

SPRINGDALE PRIMARY SCHOOL



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Members of staff responsible: PSHE Lead – Sally Grayson and Mental Health Lead Debra Porrett

Anti Bullying Policy

2023

Introduction

What is bullying?

At Springdale we define bullying as

‘The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

Springdale Primary School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

We do not tolerate bullying of any kind at Springdale Primary School. Any incident of bullying is investigated. Records are kept by class teachers and any that fit our bullying definition are recorded on our BULLYING INCIDENT REPORT FORM (see appendix A) shared with SLT and communicated to parents.

By effectively preventing and tackling bullying our school can help to create a safe and inclusive environment, where pupils are able to learn and fulfil their potential

Statutory Guidance

The Equality Act 2010 provides the legal framework to tackle disadvantage and discrimination and this includes discriminatory language. Ref: DfE, Equality Act 2010, Advice for Schools (updated 2018) www.gov.uk/government/publications/equality-act-2010-advice-for-schools

To understand more about Bullying and the Law:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law

The current Ofsted Inspection Handbook references online bullying. The Behaviour and Attitudes judgement includes evidence of: “An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.”

DfE, Preventing and Tackling Bullying, 2017: [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

School Inspection Handbook (updated 2022): [School inspection handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Teaching Protected Characteristics: [Inspecting teaching of the protected characteristics in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Links to other policies

This policy supports/complements the following policies:

- RSE Relationships and Sex education
- Drugs Education Policy
- SEND
- Health and Safety
- Staff Code of Conduct
- Behaviour
- Confidentiality
- Child protection / Safeguarding
- Food and drink
- Medicines
- Promoting race equality
- Acceptable Use
- ICT to include E-Safety

What are the types and symptoms of Bullying?

Bullying can happen to anyone. Bullying can be short term or continuous over long periods of time. Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments/harassment
Homophobic	Homophobic because of, or focussing on the issue of sexuality
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber/online bullying	All areas of internet ,such as email & internet chat room misuse, gaming, social media, etc Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Bullying behaviour/prejudicial bullying may be related to:

- Race
- Faith/belief
- Culture
- SEN or disability
- Appearance or physical/mental health
- Family
- Sexuality
- Gender

Signs and Symptoms

A child may indicate a range of signs or behaviour that he or she is being bullied. Whilst these are not exhaustive, adults should be aware of these possible signs and that they should investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform poorly in school
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- Withdrawal from/change in friendship groups, gaming, online life or behaviours
- change in attitude to people at home.
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These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Aims and Objectives

The governors, head teacher, leadership team and all staff at Springdale Primary School acknowledge that bullying damages individual children making them unsafe. We therefore do all we can to prevent it, by developing a school ethos in which bullying is unacceptable.

We aim to

- . show commitment to overcome bullying through practising zero tolerance.
- . have a safe and secure environment where all can learn and measures are in place to reduce the likelihood of bullying through our PSHE curriculum.
- . ensure a consistent school response to bullying incidents that do occur.
- . make the whole school community aware of our bullying policy and make clear each person's collective responsibility to understand and implement it .

Roles and responsibilities across the school

Governors' role and responsibilities

Role

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out the legislation, statutory duties, and observes national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the antibullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice

Policy development and implementation

- Ensure that the school has a definition of bullying.
- Understand that governing bodies are accountable for ensure school has an effective up to date, regularly reviewed policy to safeguard children that is informed by the needs of the local community.
- Nominate a governor to be an anti-bullying lead. Support the senior leadership team with compliance and action.
- Make sure the school complaints procedure is publicised and accessible to all.
- Make anti-bullying a regular item at governor meetings
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying

Headteacher and Senior Staff with key responsibilities

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the school

- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure staff are kept up to date with National, local and school guidance regarding Bullying through regular CPD using external agencies as appropriate.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors

Policy Development and Implementation

With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy linking it to the PSHE, Behaviour and Mental Health policies.

