ANTI-BULLYING POLICY

Mission Statement
Our mission is to provide the highest possible standards of education for all our pupils within a caring, happy and safe environment where all individuals who work in and with the school are equally valued.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

Links with other Policies
There are specific links with other important school policies – Safeguarding, Behaviour, E-safety, PSBHE, Inclusion, Disability, Equality and Access, Health and Safety, Attendance and Special Educational Needs policies. It will be updated as necessary to include any new Government initiative or policy.

Our school’s Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other’s emotional and social well-being; and where they include and support each other. We also draw on the school’s Curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Aims
• All staff, governors, pupils and parents should have an understanding of the school anti-bullying policy and their obligations to it.
• Bullying will not be tolerated at Southfield Primary School.
• Clear procedures for the reporting of and dealing with bullying should be understood and followed.

What is Bullying?
There are many definitions of bullying, but we consider it to be:
• Deliberately hurtful (including aggression)
• Repeated often over a period of time
• Difficult for victims to defend themselves against

The four main types of bullying are:
• Physical - hitting, kicking, taking or damaging belongings, stealing money, pinching, jostling.
• Verbal - name-calling, insulting, making offensive remarks, demeaning, teasing, coercion, extortion.
• Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, being a bystander, ostracizing
• Virtual - This is sending or posting harmful or cruel text or images using the internet or other digital communication devices.
This list is not exhaustive but intended only to give examples of bullying behaviours. Bullying can be carried out by a single person or a group.

**Signs and Symptoms**
A child may indicate by signs or behaviour that he or she is being bullied. These signs may include—

- Being frightened to walk to and from school
- Unwilling to go to school
- Begin to do poorly in school work
- Become withdrawn
- Regularly have books or clothes or other belongings destroyed
- Become easily distressed and stop eating
- Crying easily, have nightmares and bed wetting
- Become disruptive and aggressive
- Have possessions go ‘missing’ and money ‘lost’
- Being frightened to say what's wrong

These signs and behaviours could indicate other problems, but bullying could be considered as a possibility and be investigated. Bullying will not be tolerated at Southfield Primary School. Any suggestion that bullying is taking place will be investigated.

**Whole School Strategies**
In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Circle time
- Social Skills Group
- Learning mentor and family worker
- Assemblies – whole school awareness
- Monitoring of toilets at playtimes and lunchtimes
- Monitoring of locker areas at start/end of the school day
- Monitoring of playground by staff on duty - walk around, keeping 'an eye' on certain areas, especially those out of sight
- A suggestion/worries box in classrooms
- Observing key children/at playtime, around school and in class and intervene where necessary.
- Documentation of disclosed information by a child where concerns are raised and may lead to bullying issues. Concerns are recorded on CPOMS as well as more pressing concerns being verbally discussed with SLT.

**Staff should**

1. Stress to children that doing nothing is supporting the bully and accepting the bullying behaviour.
2. Be aware and tackle the use of specific language i.e. racist or sexist language.
3. Give support to both victim and bully. Victims need self-esteem and self-value. The bully needs to learn to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying.
4. **Log facts not opinions.**
5. Ensure measures are in place to bullying stop the bullying immediately.
7. Follow up, to support victim and bully to prevent reoccurrence.
8. Make clear to parent unacceptability of bullying i.e. no 'hit him back' attitude.
9. Help children to see other points of view. How would you feel if ..........?
10. Make them aware of newcomers, loners or shy children.
11. Meet with the Headteacher, Deputy Head or Inclusion Manager to discuss next steps. Other staff may also be involved, depending on their knowledge of the children

**The next steps will usually be to:**
- Meet separately with the victim and bully
- Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation
- Check regularly with the victim
- Meet with a group of friends of the victim and encourage them to report any incident.
- Meet with the peer group of the victim and bully. This should be led by the class teacher and a senior member of staff if necessary.

**Formal Procedures for Complaints**

i. All reports must be documented by the member of staff witnessing or having the event reported to by the child. This will be discussed by the class teacher and senior members of staff as necessary.
ii. Record all incidents and discussions with all parties involved.
iii. Involve parents and explain action taken, why and what they can do to reinforce and support.
iv. Involve outside agencies where necessary.

**Consequences**

As a result of bullying behaviour it may be the case that the bully/bullies need to be separated from their peers for a period of time. This may be staggering break and lunch times, having an additional adult on the playground to observe play. In some cases the offending child may be isolated for an agreed period of time. There may also be occasions when the school may ask for support from a community police officer to speak to an individual or group of children.

**Parents should** -
- Discourage their children from using bullying behaviour at school, home or elsewhere
- Take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- Watch out for signs that their child is being bullied or is bullying others.
- Make an appointment to see the class teacher to share their concerns at the first sign if they are worried that their children are being bullied or are bullying others
- Give the class teacher the facts
- Reassure their child that the school will deal with the bullying and encourage him/her not to fight back

**Pupils should** –
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable
- Tell the class teacher if s/he feels threatened and unsafe
- Stay with a group of friends
- Talk to their parents
- Tell the class teacher when anything else happens or when it has improved
Governors should –
- Review the school’s bullying policy regularly
- Consult all interested parties in revising the policy as necessary
- Help to explain the policy to all interested parties
- Ask for information to enable them to monitor the implementation and evaluate the effectiveness of the policy

Bullying outside the school premises.
Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all.

Where a pupil or parent informs us of bullying off the school premises we will:
- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the parent and give advice about how to manage the situation outside of school.
- Talk to the Headteacher of any other school whose pupils are bullying.
- Talk to the police where this is deemed necessary.

Virtual Bullying
Bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face.

Cyber Bullying
This is sending or posting harmful or cruel text or images using the internet or other digital communication devices.

How we as a school deals with Cyber Bullying:
Staff should –
Report all incidences to the Headteacher, who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate. If staff want additional advice and support they can seek this from their union, professional association, Teacher Support Network.

Pupils should –
Follow procedures in line with the school Bullying Policy and LA and DFE guidelines.

Seven Categories of Cyber Bullying

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. ‘Happy slapping’ involves filming and sharing physical attacks.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person’s phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else’s phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else’s name to pin the blame on them.

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
**Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, Facebook, Twitter, etc.).

**Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

**Parents should**-
Not wait for something to happen before they act.
Make sure their child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
Make sure they know what to do if they or someone they know are being cyber bullied.
Encourage their child to talk to them if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
Use Parental control software to limit who their child sends emails to and who he or she receives them from. They can also block access to some chat rooms.
Supervise children when at home and using devices.
Make it their business to know what their child is doing online and who their child’s online friends are.
It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

**Monitoring**
Incidents of bullying and bullying behaviour will be monitored by the Headteacher, Senior Leadership Team and Governors.

**Review**
The governing body reviews this policy in line with the School Improvement Plan review cycle.
The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.