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Agreed by Governing Board on16/06/2022

Policy will be reviewed by 16/06/2023

Anti-Bullying Policy

1. Rationale

Everyone at Spring Hill Community Primary School has the right to feel welcome, secure and happy.

We work hard to achieve this so that all members of the school community will be able to achieve to their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. Ultimately, it is the responsibility of the whole school community to eradicate bullying by ensuring the development and maintenance of a caring and supportive ethos.

2. Aims of the policy

Where bullying exists within our school community, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

We aim to:

* Allow pupils to learn in a safe and supportive environment without the fear of being bullied.
* Demonstrate that the school does not tolerate bullying of any type.
* Take measures to prevent all forms of bullying in the school and during off-site activities.
* Support everybody in actions to identify and protect those who might be bullied.
* Ensure everybody understands that bullying is wholly and always unacceptable.
* Demonstrate that the safety of all pupils is paramount.
* Promote a culture where children feel they can disclose instances of bullying to adults.
* Ensure all adults are aware of their duty of care over those in their charge.
* Ensure all staff are fully trained and fully aware of Spring Hill Community Primary School’s procedures.

This document outlines how we make this possible at Spring Hill Community Primary School.

3. Definition of bullying covered by this policy

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The schoolworks hard to ensure that all pupils know the difference between bullying and simply “falling out”. The STOP acronym can be applied to define bullying – Several Times On Purpose.

Spring Hill Community Primary School-

The nature of bullying can be:

* Physical: such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone;
* Attacking property: damaging, stealing or hiding someone’s possessions;
* Verbal: name-calling, spreading rumours, using derogatory or offensive language or threatening someone;
* Psychological: deliberately excluding or ignoring people (silent);
* Cyber: such as using text, email or other social media to write or say something hurtful about someone.

Bullying can be based on the following things:

* Race (racist bullying)
* Religion or belief
* Culture or class
* Gender (sexist bullying)
* Sexual orientation (homophobic or biphobic bullying)
* Gender identity (transphobic bullying)
* Special Educational Needs (SEN) or disability
* Appearance or health conditions
* Related to home or other personal situation
* No form of bullying will be tolerated and all incidents will be taken seriously.

4. Identifying the problem

Children who are being bullied at school will not always be prepared to tell those in authority. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as potential bullying.

School is aware that some pupils are unable to inform staff about their problems and will consequently be on the lookout for the following warning signs:

* unwillingness to come to school;
* withdrawn, isolated behaviour;
* complaining about missing possessions;
* refusal to talk about a problem;
* being easily distressed;
* damaged or incomplete work.
* stops eating;
* cries themselves to sleep at night or bed wetting;
* frightened to walk to/from school alone,
* possessions go missing,
* unexplained cuts and bruises.

Investigation should be undertaken, checking with colleagues and maintaining rigorous vigilance.

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. If changes in behaviour are noticed, these concerns MUST be recorded on CPOMS and shared with the Pastoral Team and DSL’s in school.

5. Reporting bullying

Pupils who are being bullied:

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult who will pass concerns onto school. They are also encouraged to report bullying incidents to school by either:

* reporting to a member of staff;
* reporting to a playground buddy who in turn can help them tell a teacher;
* reporting anonymously through the use of worry boxes or similar.

Reporting – roles and responsibilities

Staff: All school staff, both teaching and non-teaching have a duty to report bullying and be vigilant to the signs of bullying (see section 2) and to play an active role in the school’s measures to prevent bullying. If staff in school are aware of bullying, they should reassure the pupils involved and inform their class teacher so that the appropriate actions can be taken.

Senior Staff: The SLT and head teacher have overall responsibility for ensuring the antibullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents and Carers:

Parents and carers should look out for the potential signs of bullying (see section 2). Parents should encourage children to not retaliate and support and encourage them to report the bullying. Parents and carers can report bullying to school either in person, or by phoning or emailing the school office or a member of staff.

Pupils:

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystander to incidents of bullying, but should offer support to the victim and if possible help them tell a trusted adult.

