



SEA MILLS PRIMARY SCHOOL
Be Kind • Be Brave • Be your best

Anti-bullying policy
March 2025

Reviewed and approved by:	Resources Governors
Date approved:	5 th March 2025
Date of next review:	March 2027

Purpose

This policy is to inform all staff, parents, volunteers and governors about the school's responsibility for safeguarding children against bullying. As a school we aim to prevent bullying. However, when necessary, the school will respond appropriately and consistently to reports of bullying to ensure the safety and well-being of our pupils.

Please read this policy in conjunction with our Anti-Racism Policy, Behaviour Policy and Online Safety Policy.

Aims

Our aim is to provide a safe environment for all children and adults in which everyone is treated with respect.

Definition

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.' (Preventing and Tackling Bullying - DfE, 2017)

At Sea Mills Primary School, the School Learning Council has discussed the meaning of and consequences of bullying. The children believe that bullying is;

- Intentionally verbally or physically hurting someone.
- Intentionally sending a person/group abusive messages, images via social media or text message
- Repeating the verbal, cyber or physical incident more than once.
- Intentionally seeking out the same person in order to verbally, cyber or physically hurt them.

Types of bullying

The School Learning Council discussed the types of bullying that may occur in school.

Physical bullying- pushing, hitting, kicking, hiding belongings or any type of physical violence.

Verbal bullying- name calling, insulting, writing or sending unkind notes and taunting.

Emotional bullying- intentionally excluding or ignoring someone, being intentionally unfriendly, tormenting looks, spreading rumours.

Cyber/online bullying- misuse of email, text messages or social media, trolling, voting on abusive polls, setting up hate sites, creating fake accounts, hijacking or stealing online identities to embarrass or cause trouble. (Please refer to **Online safety policy**)

Racist bullying – taunts and gestures – this may include faith abuse (please refer to **Anti-Racism Policy, PREVENT Agenda**)

Homophobic bullying- name calling or use of language focusing on the issue of sexuality

Transphobic bullying-- name-calling or use of language focusing on the issue of sexuality/ identify

The School Learning Council discussed that all types of bullying are unacceptable and should be investigated by adults.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

More detailed information about bullying is available from NSPCC Learning: learning.nspcc.org.uk/child-abuse-and-neglect/bullying

School commitment:

- To create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- To extend that culture beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.
- To create an atmosphere of security and respect where staff are always available to share a voiced or observed concern.
- To ensure that pupils, staff and parents have a clear understanding of how our actions affect others and permeates the whole school environment.
- To assure pupils, parents, staff and governors that as a school bullying is not tolerated and that they are aware of the procedures to follow if they believe someone is being bullied.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- To teach children that using any prejudice based language is unacceptable
- Adults to follow the behaviour policy consistently.
- Adults to take reports of bullying seriously and endeavour to investigate the incidents.

- In cases where bullying has happened, discussions to be held with families.
- Appropriate sanctions will be given to those found to be bullying another.
- Support will be given to the victim to ensure they feel safe and happy in school.
- Support will also be given to the child who has been found to be bullying to find the cause of their actions and to prevent it from happening again.
- Conduct at least 1 whole school assembly per academic year with a specific focus on anti-bullying.
- School commitment to taking part in Anti-bullying week every year with focussed classroom sessions on anti-bullying including online bullying.

Roles and responsibilities

- All adults should follow the behaviour policy consistently.
- It is the responsibility of all members of staff to report incidents of bullying to the Head Teacher.
- If bullying has taken place, the Head Teacher will hold discussions with the families of the children involved and decide upon an appropriate consequence for the children conducting the bullying.
- All incidents of bullying will be recorded on CPOMs by the Deputy Head Teacher or Head Teacher and appropriate members of staff alerted.
- Staff at the school will offer appropriate support to the victim. The school will aid mediation between the different parties involved if appropriate.

HOW DO WE IDENTIFY BULLYING?

