



## Anti-Bullying Policy

## Introduction

At SVP we value all members of our school community. We believe that they are all 'special, valuable people' who can make a positive contribution to the success of our school. At the core of success sits positive relationships. This policy is designed to reflect the beliefs of our school, the values we promote and the quality of relationships that underpins all of our work. It encompasses all stakeholders and captures the expectations for all staff, children, governors and families. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality or ability.

This policy should be considered alongside the

- Behaviour and Relationships Policy
- Safeguarding Policy
- Child Protection Policy
- Allegation Management Policy
- SEND / Inclusion Policy
- Staff Handbook
- Care and Control Policy

## Defining Bullying

According to the DfE (2017)

*“There is no legal definition of bullying.*

*However, it's usually defined as behaviour that is:*

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, for example because of race, religion, gender or sexual orientation*

*It takes many forms and can include:*

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)”*

(see appendix 2 for signs of bullying)

## Objectives of this policy

- To ensure that all feel safe and free from bullying and intimidation.
- To build an ethos where learners feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where learners care for each other.
- To act promptly and effectively at the first sign of bullying.
- To encourage learners and parents to report any attempted bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying

## The School Charter

Our School Charter was developed through consultation with children, staff and families and aims to provide prompts to be used to celebrate achievements and also to support discussions around behaviour that may fall short of our expectations.

At SVP we believe that every member of our community is a 'special, valuable person' and we strive in all that we do to ensure we are all 'successful, visionary and proud. Our vision is for a school where a love for learning and an appreciation of the world will last our children a lifetime.

<b>We belong to SVP because we are...</b>	
<b>Special ...</b>	<b>We understand our uniqueness and respect difference</b>
<b>Valuable...</b>	<b>We value everybody and are stronger together</b>
<b>People...</b>	<b>We trust each other and cherish our relationships</b>
<b>Successful...</b>	<b>We have courage in our learning</b>
<b>Visionary...</b>	<b>We believe in Learning without Limits</b>
<b>Proud....</b>	<b>We have pride in who we are and what we can do</b>

In this school bullying and any other forms of intimidation will not be tolerated. All will treat others with kindness and respect and all will care well for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly to intervene if there are any signs or reports of bullying.

## **STRATEGIES FOR DEALING WITH BULLYING**

At Stockbridge Village Primary School there are five key principles that underpin our procedure for dealing with bullying. These are:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving / restorative approach (see Behaviour and Leadership Policy – RRR form)
- Follow up shortly after the intervention and some time after to check the bullying hasn't resumed

As a school we play a proactive approach in promoting anti-bullying. During the second half of the autumn term we hold an anti-bullying week to coincide with National Anti-Bullying Week. During this time we have a whole school focus on 'Saying No to Bullying!' and valuing differences and individuality. We also use the Social & Emotional Aspects of Learning (SEAL) Programme, PHSE sessions, P4C sessions and assemblies to ensure children are aware of the issues around bullying and their responsibilities within the process. Where possible, throughout the year, we welcome visitors to lead assemblies who might offer support to victims of bullying, e.g. Childline, NSPCC.

If, on any occasion, bullying is suspected of taking place the following procedures should be adhered to:

- Discuss the incident with the victim
- Identify the accused bully/ies
- Obtain witnesses if possible (complete an incident form- appendix 3)
- Advise the Senior Leadership Team
- Confront the bully/ies to investigate
- If allegations are substantiated implement sanctions appropriate to the incident
- Inform the Head Teacher/Deputy Head Teacher
- Inform the parents of the victim and the bully of the details

## **WORKING WITH PARENTS**

At Stockbridge Village Primary School we believe in the importance of working in partnership with parents. As such, we ensure that our staff understand the value in meeting and communicating with parents regularly to discuss any concerns.

Parents should make contact with the class teacher initially whenever they have any concerns. The class teacher may decide to involve colleagues in any discussions depending on the nature of the concerns, e.g. Learning Mentor for behaviour incidents, SENDCO for SEN.

When responding to parents, it is important to listen to and write down concerns raised. (use appendix 1) In order to prevent a misunderstanding, staff are encouraged to read back any concerns as they understand them. Parents should be reassured and explained that an investigation will take place. Under no circumstances should a parent be informed of an outcome prior to the member of staff investigating the incident(s).

