

# Seaton Sluice First School



## Anti-Bullying Policy 2024

*“Nurturing Excellence”*

Written by: Amanda Bennett      September 2024

Role: Headteacher

Approved by: Amanda Bennett

Date to be reviewed: September 2025

At Seaton Sluice First School, we aim to consistently create a friendly, inclusive and caring atmosphere where everyone in school treats others with courtesy, respect, kindness and tolerance. Our school does not accept bullying of any kind.

We promote a supportive, friendly environment which allows our pupils to thrive in an atmosphere which is focussed on improving their life chances and help them maximise their potential. We expect our pupils to act safely and feel safe both in and out of school. Our school encourages open and honest discussions around differences between people; we actively challenge prejudice and we celebrate diversity.

As a school, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

**“Bullying is the repetitive, intentional hurting of one person or group. Where the relationship involves an imbalance of power. It can happen face to face or online”.**

However, we also recognise that incidents may occur between pupils which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents are regarded as **‘relational conflicts’** or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally, are not repetitive and are non-intentional.

Regardless of whether an incident is deemed as **‘relational conflict’** or **‘bullying’**, Seaton Sluice First School will address the situation and support the pupils to resolve any negative feelings.

**Bullying can include:**

- being emotionally unfriendly such as tormenting, using threatening gestures and taunting someone. This can also include isolating someone, manipulating and coercing them.
- Verbally being unkind by name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Physically pushing, kicking, hitting, punching or any use of violence
- Racial taunts, graffiti, insults or gestures.
- Prejudice relating to age, race, background, religion, disability, sexual orientation, gender, gender identity.
- Sexual unwanted physical contact or sexually abusive or inappropriate comments.
- Homophobic comments focussing on the issue of sexuality.
- Verbal name calling including sarcasm, teasing, spreading rumours, humiliating.

- Cyber themed unacceptable behaviour such as posts on social media, emailing, threatening messages through texting or calling and misuse of associative technology such as camera and video facilities.

**We aim to ensure that:**

As a school, we respond promptly and effectively to any issues of a bullying nature. We strive to ensure that:

- School is always a safe and secure environment where learning can take place without additional anxiety.
- Measures are in place to reduce the likelihood of bullying.
- There is a consistent, effective school response to any bullying and incidents that occur. All members of the school community have a clear understanding of what bullying is.
- Staff, parents, carers and governors know what the school policy is on bullying, and follow it when bullying is reported.
- Everyone feels confident in knowing that any form of bullying is not tolerated.

Bullying hurts and has a lasting impact. No one should be a victim of bullying. Everyone has the right to be treated with dignity, fairness and respect. Any pupils who are found to be bullying need to be challenged so they can learn to behaviour in kinder, acceptable ways.

**Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate further if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Becomes anxious or unwilling to attend school
- Becomes withdrawn or lacking in confidence
- Starts stammering
- Runs away
- Cries more easily
- Complains of feeling ill in the morning before school
- Begins to under-perform at school
- Returns home with damaged clothes or other items
- Has possessions that go missing or are damaged
- Has snacks or food from lunch go missing
- Has unexplained cuts or bruises
- Returns home hungry
- Becomes aggressive, disruptive or unreasonable

- Starts bullying other children or behaves in an unkind way
- Starts bullying siblings
- Has less of an appetite
- Is frightened to say what is wrong
- Is afraid to use the internet or a mobile phone
- Is nervous or agitated when a text or message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be explored.

### **Strategies at Seaton Sluice First School**

At Seaton Sluice First School, we foster a clear understanding that bullying of any kind is not acceptable. This is done by:

- Use of effective policy and practice. Generating a safe and happy environment resulting in improvements in attitudes, behaviour and relationships with a positive impact on learning and achievement.
- Recognise and reward fairly and consistently good, positive and supportive behaviour.
- Provide various systems for recording and reporting to parents and carers, which places an emphasis on positive contributions to school and community life.
- Provide themed days such as Anti-bullying week, forums such as School Council, Voice/Worry Boxes and children's questionnaires where views and concerns of pupils can be expressed and acted upon, where appropriate.
- Maintain a positive and constructive Code of Conduct and Behaviour.

### **Procedure for managing incidents of bullying**

1. Bullying incident is reported to class teacher and logged on school system (CPOMS.)
2. Class teacher notifies Headteacher or Deputy Headteacher. Record is made of the behaviour log. Conversation takes place between Senior Leader and the pupil concerned. Any incidents related to prejudiced, racist and homophobic themes are recorded and details provided to the local authority.
3. In serious cases, parents/carers are informed and invited into school for a meeting to discuss the behaviour. If necessary, police may be consulted.
4. The bullying behaviour will be swiftly investigated and effectively challenged to ensure that it is stopped.
5. Support and further restorative conversations planned for the victim with strategies put in place to ensure they feel safe and happy at school. Follow up meetings will be arranged to check that the bullying has stopped.

6. If required, support will be arranged to help the child who has bullied, to change their behaviour. This could be managed through one-to-one THRIVE sessions.

