



Anti-Bullying Policy & Procedures

ANTI-BULLYING POLICY

Southmere Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's behaviour policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Southmere Academy.

Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Communications Act 2003
- Human Rights Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)

What is bullying?

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with special educational needs and disabilities.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils who are perceived as weaker or different.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Verbal: name-calling, parodying speech or accent, teasing, making verbal threats, making insulting or offensive remarks, making sarcastic remarks, spreading rumours, whispering behind someone's back

Physical: punching, kicking, tripping up, pushing, nipping, pulling hair, damaging someone's belongings

Emotional: blackmailing, taking someone's friend, leaving someone out, humiliating or embarrassing someone deliberately, graffiti, hiding someone's things, pulling faces

Cyber: sending nasty or threatening texts, e-mails or telephone calls, hurtful chatroom or website messages

Any form of bullying may include personal remarks including those of a racist or homophobic nature.

Racist bullying:

Bullying another person based on their ethnic background, religion or skin colour.

Homophobic/bi-phobic bullying:

Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying:

Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying:

Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying:

Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Other Prejudice based bullying:

For example the bullying of:

- those who belong to a particular community
- those who belong to a particular, religion, faith group or profess no faith in a strongly faith-based society/community
- Those who are disabled, have impairments and/or have special educational needs.

Signs of bullying could be:

Although children may exhibit the behaviours listed below for a number of reasons they may indicate that he or she is being bullied:

- Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative;
- Behave in immature ways, e.g. revert to thumb sucking or tantrums;
- Have sleep or appetite problems;
- Have more difficulty in concentrating;
- Show variation in performance;
- Have cuts, bruises or aches and pains without adequate explanation;
- Request extra money or start stealing;
- Have clothes or possessions which are damaged or lost;
- Complain of illness more frequently;
- Show a marked change in a well-established pattern of behaviour e.g. a sudden loss of interest in a previously favoured activity;
- Changing times of coming to and going from the house;
- A reluctance to (or no longer wishing to) leave the home;
- A request to change school, after school club, etc.;
- A refusal to return to a place or activity;
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- Lose self esteem
- Adopt more extreme view-points/behaviours to mask characteristics for which they are being targeted.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

What can we do about it and how can we achieve our aims?

The underpinning values held at our academy reflect those of Northern Education Trust in that:

“All pupils and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.”

Prevention is at the forefront of the school’s Anti-bullying Policy.

Staff treat reports of bullying very seriously.

Staff do not ignore signs of suspected bullying.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

Staff always respect pupils’ privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to. If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.

Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

We aim to encourage self esteem, self respect, self-control, caring and respect for others. Our children learn about their rights and the rights of others through the wider curriculum. We believe that by understanding their own rights children learn to appreciate and uphold the rights of others, and that they have a responsibility to ensure that others are safe and free from harm. Our pupil academy council regularly discuss anti-bullying strategies as part of their focus. As part of our strategy for promoting positive behaviour, we look at attitudes, skills and activities which will prevent bullying:

- * We value and listen to children’s contributions.
- * We help the children learn and practice the skills required to build good relationships with other children and adults within the school and the wider community.

Activities through which this can develop include:

- Assemblies
- Anti-bullying week focus activities across school
- Curriculum themes

- Playing games;
- Role play/simulations;
- Behaviour problem solving scenarios;
- Circle Time and other PSE lessons;
- National events and competitions to raise awareness.

The children share experiences, think of other peoples' feelings, share opinions, explore difficult feelings, put themselves in other peoples shoes, develop self respect, assertiveness, co-operation and independence/interdependence.

Procedures for reporting bullying:

Pupils

If you are being bullied, or you see bullying happening to someone else, **tell any adult in school**. You can ask to see them and talk to them on their own. You can have a friend or an adult from home with you.

If you are not able to talk about it, write a message and put it into the **STOP BOX near the learning mentor room**.

Alternatively, leave a message for the Place 2 Be counsellors.

If you would prefer to tell someone at home, please ask them to come and talk to your teacher, or any adult in school.

You will be asked to talk about what is happening, when and where it is happening, and who is involved. You will be asked to think about how you want the bullying to be discussed so that it can be sorted out

- for you and the person upsetting you to be talked to separately
- for you and the person upsetting you to be talked to together
- for the class to be talked to about the problem without the people involved being named

Whatever is decided, your parents / carer and the parent / carer of the person upsetting you will be informed. The adults who work with you will also be told, so that they can check that the problem has been sorted out and does not start again. If the problem happens again, keep telling until it stops.

Parents / carers

Listen carefully and calmly to your child. Give them time and space to think and talk rather than asking lots of questions. Make sure they know you take them seriously, that it is not their fault and that you will tell an adult in school what is happening so that it can be sorted out.

Report the problem to your child's teacher, Principal or any member of staff, so that they can find out more about what has happened and begin to sort the problem out.

We will tell you what we have found out, and what we have done to sort the problem out.

If the problem continues, come back and tell us so that we can take action.

What is the school doing to help parents combat bullying?

Keeping parents informed of policy developments / Anti-bullying events in the school newsletter;

Responding promptly to all allegations of bullying, whether from parents or pupils and reporting to parents regarding outcomes of any investigations and actions taken;

Offering support where necessary via our Place 2 Be staff, learning mentors or other relevant staff members.

Bullying

At Southmere Primary Academy, bullying is regarded in any shape or form, to be a very serious matter, and one that warrants immediate investigation.

Action to be taken

Whenever a child (or parent) has notified a member of staff or parent that an incident of bullying is believed to have taken place it will be investigated promptly. It will never be ignored.

The following procedures are recommended:

- The situation be investigated and the outcome communicated to those involved;
- Bystanders, as well as the children involved, should be interviewed;
- If a child reports an incident of bullying, it should be taken seriously and appropriate inquiries made;
- If the bullying has been carried out by a group, consideration should be given to interviewing the children on their own and/or later as a group. If the children make certain comments in the individual interviews, they may then be asked to make the same comments in the group situation;
- When the situation has been explored fully, consideration shall be given to bringing the all children together in a joint session, if it is thought that this will contribute to resolving the problem;

In serious cases of bullying the following procedures should be implemented:

- The teacher shall make a written report of the discussions held and actions taken along with a senior member of staff, usually the Principal or Vice Principal.
- The parents/carers of the children shall be informed of the situation and it's resolution;
- A monitoring system may be adopted which enables the child to report further incidents to senior staff without embarrassment.

All incidents of bullying are recorded and logged on the CPOMs system.

These are analysed by leaders and together with summary of reports are presented to the governing body

Sanctions

If the Principal / Vice Principal is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The Principal / Vice Principal informs the pupil of the type of sanction to be used in

this instance (removal of breaktimes, community payback, internal exclusion) and future sanctions if the bullying continues.

If possible, the Principal / Vice Principal will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

Parents/carers are informed of bullying incidents and what action is being taken.

Follow up support

The progress of both the bully and the victim are monitored by their teachers. One-on-one sessions to discuss how they are progressing may be appropriate.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Identifying a trusted adult to check in with them if they wish
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers