority.

The school Behaviour for Learning Policy includes opportunities to encourage and reward positive behaviour with dojos, Golden Book, cooperative team points, stickers, Superstar awards and other rewards given by teacher discretion.

The emphasis of this policy is on prevention rather than solely dealing with bullying incidents.

Prevention is approached in three ways:

- 1) Heightening the awareness of staff, parents and pupils
- 2) Our approach to behaviour and discipline
- 3) Through curricular approaches related to work in the classroom

Guidelines to follow in the instance of bullying

First Steps

Take incidents and reports seriously.
Take action as quickly as possible.
Reassure the victims.
Offer concrete help, advice and support to victims.
Make it plain to the bully that you disapprove.
Encourage the bully to see victim's point of view.
Explain clearly the punishment and why it's being given.

Involving others

Record and report all incidents and follow behaviour procedures for unacceptable behaviour - see Behaviour for Learning Policy.
Inform all colleagues if an incident arises out of a situation where everyone should be vigilant.

Final Steps

Follow up incident after a couple of weeks, checking that the bullying has ceased.
Try to think ahead to prevent recurrence of incident.

Try not to:

Be over protective or refuse to let the victim help him/herself.
Assume the bully is bad through and through and try to look at the behaviour objectively.
Label the child.

Roles

The role of the Academy Council

The Academy Council (AC) supports the head of school in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the AC does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the AC about the effectiveness of the anti-bullying policy on request.

The role of the staff

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. The teachers keep their own records of all incidents that happen in their class and that they are aware of in the school.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.