

## Anti-Bullying Strategy

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## **Southey Values**

At Southey Green Primary School, we believe that every member of the school community should feel safe and respected. The expectation of adults and children in our school is that they follow the 'Southey Values'

- **We are Ready to Learn**
- **We are Respectful to All**
- **We are Responsible for Ourselves**

This will ensure that the school provides an environment where every child can feel:

- Safe
- Healthy
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution

## **Aims**

To protect the rights of all children to have a safe and secure learning environment Southey Green Primary School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Southey Green Primary School will follow the anti-bullying guidelines laid out in this strategy.

This strategy is designed to:

- Produce a safe and secure environment where all can learn without anxiety
- Encourage a positive and caring ethos between adults and children
- Ensure children and parents feel safe to report any incidents of bullying, knowing they will be taken seriously and issues will be dealt with appropriately
- Raise awareness of the different types of bullying and reasons for becoming a victim
- Help children, staff and parents understand the reasons why a child or group of children may become bullies
- Raise awareness of early signs of distress
- Support staff in identifying children displaying bullying behaviour
- Ensure pupils access support in order to develop the necessary skills to participate in the school community effectively and positively
- Ensure all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our school
- Have a consistent approach to bullying throughout the school making clear what is and what is not bullying behaviour

### **What is bullying?**

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. The Department of Education defines bullying as:

*"Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself."* 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

*"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".* (DfE "Preventing and Tackling Bullying" 2014)

### **Forms of bullying**

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

There are many different kinds of bullying including:

- bullying related to race, religion or culture
- bullying related to special educational needs
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying of young carers or looked after children, or related to home problems
- sexist or sexual bullying
- cyber bullying.

### **Definition of cyber-bullying**

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Actions NOT considered to be bullying**

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other kids play things a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

### **Reasons for bullying**

Some reasons why children might bully someone include:

- they think it's fun, or that it makes them popular or cool
- they feel more powerful or important, or they want to get their own way all the time
- they feel insecure or lack confidence or are trying to fit in with a group
- they are fearful of other children's differences
- they are jealous of another child
- they are unhappy
- they are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewelry
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating.
- Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

### **Roles and responsibilities**

The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Southey Green Primary have also developed this anti-bullying strategy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school's anti-bullying strategy to all stakeholders so that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying strategy on request. Although the headteacher has overall responsibility, they may have nominated a staff member to implement the anti-bullying strategy.

It is the headteacher (or designated member of staff) who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher will draw the attention of children to this fact at suitable moments. For example, the headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying strategy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Opportunities within the curriculum are aimed at helping pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Some examples are:

- Drama
- role-play
- social stories
- stories
- Anti-Bullying week
- PSHE lessons
- assemblies

Ring fenced time will also be used to praise, reward and celebrate the successes of all children (such as celebration assemblies or class rewards) and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and log this on CPOMs so that the headteacher can decide on an appropriate action. All cases are individual and various strategies will be employed by the headteacher to address the issue. Teachers and support staff will do all they can to support a child who is being bullied.

## **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

If you are a member of staff who is experiencing bullying (by other adults or students), you should inform your line manager, a member of the senior leadership team or your union representative as soon as possible. You can contact the governors if you feel the situation is unresolved. For visitors to the school, any concerns should be directed to the headteacher (or other appropriate member of staff).

## **The role of parents/carers**

Parents/carers, 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, in a calm manner. If they are not satisfied with the action taken they should follow the procedures stated in "Positive Parental Approaches to Anti-Bullying" (below). Parents/carers have a responsibility to support the school's anti-bullying strategy by actively encouraging their child to be a positive member of the school.

## **The role of pupils**

Pupils are encouraged to tell somebody they trust such as a teacher, learning mentor, year leader etc. if they are being bullied. They must keep letting people know if the bullying continues; the children are taught strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## **Cyber bullying**

Southey Green Primary has a separate policy related to online safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The acceptable usage rules for ICT are displayed prominently in the ICT suite and on all cabinets that store IT. These are explained and discussed with pupils in assemblies, PSHE classes and ICT classes.

## **Reporting, sanctions and monitoring**

All members of Southey Green Primary are encouraged to challenge all forms of bullying including prejudice-based bullying if they come across it.

## **Procedures**

### **The following steps must be taken when dealing with incidents of bullying:**

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The headteacher must be informed immediately.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
4. The relevant year leader will interview all concerned and will record the incident on the CPOMs.
5. Parents will be kept informed by the year leader.
6. Class teachers will be kept informed and asked to monitor the situation
7. Consequences and support will be implemented in line with the behaviour policy.

