



The **GALLERY TRUST**

A community of special schools

Anti-Bullying

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Author	Senior Leadership Team
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Our school community consists of pupils, parents, staff, other professionals, Governors and Co-located partners, this policy applies to all. Our School Community will not tolerate bullying of any kind.

Policy Statement

Every child at Springfield School has the right to enjoy learning, free from intimidation in school. Bullying includes unkind actions or remarks, verbal taunting and exclusion from groups. This ethos will be communicated throughout the school by the attitudes and actions of all members of the school community and through the Personal Social Health and Citizenship Education programmes in each Key Stage.

The law states that:- 'every School must have measures in place to prevent all forms of bullying' 'measures are part of Schools Behaviour Policy which must be communicated to all pupils, school staff and parents.'

Definition

The Department of Education (DfE) states in their 'preventing and tackling bullying guidance, July 2013 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 can involve verbal taunts, name-calling, physical injury – hitting, kicking, damage to or theft of property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyber-bullying). Peer on Peer abuse including bullying may be a safeguarding issue and staff should refer to the safeguarding policy and Keeping Children safe in Education September 2018 (KSIE 18).

It can also be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Motivation could also be due to actual differences between children, or perceived differences.

Forms of Bullying covered by this policy

- Bullying related to race, religion or culture
- Bullying related to Special Educational Need
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation, Sexist or sexual bullying homophobic and biphobic, gender based, sexist, sexual and transphobic bullying
- Bullying of young carers or looked after children or otherwise related to home circumstance

Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. The school will manage this through individual Pupil Behaviour Support Plans. (PBSP).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report bullying in school.

School's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from opportunities available at school. Peer on Peer abuse including bullying will always be taken seriously and may be a safeguarding issue (KSIE 18).

Our school community will:

- Work with everyone (staff and governors, pupils and parents) to understand the varying types of bullying and to know how to respond.
- Discuss, monitor and review our anti-bullying policy on a regular basis.
- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Report back to parents / carers regarding their concerns on bullying and deal promptly with complaints. Parents / carers in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations where appropriate.

Implementation

The following steps may be taken when dealing with incidents.

- If bullying is suspected or reported, the member of staff who has been approached will act immediately.
- A clear account of the incidents will be recorded and given to a member of the SLT.
- The SLT will decide who the most appropriate person is to interview all concerned and record the incident, identifying action required. This person will report back to the head teacher.
- Class teachers will be kept informed and if it persists the class teacher will advise other staff as necessary.
- Parents will be kept informed.
- Punitive measure will be used as appropriate and in consultation with all parties.
- Use the OCC Checklist for managing incidents [Check list for managing a bullying incident \(docx format, 179KB\)](#)
- Recorded prejudice related incidents and bullying using the OCC form [Form for recording prejudice-related incidents and bullying \(doc format, 116KB\)](#)

To deal with bullying we will:

- Create a caring community where no pupil need fear intimidation by promoting an “open – listening” ethos and encouraging pupils to support one another by reporting any instances of bullying to an adult;
- Celebrate differences and promote inclusion through assemblies, curriculum and the wider curriculum.
- Include anti-bullying information on displays, in assemblies and through the curriculum.
- Deal with any incident that is brought to the attention of the staff, liaising with Madley Brook or Wood Green staff when necessary;
- Impose sanctions as appropriate;

- Provide support and counselling for both the young person who is doing the bullying and the young person who is the target of the bullying as appropriate.
- Use restorative justice approaches to managing incidence of prejudice related incidents and bullying.
- Create a culture where discriminatory language is always challenged and peer on peer abuse is never considered just as banter or part of growing up (KCSIE).

Pupils who have been the target of bullying will be supported by:

- Offering immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- Reassuring the pupil and offer continuous support
- Restoring self-esteem and confidence
- Restorative justice where appropriate.

Pupils who have displayed bullying behaviour will be helped by:

- Discussing what happened, using appropriate communication methods and restorative justice approaches.
- Discovering why the pupil became involved
- Work with the pupil to establish wrong doing and need to change
- Informing and work with parents or guardians to help change the attitude of the pupil
- Implementation of a Positive Behaviour Support Plan

To communicate with parents and carers we will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Provide information to parents including how to spot the signs of bullying. The Anti-Bullying Alliance has extensive advice and information for parents and carers including an online interactive Anti-Bullying tool for parents <https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>
- Ensure parents / carers know about our complaints procedure and how to use it effectively if they are not happy with the schools response
- Ensure parents / carers know where to access independent advice about bullying. Details of independent organisations which may be useful to parents are available at <https://www.oxfordshire.gov.uk/residents/children-education-and-families/keeping-children-and-young-people-safe/bullying>
- Work with parents / carers and the local community to address issues beyond the school gates that give rise to bullying. Where bullying outside school is reported to school staff, it will be investigated and acted on including Cyber bullying (Behaviour and Discipline in Schools” (DfE 2016) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- The Education and Inspections Act 2006 gives Head teachers the power “to such an extent as is reasonable” to regulate the behaviour of pupils when they are off the school site e.g. journeys to and from school, extended services, cyberbullying.