## **ROLES AND RESPONSIBILITIES**

### **STAFF:**

It is the collective responsibility of all staff members including lunchtime supervisors, admin staff, teaching assistants and teaching staff to:

- Make use of the school's behaviour charter to exemplify examples of good behaviour and where behaviour falls short of that which is acceptable
- Report any concerns about incidents which could affect the health or well-being of anyone in the school to the Head Teacher or Deputy Head Teacher
- Encourage and promote anti-bullying through direct teaching and indirectly through interactions with children

- Listen to any child or parent that has any concerns including those related to bullying incidents
- Follow the procedures outlined in this policy when dealing with any suspected incidents of bullying

### **SENIOR LEADERSHIP TEAM:**

It is the responsibility of the Senior Leadership Team to:

- Ensure that the anti-bullying policy is implemented in school and shared with all stakeholders
- Promote anti-bullying in various ways, e.g. through timetabled assemblies, through conversations with children and through display work
- Report to the Governing Body, as necessary, on any bullying issues
- Liaise with the Local Authority, as necessary, if a period of fixed term or permanent exclusion is required
- Support staff in dealing with bullying incidents and meet with parents as necessary to support the actions of staff members
- Keep accurate records of all bullying incidents

### **GOVERNORS**

The Governing Body will:

- Support the Head Teacher in attempts to eliminate bullying from Stockbridge Village Primary School
- Monitor the incidents of bullying that occur and review the effectiveness of this policy through discussion at Governing Body meetings

### **PARENTS/GUARDIANS**

The parents/guardians will:

- Raise any concerns that they may have with their child's class teacher
- Support the actions of the school when carrying out investigations/dealing with any incidents
- Promote the anti-bullying work that the school does by sharing in conversations about this at home

### **CHILDREN**

The children will:

- Follow the example of our School Charter
- Treat others with courtesy and respect at all times
- Not bully another person in any way
- Respect the differences between themselves and others


- Talk to an adult immediately if they are worried about bullying for themselves or others

#### **MONITORING & REVIEW**

- The Anti-Bullying Policy is reviewed on an annual basis through consultation with all stakeholders.
- The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body as appropriate, including making any recommendations for improvement.
- The Head Teacher keeps a record of any fixed term or permanent exclusions that have been enforced at Stockbridge Village Primary School. .

# APPENDIX 1

## Form for documenting meeting with parents

 Record of meeting with parents	
Child -	Date -
Class -	DOB-
Present at meeting-	Reason for meeting -
Discussion / information	
Actions	
Signed	(parents)
Signed	(school)

## APPENDIX 2

### Guidelines on identifying Bullying

#### Possible signs of Bullying

A child may indicate by their behavior that he or she is being bullied. If a child shows some of the following signs, bullying may be responsible and you might want to ask if someone is bullying or threatening them.

Children may :

- be frightened of walking to and from school
- change their usual route
- not want you to go on the school bus
- be reluctant to leave parents
- be unwilling to go to school (or be 'school phobic')
- feel ill in the mornings
- begin truanting
- begin doing poorly in their school work
- go home regularly with clothes or books destroyed
- are hungry (bully taking dinner)
- become withdrawn, start stammering, lack confidence
- become distressed and anxious, stop eating
- attempt or threaten suicide
- cry themselves to sleep, have nightmares
- have their possessions go missing
- ask for money or start stealing (to pay the bully)
- continually 'lose' their pocket money
- refuse to talk about what's wrong
- have unexplained bruises, cuts, scratches
- begin to bully other children, siblings
- become aggressive and unreasonable
- give improbable excuses for any of the above



## APPENDIX 3

### Incident report form: BULLYING

Name of child:	Name of person recording incident:
Date reported:	Date incident occurred:

Details of incident: (to include location; names of those involved; details of incident)

Action taken:

Reportable incident Y N Deputy informed Y N Head Informed: Y N Parents informed Y N	Type of bullying: Peer / Racial / social / cyber sibling / Adult / Homophobic Other(specify)
Next steps: (victim)	Next steps (bully) (including sanctions if appropriate)

Signed:

Dated:

## APPENDIX 4

### Useful links and supporting organisations

- Anti - Bullying Alliance: <https://www.anti-bullyingalliance.org.uk>
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti - Bullying Alliance Cyberbullying and children and young people with SEN and disabilities : [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardos LGBT Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: www.schools - <http://www.schools-out.org.uk>
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- Disrespect No Body : <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti - bullying Alliance: advice for school staff and professionals about developing effective anti - bullying practice in relation to sexual bullying:

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## APPENDIX 5

### Flow Chart for reporting Bullying at our School

Flow Chart for systematic reporting & responding to allegations of bullying

