



South Bank Primary

Anti-Bullying Policy

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1 Context

1.1 Our School Values

Our school is one in which we want pupils to flourish academically, socially and have good social, emotional, mental health and wellbeing. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members and groups of the school community.

1.2 Purpose of the anti-bullying policy:

This policy seeks to:

Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement

Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying

Prevent, de-escalate and/or stop any continuation of harmful behaviour

Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way

Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next

Ensure those using bullying behaviour are supported to change their behaviour

Outline the consequences for those who show bullying behaviour

Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief

Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at South Bank Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

2 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2023) Understanding and dealing with issues relating to parental responsibility

3 Definitions

3.1 Bullying

At South Bank Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

Child-on-child abuse (sexual harassment, sexual abuse and sexual violence – online or offline)

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence, online and offline.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys

- being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

3.2 Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

3.3 Forms of bullying

Bullying can take many forms:

Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)

Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)

Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)

Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can relate to:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

3.4 Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying (homophobic, racial) by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

Some of these methods are listed in section 3.1.

3.5 Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

3.6 Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the PCSO Team to help us to do this effectively.

3.7 Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in learning patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff aim not wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying in finding the solutions.

4 Prevention of bullying

4.1 We use a range of strategies to prevent bullying behaviour:

The school values of belonging, diversity and respect are promoted across the school day and the curriculum

PSHE education, curriculum subjects and the work of the SEMH team are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others

Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.

SEMH team interventions:

- Wave 2 - Emotional Literacy workers – small group work on friendships, confidence building, resilience etc
- Wave 3 Mental Health Nurse – specialised and highly personalised intervention
- WeAllBeam App (whole school) – daily monitoring of Mental Health and Wellbeing of pupils, identifying pupils who may need a crisis intervention

PSHE education lessons are used to develop understanding of safety and how to stay safe

E-safety is taught across the curriculum and through assemblies and visual reminders around the school community

PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying

Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting

The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.

Learning Review / Circle Time / Time to Talk provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect

The Rights Respecting Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.

Staff / SEMH Team are used to enable pupils to resolve friendship problems and low level behaviour without adult intervention

Lunch-time Leaders are used to reduce potential conflict during lunchtime by providing a rich menu of play possibilities

The values of the school and the class charters are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Phase Leaders monitor their phase Behaviour incidents (CPOMS) and take appropriate action when required

4.2 Staff training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

5 Strategies for responding to bullying behaviour – a whole school approach

5.1 Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

Speaking to their class teacher

Speaking to another trusted adult in the school community

Speaking to a parent/other adult who may then contact the school in any of the ways listed

Speaking to a friend and asking the friend to help tell an adult

Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander).

Parents and carers **must** inform us if they think or know there is a problem for their own child or for another child.

They can do this by calling the office and asking to speak to the class teacher. If felt appropriate the class teacher will seek the advice and support of Mrs Clarke (SEMH Lead) and/or Miss Kirwan (Behaviour Lead).

5.2 Recording bullying

All incidents of bullying must be recorded on the school's safeguarding system (CPOMS). All incidents are recorded according to type and these are recorded on CPOMS by the adult who has either dealt with an incident or had an incident reported to them. This is so that we can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum, assemblies and any interventions required.

5.3 Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

Alert an adult in school to any concerns

Talk to your friends about the situation

Above all always tell someone. Adults will usually need to intervene to stop bullying

All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

Pupils (if you have been bullied)

If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away

Try not show you are upset or angry, but remember this is not your fault

Tell a friend what is happening and ask for their support

Tell a trusted adult in or out of school (ask a friend to go with you if it helps)

Do not delete evidence of online bullying as it can be used as evidence

It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe

Parents and carers

Listen and talk to your child about the situation and discuss and agree next steps

Contact the class teacher if you are worried or concerned

Monitor social networks/computer use

Reinforce the value of good behaviour

School Staff

Take seriously any report of bullying

Record it and report it on the school's safeguarding system (CPOMS)

The class teacher will then investigate the bullying case and will: -

- Speak with the person targeted for bullying and involving them in what they would like to happen next
- Speak to the pupil carrying out the bullying behaviour and find out their perspectives
- Find witnesses to explain what they saw
- Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
- Record actions on CPOMS

We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies

We will consider the intentions of the perpetrator before helping him or her develop a repair plan

We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with

We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date

We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome

We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. The pupil saying, they are being bullied will be checked in with regularly by a designated adult.

Head teacher and governors

Reports of prejudiced based incidents will be made by the Head teacher / SEMH Senior Lead to the governing body in a termly Leadership Report

The Head teacher / SEMH Senior Lead will also report to the governing body in a termly Leadership Report the WeAllBeam wellbeing data

The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the Rights Respecting Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

5.4 Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions. This may include the use of the PCSO.

5.5 Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

Parents and carers of those involved will be informed of actions taken

Records will be kept on pupils' CPOMs files

While at South Bank Primary we do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour. We do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so. The school is able to administer:

Fixed-term exclusion

Permanent exclusion

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.