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:

- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears or anger
- Mood swings
- Feels ill in the morning
- Becomes withdrawn or starts stammering
- Becomes aggressive and unreasonable
- Refuses to talk about what is wrong
- Begins to target siblings
- Continually 'loses' money or starts stealing.
- Has unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings or clothes
- Comes home hungry.
- Doesn't want to go to school
- Changes their route to school or are frightened of walking to school
- Doesn't want to go to school on the bus/tram/train
- School grades begin to fall.
- Often alone or excluded from friendship groups at school
- A frequent target for teasing, mimicking or ridicule at school
- Unable to speak up in class and appears insecure or frightened.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members to our organisation.

More information about responding effectively to bullying is available: protecting children from bullying and cyberbullying - learning.nspcc.org.uk/child-abuse-and-neglect/bullying

PUPILS AND STAFF WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support
- restoring self-esteem and confidence
- the use of specialist interventions and/or referrals to other outside agencies e.g. Educational Psychology, where appropriate.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern (Keeping Children Safe in Education).
- If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

PUPILS WHO HAVE BULLIED WILL BE HELPED BY:

- discussing what happened
- restorative justice
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- will be sanctioned and the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- the use of specialist interventions and/or referrals to other agencies where appropriate.

BULLYING WHICH OCCURS OUTSIDE SCHOOL PREMISES

Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.

Consideration will be given as to whether it is appropriate to notify the police or refer the family to external support agencies. The school has the power to discipline pupils for misbehaving outside the school premises.

REPORTING AND RECORDING

Reports of bullying will be logged by the adult who observes them on CPOMs with the Bullying button clicked. This includes support staff and SMSAs.

MONITORING, EVALUATION AND REVIEW

A senior member of the school staff will lead on the implementation of the policy. The school will review the policy and assess its implementation and effectiveness.

PROCEDURE FOR PREVENTING BULLYING AT SEA MILLS PRIMARY

The Governors will:

1. Liaise with the Headteacher over all anti-bullying strategies, and be made aware of individual cases where appropriate.
2. Discuss, review and endorse agreed strategies.
3. Liaise with the Headteacher to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

The School Leadership Team will:

1. Keep a record of all incidents of bullying reported by teachers and other staff within the school.
2. Work with groups or individuals to resolve situations and help children to modify their behaviour.
3. Inform parents if situations cannot be resolved or if a child is involved in many incidents over time.
4. Take further action such as informing the police and school governors.

Teachers will:

1. Observe patterns or changes in behaviour at play times or when children are working in groups.
2. Be ready to listen to the child or parent/ carer if they approach them with a concern or problem.
3. If unkind behaviour is repetitive and deliberate staff must complete a report on CPOMs and discuss the problem with their Key Stage leader and/ or member of the School Leadership Team.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. Parents will be informed and included in efforts to resolve the situation.
5. An attempt will be made to help the bully (bullies) change their behaviour through individual support or class work linked to PSHE.
6. If necessary and appropriate, police will be consulted.

All non-teaching staff and volunteers will:

1. Will follow all relevant policies and procedures;
2. Be observant and talk to pupils;
3. Deal with incidents according to this policy;
4. Complete a report on CPOMs when a concern arises;
5. Take action to reduce the risk of bullying at all times and in places where it is most likely.

Anti-bullying education in the curriculum:

At Sea Mills Primary School, we use a variety of methods to educate children about the nature and impact of bullying to prevent it from occurring. We do this within our PSHE scheme of work 1decision.

1decision brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning which is designed as a whole school approach.

The school also participates in local and national initiatives such as Anti-Bullying Week.

These themes are also supported by:

- Values and Super Skills
- Life skills visits
- Activities during anti-bullying week
- Visiting theatre productions
- Enquiry units linked to feelings and emotions
- E-Safety, dangerous weapons and anti-social behaviour talks from the local community police force
- Assemblies
- R Time
- Informal discussions with individuals and groups of children

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK.

The NSPCC provides summaries of the key legislation and guidance on:

- bullying - learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- online abuse - learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse
- child protection - learning.nspcc.org.uk/child-protection-system
- Preventing bullying including cyberbullying

DfE advice: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales)
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
[Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-bullying)