



Seymour Primary School

Anti bullying policy

Written	July 2022
Review date	July 2023
Ratified	September 2022

Statement of Intent

At Seymour School, we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Neither physical nor verbal bullying will be tolerated at Seymour School. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Everyone has a responsibility to prevent bullying.

Key Contact Personnel

- Nominated Member of Leadership Staff Responsible for the policy: Head teachers: Carol Collins, Emma Eardley
- Designated Safeguarding Leads: DSLs: Carol Collins, Emma Eardley. Deputy DSL: Sam Butler, Cat McKeever
- Named Governor with lead responsibility: Simon Mitchell

Date written: July 2022

Date of next review: July 2023

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

Date agreed and ratified by Governing Body/Trust/Committee: (September 2022)

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2020 (updated Jan 2021) and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” and the DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Policy objectives

This policy outlines what Seymour School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community.

Seymour School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 o The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The headteachers to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

What Is Bullying?

We define bullying as the use of deliberate hurtful behaviour over a period of time with the intention of hurting another person. Bullying results in pain and distress and the victim usually can't defend themselves.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Prejudicial bullying (against people/children with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
- Verbal name-calling, sarcasm, spreading rumours, teasing, excluding from social groups
- **Cyber:** All areas of internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology , i.e. camera & video facilities. Therefore, bullying can be online as well as offline.

- **Social and reputational:** This can include sharing information about someone which isn't true or saying something deliberately to ruin a relationship or that person's reputation. However, it is not bullying if two children of equal power and strength have an occasional fight or quarrel.

Why is it Important to respond to bullying? Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Objectives of this Policy

- All governors, teaching and non-teaching staff, children 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 children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- The whole school takes bullying seriously. Pupils and parents are confident that they will be supported when bullying is reported.

Signs and Symptoms A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs such as a child who: is worried about going to and from school, changes their usual routine, is unwilling to go to school, becomes withdrawn anxious, or lacking in confidence, starts stammering, cries themselves to sleep at night or has nightmares, feels ill in the morning, school work begins to deteriorate, has possessions which are damaged or "go missing", asks for money or starts stealing money, has unexplained cuts or bruises, 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 & jumpy when a text/email/chat room message is received. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention Through a caring ethos established in our assemblies, through class discussions, individual counselling and a posting box for problems we encourage children who are bullied physically or verbally to ask for help from staff and other children. If parents or carers discover that a child is being bullied they must share their worries with the classteacher or Headteachers.

School ethos

Seymour School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

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

Preventing bullying Staff will remind children termly that if they feel they are being bullied, that they must tell their parents and teachers.

We prevent bullying in the following ways:

- Staff to praise children's positive social behaviour.
- Discuss issues about bullying in class during RSE/PSHE lessons.
- Help children to develop strategies to solve conflicts constructively
- Staff to be aware and monitor any possible problems
- Children to understand their emotions and be able to share them during RSE/PHSE lessons.
- All children are taught to understand their rights as part RSE/PHSE lessons.

What the school will do

The school will:

- Take bullying seriously and respond immediately
- Support the child being bullied
- Involve parents and carers at an early stage
- Investigate the facts of any incident and meet those concerned individually
- Record incidents in a consistent way to facilitate monitoring
- Help children to develop positive strategies and appropriately assertive skills
- Try to help the bully to change his/her behaviour
- Break up bullying groups where necessary
- Use peer group pressure to actively discourage bullying
- Involve children in class and school rules through in-class discussion and the School Council
- Be concerned about bullying on the way to and from school
- Involve outside agencies as appropriate
- Provide support for vulnerable children
- We will react firmly and promptly when bullying is identified
- Children who are being bullied will be strategically protected
- Children who bully will be given the chance to discuss their own problems with the class teacher, SENCO or the Head teachers.
- Incidents will be recorded on CPOMS. Records are monitored on a daily and weekly basis
- Sanctions will be determined according to the individual case and in line with our behaviour policy.

Summary:

- The school will does everything in their power to support the child who is the victim of bullying.
- The school will do everything they can to reconcile the children in order to prevent repeat incidences.

Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school: If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteachers/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- All bullying incidents and allegations will be recorded on CPOMS.

- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school on CPOMS in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

Additional signs that a child may be being bullied online

- Upset after using the internet or his/her mobile phone
- Avoiding going to school and/or meeting friends
- Suffering from low self-esteem

Prevention:

- Children will receive regular e-safety lessons, which incorporate cyber-bullying.
- The school will run workshops and assemblies as part of the RSE/PHE curriculum on the importance of staying safe online and understanding cyber-bullying.
- Advice will be given to parents in half-termly e-safety bulletins in newsletters.
- Children who have phones in school must turn them off or put them on silent and hand them into the class teacher at the start of the day.
- Children with smart watches must not use them for recording, taking photos or communicating during the school day.
- Children are taught how to prevent and respond to cyber-bullying as part of RSE/PSHE lessons.
- The school staff keep up to date with new online trends via Online Safety Weekly Update from Alan Mackenzie (e-safety-adviser).

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contact the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching children's electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that there are consequences for the perpetrator of the cyberbullying
- The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting children

Children who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where the bullying takes place off the school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Community Mental Health Liaison Team (CMHLT).

Children who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Receiving consequences in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Community Mental Health Liaison Team (CMHLT).

Supporting adults

Seymour School staff take measures to prevent and tackle bullying among children; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by children, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteachers.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteachers to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter' and 'pranks') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects children, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop children' social and emotional skills, including building their resilience and self-esteem.

Involvement of children

We will:

- Involve children in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to children who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for children, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms e.g. analysis of CPOMS reports to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteachers will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report 3 times a year to the governing body on incidents of bullying, including outcomes.

GUIDANCE FOR PARENTS AND CARERS

It is always a good idea to take an active part in your child's social life, know where they are and who they are with, and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may learn of disagreements or difficulties.

CHILDREN WHO HAVE BEEN BULLIED MAY:

- Be unwilling to attend school
- Be frightened of walking to and from school
- Change their route to school
- Show a change in their classroom behaviour or their work
- Come home with books or personal belongings damaged
- Request money or begin to steal money
- Have unexplained injuries
- Suffer mysterious illness
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above

If parents discover that a child is being bullied they must share their worries with the classteacher, SENCO or Headteachers. This will both support the child and ensure that the bully is dealt with effectively. We will react firmly and promptly where bullying is identified. There are a range of sanctions available to staff depending on the seriousness of the situation.

WE WILL ALWAYS TRY TO HELP: THE SCHOOL HAS CLEAR BEHAVIOUR MANAGEMENT STRATEGIES WHICH DISCOURAGE VIOLENCE OR INTIMIDATION.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25 Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis 12 Theeducationpeople.org
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying Race, religion and nationality
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.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