### **Outcomes**

1. The child who has displayed bullying behaviours will be asked to apologise. Depending on the seriousness of the bullying, there may be other consequences such as reflective time over break times or time away from the main yard.
2. Pastoral support sessions will be delivered for the victim and the pupil who has bullied.
3. In serious cases, a fixed term or even permanent exclusion will be considered.
4. If possible and appropriate, the pupils will be reconciled and feel comfortable in each other's company.
5. After the incident/s have been investigated and managed, each case will be monitored regularly to ensure that the bullying does not occur again.

### **The Role of the Teachers and Support Staff**

#### **Prevention:**

1. Clear high standards of behaviour are modelled and communicated consistently to the pupils
2. Staff acknowledge kind, considerate behaviour through positive reinforcement
3. Monitoring to ensure that opportunities for bullying to occur are reduced such as close surveillance of areas that are less visible over playtimes.
4. Staff actively watch for incidents or behaviour patterns that could indicate signs of bullying.
5. Staff foster positive relationships and an open environment in which pupils feel at ease to speak with a trusted adult, knowing that they will be supported.
6. Staff make it clear that bullying is unacceptable and encourage an honest culture of moral courage through 'speaking up' if anyone sees anything that would suggest it is taking place.
7. Through the wider curriculum, children will have the opportunity to learn about what constitutes bullying, how to prevent it, what it can lead to and what they should do if someone is being bullied.
8. Staff use a range of methods to establish a climate of trust, empathy and respect for all through role-play, drama, stories, restorative practice and circle time sessions.
9. Positive, consistent implementation of the behaviour and anti-bullying policy.
10. Informing parents about the behaviour and that the school has an anti-bullying policy that is enforced including details of how bullying is managed.

## **The Role of the Leadership Team**

The Headteacher and Deputy Headteacher update, implement and monitor the school's anti-bullying policy. They ensure that all members of the school community are aware of the policy and know how to identify and deal with incidents of bullying.

Leaders report to Governors, when requested, on the effectiveness of this policy.

They monitor CPOMS records and allegation of bullying incidents. They also speak with the pupils to ensure that they understand that bullying is wrong and is unacceptable behaviour.

Leaders ensure that staff receive sufficient training to be equipped and be able to identify and manage all incidents of bullying.

The Leadership Team set the school's climate of mutual support and praise for success, making bullying less likely. This means that children feel important and that they belong to a friendly and welcoming school where bullying is less likely to be part of their behaviour.

The Headteacher should also be vigilant and respond appropriately to reports of bullying outside of the school premises.

## **The Role of Parents and Carers**

Parents and Carers are expected to support the school's Anti-Bullying policy and actively encourage their children to be a kind, positive and respectful member of the school community.

It is important that all parents and carers are clear about our school's definition of bullying. This will be communicated to parents with the policy being available on the 'Parent and carers' section of the school website.

Parents and Carers who are concerned that their child might be experiencing bullying, or suspects that their child may be bullying another child, should contact the class teacher through the school office, by emailing [admin@seatonsluicefirst.co.uk](mailto:admin@seatonsluicefirst.co.uk) . If they are not satisfied with the response, then they should contact the Designated Safeguarding Lead Teachers: Amanda Bennett (Headteacher) or Katie Walsh (Deputy Headteacher). If they remain unsatisfied, they should follow the school's Complaints Procedure which can be found under 'Policies' on the school website.

## **The Role of the Pupils**

With the support of the staff, pupils should have a clear understanding of what bullying is, referring to the school's definition.

The pupils will be encouraged to tell a trusted friend or adult if they are being bullied. If the bullying continues, they should keep letting people know.

The pupils will be encouraged to use their 'pupil voice' through the various methods available to them through pupil questionnaires, worry boxes, school council and other ways of expressing concerns.

If any pupils are aware or suspect that another child is being bullied, they will be reminded to tell someone that they trust.

Pupils are all expected to follow the school's golden rules:

1. We are kind
2. We show respect
3. We are honest

### **The Role of the Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. They will not condone any bullying at Seaton Sluice First School. Any incidents that do occur will be taken very seriously and addressed appropriately.

The Governing Body monitors incidents of bullying that occur and reviews the effectiveness of this policy annually or as required. They expect the Headteacher to maintain accurate records of incidents of bullying and to report this, when requested, to the Governors.

Any dissatisfied parents or carers can ask the Headteacher or the Chair of Governors to explore further any bullying incidents. The Chair of Governors is Kelly-Ann Pearson and can be contacted via the school office at [admin@seatonsluicefirst.co.uk](mailto:admin@seatonsluicefirst.co.uk)



Bullying/Prejudice-Based Incident Report Form

Type of incident (delete as appropriate)

Bullying/prejudiced-based/homophobic/racist/disability/religion

Date:

Reported by:

Where did the incident take place?

What action has been taken to support the victim?

What action has taken to support the perpetrator?

Has the incident been reported to the police? YES/NO

Any further details: