



**Sandhills Community Primary School**  
**Terrett Avenue, Sandhills, Headington, Oxford, OX3 8FN**  
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**Headteacher:** Emma Coleman  
**Chair of Governors:** Saskia Jamieson

**Anti-Bullying Policy**

**Statement of intent:**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying exists, the victim must feel confident that they can tell someone within the school to end the bullying. This policy is in line with the school Behaviour Policy and works concurrently.

**What is bullying?**

The Department for Education defines bullying as: ***'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'***

Bullying constitutes incidents that happen Several Times on Purpose

**SEAL definition:** Bullying means that one child is deliberately (usually)

using his or her power over another to make them feel bad. Bullying is not

having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

Types of bullying include:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual, homophobic, bi-phobic, transphobic or gender based bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyberbullying.

(NSPCC website January 2018)

Managing a situation in which bullying is proved to have occurred is not just about implementing sanctions to punish but also about managing behaviour so that situations improve for all of those involved.

**Indicators of bullying**

[NB these factors may have other explanations and therefore should be investigated carefully].

Signs you may notice that could indicate a child is being bullied:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping

- bullying others.

(NSPCC website January 2018)

### **Preventative measures to reduce and stop bullying**

We believe the curriculum is the most effective tool for supporting our school's stance on bullying. We use many preventative measures to try to achieve a 'bully-free' environment.

Our values-based education permeates the whole of school life and is not restricted to values/PSHE lessons and assemblies. The use of the SEAL (Social and Emotional Aspects of Learning) scheme in PSHE (Personal, Social, and Health Education) helps to promote understanding and positive relationships. The school takes part in anti-bullying week each year during with learning activities for pupils to recognise bullying and what to do about it.

Our aim is to encourage positive behaviour from all our pupils. Below are some key features that we believe contribute to this:

1. All staff acting as role models (at all times avoiding aggressive and humiliating behaviour) and promoting positive behaviour and treating people with dignity. Older children are also aware of their responsibility in modelling good behaviour to younger children.
2. Values assemblies and associated lessons
  - To enable pupils to develop empathy and sensitivity towards one another
  - To highlight positive values and associated behaviour
  - To enable pupils to develop the language to express themselves and communicate their feelings effectively
  - To enable pupils to understand themselves and others better.
3. PSHE curriculum/circle time
  - To boost pupils' self-esteem and help them to develop empathy for others
  - To teach children language to express and communicate their feelings to others
  - To teach children strategies to cope with their emotions
  - Appropriate behaviour and response to behaviour
4. Explicit discussions of bullying within various contexts
  - Enables pupils to recognise when they are being bullied or when they are being a bully.
  - Distinguishes between rude, mean and bullying behaviour
  - Pupils discuss: the characteristics of a bully, strategies to stop bullying, being a bystander and ways to help bullies become part of the group.
  - Informs pupils that they are all responsible if someone is being bullied – there are no innocent bystanders.
  - Promotion of anti-bullying week and other events each year in school.
5. Creating a school and classroom environment based on trust and respect which feels 'safe'.
6. All staff being constantly aware of, and looking out for, vulnerable pupils.
7. All staff consistently apply the behaviour policy throughout the school day, proactively intervening on the playground and other school areas and modelling good relationships and problems solving.
8. The use of a 'Behaviour Log' in which all incidents are logged together with details of the action taken.
9. Monitoring of behaviour forms takes place regularly and issues are discussed in fortnightly team

