

# Somerford Primary School

## ANTI-BULLYING POLICY

Updated: November 2015

Review: November 2016

At Somerford Primary School we work together with parents and children to create a happy, caring environment where children want to come and learn. We recognise that all schools have incidences of bullying at some time and that dealing effectively and quickly with any issue is vital.

**Definition of bullying:** (Reference to DfE Preventing and Tackling Bullying Oct 2014)

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the Internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

At Somerford Primary School we do not consider it bullying when two children fall out, argue, disagree or fight. We do not necessarily categorise one off acts of unkindness by an individual as bullying.

Somerford Primary School recognises the importance of stopping violence and ensuring immediate physical safety is obviously our first priority. However we recognise that emotional bullying can be more damaging than physical.

See Appendix A.

### **Prevention**

We evaluate the school environment with staff, parents and pupils including the School Council. We discuss possible issues or steps that could be taken to improve the environment to prevent bullying.

### **Procedures**

First comes prevention – through Anti-bullying week, teaching about similarities and differences, Jigsaw, circle time, assemblies, British Values, rules on the playground, golden rules, corridor and hall protocols. We use our positive behaviour policy to promote good behaviours. We use PSHE and Jigsaw to teach children how to be good citizens.

### **When bullying is reported: -**

A member of the SLT will take on the responsibility for the case and establish whether it appears that bullying is occurring or has taken place or whether it is another type of behaviour (see Appendix A). They will discuss individually with the bully, child being bullied and witnesses of the bullying and discuss with the parents of the bully and child being bullied. A sanction will be issued for specific incidents where appropriate.

## **Prevent recurrence:-**

### **The senior staff will choose to initiate step 1 or 2.**

1. Identify two key members of staff and arrange a review with the parents. The identified adults will be informed as to the problem, the Senior Staff member's role and who to report the problem to.
2. The identified children will be put on 'red alert'. Everyone who works with the children (including lunchtime staff) will be watching to identify what actually happens and the information will be reported back to the Head of School. This is usually for two weeks. All information is discussed with staff and parents so that a satisfactory and positive solution can be found. The Senior Staff member will meet with the parents at the beginning of the two weeks and talk to parents if any incidents arise.

The problem will be record in the school management system along with any consequences and future action.

### **Safeguarding children**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to their local authority children's Family Support Services. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content at a click. At Somerford Primary School we support parents with how to respond to cyber-bullying and how pupils can keep themselves safe.

### **Bullying Outside School Premises**

Where bullying outside school is reported to school staff, it will be investigated and acted on where appropriate. The Head of School will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Further sources of information** (Reference to DfE Preventing and tackling bullying Oct 2014)

### **DfE resources:**

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

## **Legislative links:**

School's duty to promote good behaviour (Education and Inspections Act 2006 Section 89) and Education (Independent School Standards)(England) Regulations 2010

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5) )

The Equality Act 2010

## **Specialist Organisations:**

The Anti-bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

## **Cyberbullying:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think You Know : Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

## **LGBT:**

EACH (Educational Action Challenging Homophobia): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewell: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND:**

Mencap: represents people with learning disabilities, with specific advice and information for people who work with children and young people.

## **RACISM :**

Show Racism the Red Card : Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out : Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust : Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination and cultural diversity.

## Appendix A

### Definitions of behaviour

#### **Rude = Inadvertently saying or doing something that hurts someone else.**

Rudeness might look like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness or poor manners, but not meant to actually hurt someone.

#### **Mean = Purposefully saying or doing something to hurt someone once (or maybe twice)**

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Children are mean to each other when they criticise clothing, appearance, intelligence, coolness etc. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often quickly regretted. Very often, mean behavior in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Mean behaviors can wound deeply. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

#### **Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.**

Experts agree that bullying entails [three key elements](#): an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression.** This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling and a range of other behaviors that involve physical aggression.
- **Verbal aggression.** We know that words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning and rumor spreading are all forms of this bullying.
- **Cyberbullying** is a specific form of bullying that involves technology. It is the "willful and repeated harm inflicted through the use of computers, mobile phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

All of these behaviours will be dealt with by school but this policy relates to bullying only. See the Positive Behaviour Policy for information about how the other behaviours will be dealt with.