



# SUMMERBANK PRIMARY ACADEMY

## Antibullying Policy

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# Summerbank Primary School

## Anti-bullying Policy

### 1. Policy Aims

Summerbank Primary School aims to provide a safe environment that respects and meets the needs of every child, and one where individuals have the opportunity to achieve their full potential. As a whole school, we believe that nobody deserves to be bullied. The aim of this policy is to put a stop to all kinds of bullying, harassment and discrimination from occurring.

### 2. The National and Legal Context

This policy takes full account of the school's legal obligations under the Education Inspections Act 2006 which is to:

- Promote the well-being of all pupils in our school
- Develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- Establish procedures for dealing with complaints about bullying

This policy links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing. This policy links and mirrors other policies within the school such as our Behaviour Policy, E-safety Policy and Child Protection Policy.

### 3. Commitment & Aims

As a school we will:

- Create a positive ethos and environment in which we do not tolerate or accept bullying of any kind
- Be aware of the various forms of bullying
- Be alert to the signs that bullying may be taking place
- Supervise key areas around the school where bullying has been known to take place
- Ensure that all children understand where they need to report incidents of bullying and have a clear understanding of the procedures
- Everyone connected to our school will be encouraged to be kind to others
- Inform children that if anyone witnesses bullying in their school, they should inform a member of staff at once
- Ensure that all children understand the consequences to bullying others
- Ensure everyone connected to our school will be looking out for bullying that involves children both inside and outside of the school
- Encourage children to discuss their worries or concerns with members of staff and can seek help when it is needed

- Investigate all incidents of bullying that gets reported, including using the CCTV cameras if appropriate.
- Understand the importance of support from parents – to always maintain communication with parents

#### 4. Nationally Recognised Definition of Bullying

*“Behaviour usually repeated over time, that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others”*

(DCSF, 2009)

A possible version for younger children could be:

*“Bullying is people doing nasty or unkind things to you on purpose, more than once, which is difficult to stop”*

At Summerbank Primary School, we define bullying actions to be:

- Intention to be hurtful
- Repeated over a period of time (more than one occasion)
- Difficult for victims to defend themselves against – “imbalance of power”

#### 5. Forms of Bullying

Bullying can take many forms, but is generally seen to come in four main forms which are:

- Emotional
- Physical
- Prejudice
- Cyber - through electronic devices

**Emotional:** where bullying can take the form of exclusion from peer activities, talking to others about the victim, using threats, name calling, graffiti, or refusing to co-operate in work or during play.

**Physical:** forms of bullying can include any physically aggressive act such as punching, kicking, slapping, theft or damage to items etc. This kind of bullying can also include sexual assault.

**Prejudice:** this falls into four categories which are:

1. **Racist Bullying:** includes any behaviour that makes a person feel unwelcome, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status

2. **Sexist, Sexual and Transphobic Bullying:** This type of bullying falls into three sections:

- Sexual Bullying: includes any behaviour, whether physical or non physical, where sexuality is used as a weapon by boys or by girls. It can also be carried out to a person's face or behind their back by use of technology.
- Sexist Bullying: refers to bullying simply because the victim is a boy or a girl, based on singling out something specifically gender linked.
- Transphobic Bullying: refers to bullying because someone is, or is thought to be transgender.

3. Homophobic Bullying: targets someone because of their sexual orientation or their perceived sexual orientation.

4. Disablist Bullying: targets someone because of their physical or learning disability

Cyber Bullying: is seen as an extension of 'real life' bullying being played out through electronic devices such as mobile phones and computers, providing bullies with another route to harass their target.

We do not consider bullying to be:

- A fall out between friends
- A "one off" disagreement

## 6. Strategies for Reducing Bullying

Here at Summerbank Primary School we recognise that there are many ways in which we can promote anti-bullying. We have found that the best approach for tackling bullying is to use a range of strategies, which can be drawn on and adapted to fit the circumstances of particular incidents.

By ensuring that bullying issues are regularly brought to pupil's attention, we can help to ensure that an anti-bullying culture develops throughout the school.