meetings, team leaders and team members and by the Assistant Heads

10. Using positive listening, e.g. "Listen please!" (state the desired behaviour) + positive body language
11. Anti-bullying and behaviour are set weekly staff meeting agenda points
12. Annual revisiting of the Behaviour Policy itself, including discussion of how to recognise a bully and how to be assertive with full staff team.
13. Displaying posters
  - To remind pupils how to stand up for themselves; what behaviour is expected; positive affirmation.
14. Student Council
  - Enabling pupils to be involved fully in school life, making decisions and solving problems.
  - Enabling issues to be picked up early and involving pupils in solving problems.
15. Assertiveness training/anger management/conflict resolution
  - Through drama and role-play, pupils rehearse specific strategies of how to stand up for themselves, deal with pressurising situations and become aware of their own and others' body language. At times lessons in PSHE will include helping the children understand how to deal with conflict. Teachers identify children in their classes who may be having social difficulties and place them in playground support activities.
16. Group work skills
  - Explicitly teach pupils how to work in groups – take turns, co-operate, negotiate, solve disputes etc.
  - Teachers plan work so pupils learn to co-operate.
17. Pupils are grouped in a variety of ways so that all pupils have opportunities to work with a range of different pupils and contexts.
18. Pupils develop a class rules at the start of the year. They
  - Use rules to solve problems.
  - Monitor class rules and their effectiveness.
  - Contribute to displays illustrating class rules.
19. Capitalise on raising awareness, exploring feelings and understanding behaviour throughout the school day, e.g. co-operation games in PE, variety of life in science and issue stories in English.
20. In addition, pupils:
  - Help each other with any problems
  - Are given times to compliment each other's work and behaviour
  - Are encouraged to use polite language in their own conversations with each other
  - Are given opportunities to make newcomers and visitors feel welcome
  - Take part in 'buddying' of older children with younger children
  - Are encouraged to play with their younger siblings when appropriate.
21. Use of outside agencies, e.g. Behaviour Support Service, PCAMHS, where necessary.
22. In addition, teachers and teaching assistants:
  - Work hard to create an ethos of trust and care in classrooms and school
  - Ensure pupils don't always work in the same groups

- Enable pupils to take responsibility for their behaviour by offering appropriate choices and consequences
- Take their responsibility to support and foster these measures and this curriculum very seriously. In addition, we follow a cycle for raising awareness of our Behaviour Policy
- Communicate issues to club providers and ASC
- Recognise that all of the above are ongoing and not only offered to pupils when incidents of bullying occur.
- Ensure all pupils have a friend

#### **Sanctions outside of school**

- School staff have the right to take action if incidents of bullying that happen outside school are reported to them
- School staff members have the power to discipline pupils for misbehaving outside the school premises

However, the guidance has also clarified that school staff can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

#### **Vulnerable pupils**

Staff in school know that children with SEN or disabilities can often lack the social or communication skills to report incidents. We also recognise that some children are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. As a school we ensure that staff are alert to the potential bullying vulnerable pupils may face and how to recognise and respond to signs of bullying.

#### **When an allegation of bullying is made:**

It is imperative that when an allegation of bullying is made it is investigated. All evidence must be recorded and all sides of the story have to be heard and analysed. Any consequences imposed must reflect the nature of the bullying and the way in which all those involved have conducted themselves. We take all allegations seriously and investigate them fully and fairly. We ensure that we use effective methods of managing situations without alienating any of those involved. It is imperative that the dignity of all the children implicated is protected consistently by all staff.

#### **Procedure:**

1. If a child, parent or staff member feels that there is a potential bullying issue, they should notify the relevant Class Teacher, key Stage Leader or Head Teacher (if the alleged issue involves a member of staff).
2. The allegation of bullying is immediately investigated by the Class Teacher and, where necessary, escalated to the Key Stage Leader, Deputy Headteacher and Headteacher.
3. Perceived bullying incidents will be logged daily in the 'behaviour log' by the staff on duty. Staff will also indicate how they responded.
4. The 'behaviour log' will be monitored by the Key Stage Leaders who will be looking for repeated incidences of bullying.
5. A verified case of systematic bullying will be treated as a 'significant incident' as defined in the Behaviour Policy.
6. If bullying includes racist abuse the incident will be recorded in the Behaviour File alongside other incidents of bullying, but clearly indicating that alleged racial abuse was involved.
7. All verified incidents of systematic bullying and racism will be reported to the Headteacher and feedback to appropriate staff.
8. In proven cases of systematic bullying and racism, the parents of the child who has exhibited the bullying behaviour, and those of the victim, will be informed.
9. All pupils involved will be supported in resolving the situation, the feelings arising from it and the behaviours exhibited during it, staff will be consistent and impartial throughout.
10. The bully will be helped to change their behaviour
11. Support will be given to the victims to find strategies to deal with bullying.

**Policy Review**

This policy is reviewed annually.

Signed:

**(Head teacher)**

**Date: November 2019**