



## **ANTI-BULLYING POLICY – March 2021– every 3 years**

### **Statement of intent**

At Southlands we are aware that bullying takes place in every school and in the wider community. In order to provide a safe environment in which to learn and work we seek to address this issue by developing both a culture of openness and a structured response to incidents. The school has drawn up its own Bullying Charter which is referenced at events throughout the year.

### **What is bullying?**

- It is deliberate and hurtful behaviour
- It can be repeated over a period of time
- It is difficult for those being bullied to defend themselves

**Bullying can be – emotional, racist, sexual, trans-phobic and homophobic. The three most common types are:**

**Physical** hitting, kicking, taking/destroying belongings etc.

**Verbal** name-calling, insulting, making racist, sexist and other personal comments.

**Indirect** spreading hurtful rumour and gossip about someone or excluding them from social groups. Using mobile phones, Facebook & other social networking sites to be offensive and hurtful towards others.

### **Less frequent but equally important.**

**Sexual** which may be a problem for the child themselves or for someone else such as an invasion of personal space and/or inappropriate behaviour ( verbal or physical ) towards another student.

## **KEY FACTORS:**

In order to qualify as bullying, behaviour should be offset against the four 'p's when analysed by school staff-

- Power
- Persistence
- Peers
- Perception

## **IMPLEMENTATION**

### **Proactive strategies**

- A clear lead from senior management with effective and repeated communication between staff, governors, parents and pupils providing advice and guidance on all relevant issues.
- Modelling positive behaviour for pupils by all adults.
- Listen carefully to and support pupils, parents and staff.
- Monitor pupil behaviour carefully in and around school.
- Recognise behaviour changes and early signs of distress e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear-possible bullying.
- Organised initiatives e.g. buddy system, peer counselling, peer mediation, lunchtime club, circle of friends.
- Curriculum approaches – promoting understanding of bullying issues through drama, art, PSHE, English, RE and pastoral group work.
- School will draw upon the expertise of outside agencies and other schools where appropriate and available.

### **Procedures for reporting incidents of bullying**

- Students should report all incidents of bullying either to a member of staff or a trusted friend or the other means at their disposal.
- All staff have a responsibility to log all incidents of bullying and keep up to date and detailed records. The head teacher will collate evidence.
- Take short term action as soon as possible, inform other members of teaching, non teaching and midday staff. This will be recorded on CPOMS.

- All staff should increase vigilance at times of transition and unstructured times of the school day.
- Once clear evidence of bullying has taken place and initial school action has failed to prevent its continuance, actions will be taken to make sure there is no recurrence. These can include:
  - the parents of all pupils involved will be invited into school.
  - individual interview/counselling by teaching staff or senior manager.
  - increased monitoring of both vulnerable parties.
  - inclusion in anti-bullying programmes.
  - alternative facilities for unstructured times.
  - involve other agencies.
  - use assessment criteria against sexualised behaviours.
  - increased home/school liaison.
  - opportunities for reparation
  - use of rewards and sanctions as defined in the behaviour policy.
  - use of school counsel and its representatives.

### **Monitoring/evaluation**

-This will include evidence of how incidents were resolved in the shorter and longer terms.

-The policy will be reviewed every three years by the Senior Leadership team. Pupil's views will be communicated for the review. A regular audit of training needs will be carried out for governors and staff.

Updated March 2021

Head teacher J Lines

07/03/2021