**These sanctions could include:**

- verbal warnings
- restrictions of break and lunchtime activities
- internal exclusion
- fixed term suspension
- permanent exclusion (in the event of persistent bullying)

**Where appropriate the headteacher may inform the police. Such incidents include:**

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes.

There will be an annual analysis of incident logs and interventions to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

**Positive Parental Approaches to Anti-Bullying**

Like all school's we are aware that at times all parents may have concerns about their child's relationships with their peers. Whilst we will always take a strong and zero tolerance approach to any kind of perceived bullying behaviour we know this is something that may cause high levels of anxiety, questions and understandably concerns for you as parents. As ever we want to reiterate our open door policy to all our children and families if they have any kind of concerns of this nature. It is vital that in the first instance you raise those concerns with your child's class teacher. All our staff have a high level of skill, knowledge and understanding in responding and restoring relationships within their class settings. So please be reassured that they will take your concerns seriously and work with you and your child to ensure we resolve any potential issues.

- **Step one-** Initial concerns in the first instance must always be addressed at class level by your child's teacher.

You will appreciate that doing this thoroughly takes time, therefore we request if you do have a concern of this nature you contact our school office to make an appointment with your child's teacher. Our office team will endeavour to respond to your request within 24 hours so that you can arrange a face to face meeting with the teacher.

- **Step Two-** Concerns that you feel have not been resolved or addressed

Please notify your class teacher that you feel the matter has not been satisfactorily resolved or you are concerned the situation is escalating for your child. In these circumstances we will then ensure you have an appointment with the relevant year leader. Again this will be responded to within 24 hours of your request and you will be invited into school to attend a meeting to discuss in more detail.

- **Step three-** Concerns you feel are building over a longer period of time you are still unhappy with the response given by the school.

At this stage the headteacher should be informed and you will be invited in for a face to face meeting with the Headteacher.

- **Step four-** Significant Dissatisfaction

Whilst we will always endeavour to resolve your concerns and work in partnership with you to ensure your child feels safe and secure in our care there will always be exceptions to this where you feel you need to escalate your

concerns, or you feel unhappy with the course of action taken. Provided you have followed the stages listed above, the school's complaints policy is always published on our website and it is your right to formally make a representation in writing. The Tapton Academy Trust will work with you on this complaint.

### **Action to be taken if bullying occurs**

1. Victims are supported and reassured. They are offered help and support in dealing with the consequences of the bullying and to help them deal more effectively with any future bullying.
2. Perpetrators are made aware that bullying is unacceptable and that it will not be tolerated.
3. Children and staff are made aware of their responsibilities in stopping bullying from happening. It is everyone's responsibility to prevent it and children are helped to understand that it is acceptable (and important) that they report bullying when they know that it is happening.
4. Parents when appropriate are made aware when their child is being bullied, or is bullying someone else.

### **Monitoring, evaluation and review**

1. Governors, the headteacher and relevant staff will review this strategy annually and assess its implementation and effectiveness. The strategy will be promoted and implemented throughout the school.
2. The school will gather pupil voice around the strategy and anti-bullying agenda.
3. A record of all such incidents will be kept both centrally and on students' files
4. The numbers of incidents will be reported to governors annually or provided to them at any time on request
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

### **Strategies to reduce bullying**

Southey Green Primary staff are expected to actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school. The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's expectations and values which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Southey Green Primary
- consultation with the 'Student Council on appropriate action
- opportunities to develop pupils' social and emotional skills, including their resilience, particularly through the PSHE curriculum
- school policy on Behaviour emphasises the need to care for and respect other people
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on the anti-bullying strategy
- supervision by school staff of all play areas at lunch times and breaks
- "safe spaces" for vulnerable children offered that provide structured play opportunities at lunchtime and breaktime
- Playground Friends for KS2 and KS1 pupils
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded

- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language
- challenge racial content within verbal abuse
- Our PSHE curriculum is heavily focussed on building successful and healthy relationships with our friends and family members

**Useful websites**

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.each.education](http://www.each.education)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.stoptextbully.com](http://www.stoptextbully.com)

[www.beyondbullying.com](http://www.beyondbullying.com)

[www.childnet-int.org](http://www.childnet-int.org)

[www.cyberbullying.org](http://www.cyberbullying.org)

[www.chatdanger.com](http://www.chatdanger.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Ready

Respectful

Responsible