These ways include:

- Regular assemblies – raising awareness on different types of bullying and also to consult the whole school about updates and also revising on anti-bullying policy giving each member of the school an opportunity to be involved in changes
- Curriculum teaching and learning – through subjects such as ICT to raise awareness on online safety
- Whole class discussions
- PSHE/Circle Time sessions – by creating a safe environment to explore issues around bullying and friendships
- Nurture Group Provision
- Role plays or story telling which can indicate what pupils can do to prevent and respond to bullying
- Promote and get children and parents to engage in activities during National Anti-Bullying Week – normally based around certain topic

- Gain access to outside agencies who specialise in anti-bullying approaches and offer support – Child Line, LA representative, counsellors etc
- Through Student Council/Pupil Voice representatives – providing opportunities for pupils to raise issues and worries about bullying. These issues can then be raised to the whole school via assemblies and meetings
- Additional staff members during break and lunch times – to support lunch time supervisors and to make the playground a safer place for all children and also to monitor key areas where bullying is likely to take place
- Ensuring all staff are trained in all key areas of bullying

## 7. Steps taken to prevent bullying here at Summerbank Primary School:

These include:

- All adults will model respectful behaviour
- It is the responsibility of the whole school to maintain the ethos and discipline around bullying
- Every child will have their rights respected
- Praising good behaviour
- Ensuring that all children are aware of their expectations around behaviour
- Working to reduce bullying of all kinds in our school
- Working to help everyone understand and respect people and their differences
- Continuing with safe ways for children to report bullying; these include; speaking to class teacher / learning mentor / senior leadership team
- Working with victims of bullying to help them to build confidence and self-esteem and support them throughout this process
- Working with anyone who bullies to help them change their behaviour
- Putting in sanctions to be used as appropriate; these will include speaking to parents, lunchtime detentions, FTE, referrals to INSPIRE etc.

## 8. Guidance for Pupils around Bullying

All pupils here at Summerbank Primary School are encouraged to adopt the following strategy when dealing with bullies and bullying. All children will be reminded of this strategy on a regular basis so they are prepared should a problem arise.

If you are being bullied:

- Try to stay calm and do not respond to the bully
- Be firm and clear – tell the bully you do not like what they are doing and ask them to stop
- Try to find support from other pupils who may help and support you
- Tell an adult/teacher what is happening immediately to ensure the bullying is identified straight away – try to be clear about what is happening, how many times it has happened, who was involved, who saw it happen, where it happened – ensure this information has been logged correctly on an incident form and that your parent/carer has been informed

- Do not blame yourself for what is happening – none of this is your fault

#### 9. Guidance for Staff around Bullying

It is the responsibility of all staff to support all children and to take all incidents of bullying reported to them seriously and to intervene to prevent incidents continuing. Every member of staff should be aware of the procedures associated to reporting bullying in our school; this should in the first incident be reported to the class teacher, and subsequently be reported to a member of the senior leadership team.

#### 10. Guidance for Parents/Carers

All parents/carers have an important part to play in helping our school deal with bullying. The following guidelines have been advised:

- Calmly talk to your child about their experiences and ensure you are there to support them throughout the process
- Ensure you gather all the relevant information needed to get a clear picture of what has happened
- Reassure your child that they have done the right thing by telling you
- Tell your child that if it happens again they should inform a teacher straight away and also tell you
- Ensure that you feed back all the information gathered with the school to ensure everyone is clear about the situation

#### How you as parents/carers can help us deal with bullying

As parents/carers you have an important role to play in helping our school deal with bullying. Among things you can do are:

- Discourage your child from using bullying behaviour at home or elsewhere
- Show them how to resolve difficult situations without using violence or aggression
- Ask them to speak to their school and have access to the anti-bullying policy
- Watch out for signs that your child could or is being bullied or is showing signs of bullying behaviour towards others
- Don't dismiss your instincts or the situation
- Contact the school straight away if you are worried to ensure you get support from the school

If your child is bullying others:

- Ensure that you do not condone or approve their behaviour and understand the consequences to bullying others
- Ensure that they are aware of how they may be making other children feel,
- Give them opportunities to change their behaviour
- Regularly check their progress at school
- Ensure you praise your child and encourage their good behaviour

## 11. Monitoring and Review

This policy is reviewed and updated every two years.