- Ensure the effective communication of the policy to all pupils, staff and the school community
- Ensure that pupils, staff, parents/carers and the school community are involved in the creation of a positive school ethos
- Take action to prevent all forms of bullying
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively
- Make sure that effective monitoring procedures are developed, operated and maintained
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and the school community are supported to participate in the review and impact assessment of behaviour and anti-bullying policies
- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SEF

Behaviour

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice
- Act as appropriate role models for all managers, staff, parents and pupils
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

All teaching and support staff Role

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils, in line the all relevant policies

Policy Development and Implementation

- Develop and support curriculum opportunities to promote equalities and address bullying

Behaviour

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to all children involved in bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Promote the wellbeing of all pupils
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice our PSHE curriculum and positive role models
- Raise issues with SLT which could contribute to policy review and development

Pupils

Behaviour

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated, and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school
- Actively support the school's peer support system/s
- Pupil Voice: Give opportunities in lessons to evaluate the schools response to Bullying related issues and the curriculum to effect improvements.

Guidance Parents/carers

Behaviour

- Demonstrate positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour always within the school grounds

- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

Preventing and Responding to bullying incidents

Prevention of Bullying

As part of the PSHE curriculum Valuing Differences unit all our pupils explore issues relating to bullying and learn strategies to support their wellbeing. This is revisited and developed each year inline with pupils needs and abilities. Through discussions in assembly and in the school council they have developed their own information booklet about bullying. Individual classes will address issues around bullying throughout the year in discussion times as the need arises.

The school works hard to ensure that all pupils know the difference between bullying and “falling out”.

Response to bullying

Bullying may be reported by a child, a carer, member of staff or a parent. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

Older children may be asked to write a report themselves. Where appropriate the wishes of the child will be taken into account before any further action is taken.

The Head teacher or a teacher will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation.

Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed.

Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions (See Behaviour policy).

It will be made clear to all the children that bullying will not be tolerated.

Each child, both target and aggressor must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Head teacher, the leadership team and other appropriate members of staff will monitor the situation closely afterwards.

When appropriate we will invite the children’s parents to school to discuss the situation. The school will try hard to support the children through mentoring and by setting up home school link systems, working with parental support.

The SENCO or head teacher may contact external services, for example the Behaviour Support Team or Educational Psychologist for support.

All incidents of bullying are recorded. The school’s anti-bullying policy is available on the school website and on request from the school office.

Recording and reporting bullying

When a possible incident of bullying is reported it must be recorded on a "Bullying Incident Report form." This will be the responsibility of the staff member concerned. The Head teacher must be informed and a copy of the report form given to them.

All suspected incidents of bullying will be discussed and reviewed at Leadership team meetings. If after investigation it is decided that the incident is a bullying incident the head teacher or a member of the leadership team will record the incident in SIMs.

If the bullying includes racist abuse the Head teacher must be informed and the incident will be recorded in the racial incident file.

Governors will receive regular updates from the Head teacher through the Head teacher's report to governors once a term. The Chair of governors will be informed of any serious incidents of bullying.

Monitoring and Review

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

They do this by examining the school's bullying incident file where incidents are recorded and by discussion with the head teacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by governors does not include children's names.

This policy is monitored on a day to day basis by the head teacher who reports to governors each term.

This policy will be reviewed annually.

Useful links and supporting organisations:

Anti Bullying Alliance - [Anti-Bullying Alliance](http://www.antibullyingalliance.org.uk)

The Diana Award: www.diana-award.org.uk

Family Lives: www.familylives.org.uk

Childline: www.childline.org.uk

Young Minds: www.youngminds.org.uk

Childnet: www.childnet.com

Kidscape: www.kidscape.org.uk

Advisory Centre for Education (ACE) 020 8407 5142

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

**SPRINGDALE PRIMARY SCHOOL
BULLYING INCIDENT REPORT FORM**



Pupil's Name: _____ **Class:** _____

Date: _____

Target: _____

Aggressor: _____

Participants: _____

Where; _____

Time of incident: _____

Names and accounts of any witnesses: _____

Description of incident please specify in chronological order

What happened during the incident,

What action was taken,

Has the matter been resolved? if not what is the recommended action?

Parents of bully informed: YES/NO

Parents of victim informed: YES/NO

Name of teacher dealing with incident:

(A copy of this form should be given to the Head Teacher/DSL)