6. Responding to the Bullying

The following steps may be taken when dealing with incidents:

* if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
* the incident will be recorded on CPOMS and shared with SLT and the Pastoral Team.
* parents will be kept informed
* punitive measures will be used as appropriate and in consultation with all parties concerned

a) Bullied:

Pupils who have been bullied will be supported by:

* offering an immediate opportunity to discuss the experience with the appropriate member of staff which may include the school counsellor
* reassuring the pupil
* offering continuous support
* providing access to peer support
* restoring self-esteem and confidence.

b) Bullies:

Pupils who have bullied will be helped by:

* discussing what happened
* discovering why the pupil became involved
* establishing the wrong doing and need to change
* using appropriate behaviour management strategies in line with school policies
* informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

* official warnings to cease offending
* removal from the yard for a set period
* exclusion from certain areas of school premises
* minor fixed term exclusion
* major fixed term exclusion
* permanent exclusion.

7. School initiatives to prevent or tackle bullying

At Spring Hill Community Primary School we will use a range of measures to prevent or tackle bullying including:

* A child friendly anti-bullying policy shared with children and displayed in classrooms ensures all pupils understand and uphold the anti-bullying policy. This is to be revisited and signed by the children in class each year.
* The PSHCE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to or prevent bullying.
* Publicise the details of help-lines and web-sites.
* School assemblies help prevent bullying and the use of derogatory language.
* Difference and diversity are celebrated across the school through diverse displays,books and images and by participating in or commemorating national events such as anti-bullying week, black history month or LGBT history month.
* The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible following British Values.
* Stereotypes are challenged by staff and pupils across school.
* Train all staff including lunch time supervisors in identifying and recording incidents of bullying.
* Actively create ‘safe spaces’ through our Buddies system for vulnerable children.
* Pupils are involved in developing school-wide anti-bullying initiatives through consultation with the school council and the rights respecting schools steering group.
* Communicating and working with parents and carers to tackle bullying.
* Using the Restorative practice as a means to resolve issues and conflicts.

8. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside school. Bullying can take place on the way to or from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils’ well –being beyond the school day. Staff, parents and carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

9. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, recorded on CPOMS and follow up actions and/ or sanctions, if appropriate, will be taken. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Responding to homophobic, biphobic and transphobic language

To ensure staff feel confident to directly tackle the use of such homophobic, biphobic and transphobic language a school script has been developed:

a) Establish understanding

“Do you know what that means?”

b) Explain meaning

“ Gay/lesbian/ bisexual/ trans is a word we use to describe……, not a nasty word to use against people.”

c) Use empathy

 “Using the word in that way could really hurt people who are Lesbian/ Gay/ Bisexual/Trans or have family members who are.”

d) Link to school ethos and policy

“ And at Spring Hill Community Primary School we treat everyone with respect and understanding.”

10. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded to SLT and Chris Mooney (Pupil Welfare Officer) via CPOMS.

This not only ensures that all incidents are dealt with accordingly, but also helps prevent bullying as it enables targeted anti-bullying interventions.

11. Links to other policies and practices

* Behaviour Policy
* Safeguarding procedures
* E-safety Policy
* Every Child Matters agenda
* PSHCE Education Policy
* Equal Opportunities Policy

12. Responsibilities

It is the responsibility of:

* School governors to take a lead role in the monitoring and reviewing of this policy.
* All staff and Governors are aware of this policy and implement it accordingly.
* The head teacher to communicate this policy to the wider community.
* Pupils to abide by this policy.

The named Governor with lead responsibility is Susan Penman (Chair of

Governors).

The named member of staff with lead responsibility for this policy is Neil Blower

13. Useful Information

Advisory Centre for Education (ACE): 1B Aberdeen Studios, 22 Highbury Grove, London N5 2EA. (ACE is a registered charity independent of central or local government and gives free advice and support to parents of children in State schools).

DARE – Drugs Abuse Resistance Education (contact through the local police station).

Get Connected – 0800 096 0096: A free confidential helpline for young people that will help them get in touch with the right people to help them.)

Kidscape 2 Grosvenor Gardens, London SW1W 0DH. Tel 020 7730 3300. (This charitable organisation provides free literature for parents, victims and schools.)

The Samaritans 020 7734 2800 or 0345 909090.

www.Childnet.com

www.thinkyouknow.co.uk

www.stonewall.org.uk

Whilst there is little history of bullying at Spring Hill CP School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

Reviewed June 2022