### Anti-Bullying Resource List

#### **DCSF – Safe from Bulling (Suite of Guidance - 2009)**

- Safe from Bullying in children's homes (PDF 324KB)
- Safe from Bullying in extended services in and around schools (PDF 352KB)
- Safe from Bullying in further education colleges (PDF 284KB)
- Safe from Bullying on Journeys (PDF 440KB)
- Safe from Bullying in play and leisure provision (PDF 244KB)
- Safe from Bullying in youth activities (PDF 340KB)
- Safe from Bullying training resources (PDF 510KB)

<http://search.publications.dcsf.gov.uk/kbroker/dcsf/dcsfpubs/search.ladv?sr=0&cs=UTF-8&sc=dcsfpubs&nh=10&sb=0&ha=144&hs=0&fl1=publicationshop%3A&op1=1&ty1=0&tx1=2986&fl0=&op0=1&ty0=0&ucSearchControl%3ASimpleSearchButton=Search&fl8=contributor%3A&op8=1&ty8=0&tx0=bullying&tx8=>

#### **The Characteristics of Bullying Victims in Schools (2009) (DCSF-RBX-09-14.(PDF 143KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RBX-09-14&>

#### **Delivering the Behaviour Challenge: Our commitment to good behaviour (PDF 344KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00961-2009&>

#### **Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism (PDF 540KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00804-2008&>

### **Cyber Bullying Guidance**

#### **Cyber Bullying: Safe to Learn: Embedding anti-bullying work in schools**

### **Cyber Bullying: Supporting School Staff (2009) (PDF 717KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=downloadoptions&PageMode=publications&ProductId=DCSF-00242-2009&>

### **Your child, your schools, our future: building a 21st century schools system - A guide for children and young people (PDF 551KB) 9**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=downloadoptions&PageMode=publications&ProductId=DCSF-00674-2009&>

### **Staying Safe Survey 2009: Young people and parents' attitudes around accidents, bullying and safety (PDF 1661KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RR192&>

### **UKCCIS – (DCSF) (2010) Click Clever, Click Safe – Internet Safety Strategy**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01100-2009>

### **DCSF – Sexual Bullying**

- Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying (PDF 520KB)
- Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying - quick guide (PDF 338 KB)

### **DCSF - Bullying and Disabled Children**

#### **Breaking the link between special educational needs and low attainment - Everyone's business (PDF 1188KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00213-2010&>

#### **Breaking the link between special educational needs and low attainment - Everyone's business (PDF 1188KB)**

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00213-2010&>

- Make them go away resource pack for bullying involving children and young people with a disability (PDF 1.59MB)
- Bullying involving children with special educational needs and disabilities (PDF 4KB)

### Appendix 1

#### Roles in Bullying Situations



The Victim –possible reasons why children may be targeted by bullies include:

- Being new to a school
- Refusing to fight and stand up for themselves
- Refuse to conform to the norm
- Children in Care
- Having a learning or physical disability
- Being gifted and talented
- Children whose Ethnicity or religious belief is viewed as inferior or superior
- Children whose gender or sexuality is viewed as inferior or superior
- Children who are in the wrong place at the wrong time
- Children who are shy and reserved
- Children who offend

The Bully - reasons why people bully can include:

- To gain status and power
- Copying behaviour – learnt behaviour
- To feel better about themselves
- To divert away from their own underlying problems –i.e. family life
- To hide away from their own insecurities
- As a way of expressing themselves – i.e. frustration
- Due to them being bullied themselves
- To avoid accepting responsibility for their own behaviour and the effects it has on other people

The Bystander

Research from the Anti bullying Alliance suggests that bystanders:

- Are powerful moderators of bullying – they can actively engage with bullies, cheer bullies on to encourage them to continue
- That many bystanders may not intervene because they are concerned for their own personal safety – becoming bullied themselves
- Can become a bully through learning bullying behaviour
- Many bystanders are seen not to intervene because they do not consider themselves to have the level of knowledge and skills to intervene affectively and feel they may make matters worse for the victim

(Anti Bullying Alliance, 2009)