The following disciplinary steps can be taken.

- Official warnings to cease offending.
- Detention or time limited withdrawal of certain activities.
- Exclusion from certain areas of school premises.
- Minor fixed term exclusion.

- Major fixed term exclusion.
- Permanent exclusion.

Within the curriculum the School will raise the awareness of the nature of bullying through inclusion in PSHCE, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour.

Statutory duty of schools

Head teachers have a legal duty under the 'School Standards and Framework Act 1998' to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Monitoring and review

The school will review this policy annually and assess its implementation and effectiveness every two years. This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

The Governors value their good working relationship with the school and expect that every allegation of bullying will be taken seriously. They place this area under 'safeguarding /bullying' on the agenda at each Full Governors Body meeting.

Links with other school policies:

- Vision, Values and Aims
- Positive Behaviour and Physical Intervention Policy
- PHSCE /SRE Policy
- Keeping Children safe in Education
- Child protection and safeguarding policy for Springfield school

Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines for all parties

	✓
1. Young person tells you he/she is being bullied or incident is observed	
2. Report to a responsible member of staff	
3. Record incident following Oxon guidelines	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
11. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so	
15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate	
16. Monitor the situation and review with all parties to ensure the bullying has stopped.	
17. Review how successful your approach has been. What additional preventative measures need to be in place?	

Oxfordshire has a recommended [prejudice related incident and bullying recording form](#) that can be accessed online. This can also be set up on your Schools Information Management system. [recording prejudice related incidents and bullying on SIMS](#)

Guidelines for interview with all parties

- Consider using a restorative approach to respond to the incident if staff have received appropriate training. For further information about effectiveness of restorative approaches please see [Full report – the use and effectiveness of anti-bullying strategies in schools \(.pdf format, 2Mb\)](#). For further information about restorative approaches training within Oxfordshire please contact the Anti-Bullying Co-ordinator jo.brown@oxfordshire.gov.uk 07826 950523
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe.(particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?



Recording prejudice-related incidents and bullying

- Collect details, either to keep on this form, or else to enter into your IMS.
- To enter details into SIMS .net, go to **Focus > Behaviour Management > Maintain Behaviour Incidents > New**
- Choose **Prejudice-related incident** or **Bullying** from the 'top level' **type**, then if appropriate, choose one **Type Of Bullying** as motivation.
- Choose one or more appropriate **Additional Types**.
- **NB** Record sufficient detail to identify exact nature of prejudice or type of bullying in **Comments**

Reason for prejudice-related incident / bullying Additional Type:

(delete as appropriate)

Young carers, looked after children	<input type="checkbox"/>		
	Assault	<input type="checkbox"/>	
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disabilities	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual, incl. transgender phobia	<input type="checkbox"/>	Cyberbullying	<input type="checkbox"/>
Sexual Orientation (homophobia)	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
	Excluding		
Other (record in Comments , below)	<input type="checkbox"/>		
	Written derogatory comments, incl. graffiti		<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Other (record in Comments , below)	<input type="checkbox"/>

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Activity: (lesson where bullying took place, if relevant)

Locality

Date of Incident:

Time:

Bus	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Dining Hall	<input type="checkbox"/>
Playground	<input type="checkbox"/>
To, or from, school	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Outside school premises	<input type="checkbox"/>
Other (record in Comments)	<input type="checkbox"/>

Recorded on:

Status:

Resolved

Unresolved

Further intervention needed

Staff recording the incident...

Name:

Role:

Staff involved:

Role: (Target / Aggressor / Witness)

Pupils involved:

Name:

Role: (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Have you had contact with the target's parent / carer?

 Yes

 No

If Yes, by phone / letter? Date of contact:.....

Have you had contact with the aggressor's parent / carer?

 Yes

 No

If Yes, by phone / letter? Date of contact:.....

Are any other agencies involved?

 Yes

 No

If Yes, which agencies?

Does the incident require a multi-agency response?

 Yes

 No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed

Name

Details of any subsequent actions or follow-up
(record in Comments)

A large, empty rounded rectangular box with a black border, intended for recording details of subsequent actions or follow-up. The box is positioned to the right of the text 'Details of any subsequent actions or follow-up (record in Comments)'. The box is currently empty.