

**Scantabout Primary School  
Anti-bullying Policy  
October 2017  
Reviewed Annually**

**The school's Anti-bullying leader is the Deputy Head Teacher;  
The Senior Leader Responsible for Monitoring this policy is the Head Teacher  
alongside the Chair of Governors and Nominated Safeguarding Governor.**

**Principles and Values**

At Scantabout Primary School we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All parents should have access to the school's policy on how it deals with bullying and what they should do if bullying arises

**The purpose of this policy is to identify ways in which we aim to:**

- Reduce the likelihood of bullying incidents occurring;
- Respond to the needs of children who have been bullied and of those responsible for bullying;
- Identify how the school will seek to deal with incidents of bullying, should they occur.

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health and physical wellbeing of the person being bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## What is Bullying?

There is no legal definition of bullying. The DfE define it as 'behaviour that is repeated and intended to hurt someone physically or emotionally'.

Bullying can be short term or continuous over long periods of time. It is recognised that individual/isolated incidents can also have an impact on the person in receipt of the unwanted behaviour and should be treated by staff in line with the school's bullying policy.

Bullying can be:

Emotional:	e.g. being unfriendly, excluding, tormenting, encouraging others to do so;
Physical:	e.g. pushing, kicking, biting, hitting, punching, pinching or any use of violence
Racial	e.g. racial taunts, graffiti, gestures, exclusions of individuals or groups because of race, ethnicity or colour
Sexual	e.g. unwanted physical contact or sexually abusive comments
Homophobic	e.g. unwanted behaviours focusing on the issue of sexuality
Direct or Indirect Verbal	e.g. name calling, sarcasm, spreading rumours, making unwanted/upsetting comments, teasing
Cyber bullying	e.g. email, social media misuse, threats or unkind comments by text messaging or calls. Misuse of associated technology i.e. videos, games consoles etc

Bullying may be related to:

- Race;
- Gender/sexual orientation/sexism;
- Religion;
- Colour;
- Social groupings;
- Appearance or health condition;
- SEN or disability;
- Home circumstances e.g. wealth, poverty, home make-up

Bullying can take place in a variety of places and situations; the classroom, playground, toilets, on the journey to and from school, on residential trips, after and before school and in cyberspace. It can take place in group activities and between families in the local community.

Bullying can take place where there is an imbalance of power. It can also create an imbalance of power, whereby the person who is being bullied may feel unable to

address the behaviour of the person carrying out the unwanted behaviour without support.

Amongst other ways, an imbalance of power may be achieved through:

- Size or strength of individual;
- Perceived status within a group or class;
- Numbers within a group;
- Age;
- Anonymity.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other child protection concern; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young, have not fully comprehended the gravity of the situation or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Bullying and behaviour is the responsibility of all staff.

**All staff are expected to follow the following guidelines when dealing with bullying:**

- All known incidents of bullying will be investigated fully by the class teacher and where appropriate a senior member of staff such as the DHT, HT or Key Stage Leader
- All pupils should be shown that bullying is taken seriously;
- Members of staff should respond calmly and consistently (children should not be made to feel uncomfortable if they have reported bullying retrospectively);
- A secure environment should be provided where possible where incidents can be reported and discussed confidentially;
- Ensure that parents are informed of the outcomes and actions;
- Ensure that all incidents of bullying are logged via CPOMs (the school's online management tool) and outcomes monitored.

**Outcomes, Interventions and Sanctions:**

The person who has carried out the bullying, and those who may have colluded, should receive clear guidance around future appropriate behavioural expectations and the consequences of not following this. The unacceptable nature of bullying will be made clear to aggressor and where appropriate to bystanders.

The member of staff dealing with the incident may also consider using strategies such as circle of friends, friendship/behaviour charters or agreements or peer support meetings to support the pupil being bullied. The child who is being bullied

should be informed of what to do if the bullying continues. Follow-up and monitoring should also be agreed with pupils and the parents of the pupil being bullied.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other sanctions may take place in line with the schools behaviour policy. Where possible children will be reconciled. Parents of the pupil carrying out the bullying will also be informed by the child's class teacher or a senior member of staff; follow-up actions will also be agreed.

In ongoing cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), the school may refer to outside agencies such as Primary Behaviour Support, The Educational Psychology Service or CAMHS. Parental permission will be sought before doing so. The school may also do this where the seriousness or the complexity of the case falls outside the experience of the school staff.

Where bullying continues in spite of intervention by the school or where the Head Teacher believes the incident warrants it in terms of seriousness, the Head Teacher may consider lunchtime or fixed term exclusions. Rarely, in the most serious and highly exceptional cases, the Head Teacher may have to consider permanent exclusion. This will be carried out in accordance with DfE guidance and regulations and in discussion with the Inclusions Team at Hampshire County Council.

### **Communicating, Recording and Monitoring**

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

During and after the incident(s) have been investigated and dealt with, each case will be recorded on the school's online management tool CPOMs and monitored by the staff working with the pupils to ensure repeated bullying does not take place.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Where appropriate, the Senior Lunchtime Supervisor will be informed.

Incidents of bullying, follow-up, consequences and outcomes, will be monitored termly by the Chair of Governors. The Head Teacher will report on bullying at least annually as part of their Head Teacher Report.

### **Prevention of Bullying**

At Scantabout Primary School we believe in educating children about friendships, healthy relationships and what to do if they are being bullied. We use a variety of methods to support children in preventing and understanding the consequences of bullying including class and whole school assemblies, PSHE and Citizenship Lessons, regular class circle times and theme days/activities. Posters and displays will be used to reinforce messages.

The school will also engage with outside agencies such as the NSPCC as part of its curriculum work.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.

### **Specific Initiatives for the 2017-2018 Academic Year**

The school intends to develop the role of Junior Play Leaders. These are older pupils who are available at playtime to support other children who are feeling isolated or need someone to play.

Regular class circle times to be used as a forum to build up pupils' resilience and strategies for dealing with social situations and relationship difficulties including bullying;

Further development of anti-bullying theme days.

### **Communicating this policy:**

This policy will be published on the school website with periodically parents being made aware of it though the school's newsletter.

Staff will be provided with a copy of the policy on joining and when it is renewed. A copy will be available in the staffroom on the safeguarding notice board.

## **Monitoring the policy**

The Anti-bullying Co-ordinator, the Head Teacher, Chair of Governors and Safeguarding Governor are responsible for monitoring the effectiveness of the policy and the school's strategy as part of the school's self-evaluation cycle.

The Head Teacher will report annually to the whole governing body on the effectiveness of the policy as part of the Head Teacher's Report.

The policy will be fully revised every two years or sooner should the need arise.

## **Appendix A**

### **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- 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
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating or seeks to control food
- 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
- change in attitude to people at home.

**These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.**

## **Appendix B**

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

Report bullying incidents to the class teacher, the Anti-bullying Co-ordinator or a senior member of staff (ask for a follow-up meeting);

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly;

An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour;

If you feel that it is not improving then make an appointment to see the Head Teacher.

#### **Do Not:**

Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents;

Use platforms, such as social media, to deal with the problem;

Encourage your child to be 'a bully' back.

**These will only make the problem much harder to solve.**

#### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

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](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support links and advice.

Policy written by: Tina Thomas– Headteacher

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