

Anti-Bully Policy



Name of Owner: Adam Worrall

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Date of next review: September 2027

**Requires approval
by Governing Body:** Yes

Overview

Southgate School is completely opposed to all types of bullying and discrimination. It is entirely contrary to the nurturing values and ethos that are implemented to make the educational experiences of our young people as happy and positive as possible. The school will work closely with all stakeholders to eliminate bullying or discrimination as much as possible, and to ensure that any incidents are dealt with quickly and efficiently.

This policy is shared and signed by all the staff at Southgate School and shared on the school's website for all parents and carers to view. If you have any questions in relation to this policy, please email office@southgateschool.co.uk

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Our Values and Principles

Southgate School is completely opposed to all types of bullying and discrimination. It is entirely contrary to the nurturing values and ethos that are implemented to make the educational experiences of our young people as happy and positive as possible. The school will work closely with all stakeholders to eliminate bullying or discrimination as much as possible, and to ensure that any incidents are dealt with quickly and efficiently.

In managing bullying and discrimination at Southgate School, we recognise that our pupils may face difficulties regarding behaving appropriately towards others. Our pupils all have complex SEND. This can impact on their ability to show empathy, can impact their social awareness and understanding, and make it more difficult for them to control their behaviour towards others. Many of our pupils are therefore considered to have social and emotional difficulties. These difficulties can mean that some pupils are less likely to 'intentionally bully' others, although they may display behaviour that could be bullying behaviour. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual/s is the same and therefore must be addressed.

The way staff members deal with incidents of behaviour that challenge or bullying behaviour will take into account all individual pupil needs and developmental stages. As a special school, we aim to develop the whole child, in terms of their cognition and learning, communication and interaction, social and emotional and physical and sensory needs.

2. Aims

The aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and stop any continuation of harmful or bullying behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard and support anyone who has experienced bullying
- To apply restorative actions and logical consequences to the pupil causing the bullying and ensure they learn from the experience (this could include multi-agency support)

3. Need to Know

Everyone	<ul style="list-style-type: none">• Southgate School will not tolerate any form of bullying or discrimination• We will always support the victim and educate the bully• Incidents of bullying will never be waved off or excused as 'banter'
Pupils	<ul style="list-style-type: none">• Bullying is making someone feel bad on purpose• Discrimination is making someone feel bad on purpose based on their differences• If you feel you are being bullied, tell an adult in school or your parent/carer• School will stop bullying by working with the pupils involved
Parents/Carers	<ul style="list-style-type: none">• Parents/carers must always tell the school if their children reports bullying, discrimination or if they are concerned about their child
Staff	<ul style="list-style-type: none">• All staff must follow the school's policies and guidelines to combat bullying• All staff have a responsibility to work towards eradicating any incidents and types of bullying and/or discrimination in our school.• You need to be vigilant and safeguard our pupils from bullying and discrimination (or displaying bullying behaviours) at all times• Victims of bullying or discrimination are always supported• We will work with anyone who is a bully in a restorative way, to help them understand why they are behaving this way and to teach them a better way to get their needs met• All staff must record incidents of bullying and discrimination on CPOMS alongside the restorative actions we take to reduce reoccurrence

4. Definition of Bullying

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be manipulative, such as making a pupil do something they should not, or deliberately engineering their discomfort or isolation. 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. Bullying is different to falling out or relationship breakdowns.

5. Definition of Discrimination

Discrimination is when someone is treated differently or unfairly based on protected characteristics as stated in the Equality Act 2010. Discrimination can be either direct, indirect or in an organisation. Discrimination is illegal.

6. Specific Types of Bullying and Discrimination

Bullying can happen to anyone, this policy covers all types and forms of bullying including:

- a. Bullying related to physical appearance
- b. Bullying of young carers, children in care or otherwise related to home circumstances
- c. Bullying related to physical and/or mental health conditions
- d. Physical bullying
- e. Emotional bullying
- f. Sexual bullying
- g. Bullying via technology, known as online or cyberbullying
- h. Bullying via artificial intelligence (AI), for example creating deepfakes (images, audio or video hoaxes that look real)

We will be particularly aware of specific forms of bullying or discrimination related to the 9 characteristics protected by the Equality Act (2010). These are:

- i. Age
- j. Disability
- k. Gender reassignment
- l. Marriage and civil partnership
- m. Pregnancy and maternity
- n. Race
- o. Religion or belief
- p. Sex
- q. Sexual orientation

7. Our Approach to Bullying and Discrimination

The safeguarding of our pupils is paramount at all times (see Safeguarding & Child Protection Policy). Bullying and discrimination can have wider implications for both the victim and perpetrator. Whenever there is a safeguarding concern, staff will record it on CPOMS and inform a DSL within 12 minutes if it is deemed serious.

The approaches taken to support both the victim and the perpetrator will be highly personalised, depending on their individual needs, level of understanding and preferred methods of communication. All classes have the Bullying and Discrimination protocol displayed (Appendix A). Below are the stages we use to respond to any incidents of bullying or discrimination.

Stage 1

Class staff will manage first incidents of bullying or discrimination in a restorative way by talking with the victim, the perpetrator and any witnesses. We encourage the use of social stories, circle time, Zones of Regulation and P4C and for all parties to be included where appropriate. Parents/carers of the victim and perpetrator will be informed to enable them to support their child at home. Staff will complete restorative follow up work to reduce the chances of reoccurrence. The incident and all actions will be recorded on CPOMS.



Stage 2

Incidents of a more serious nature or repeated incidents of bullying or discrimination will be reported to the Senior Leadership Team (SLT). Parents/carers of both the victim and perpetrator will be contacted and could be invited to attend a meeting in school. This will be supported and followed up by the class team or the Intervention Team. Staff will continue with restorative follow up work and ongoing interventions to reduce the chances of reoccurrence. The incident and all actions will be recorded on CPOMS.



Stage 3

In the rare event that the incidents of bullying or discrimination continue, parents/carers will be invited in to discuss the situation with a member of SLT. Involvement of appropriate outside agencies could happen at this stage. The incident and all actions will be recorded on CPOMS.

Adjustments may need to be considered at this time.

8. Supporting Pupils

At Southgate we use positive and restorative methods to manage and respond to bullying behaviours. Action that is solely disciplinary is not considered the right choice within our environment and does not support our whole school nurture ethos or vision and values. Pupils should be held to account for their behaviour in a developmentally appropriate way.

Pupils who have been bullied will be supported by:

- a. Offering an immediate opportunity to discuss their experience in a safe environment with a familiar adult from the class team, a member of the intervention team or a DSL/ Deputy DSL.
- b. Reassurance and continuous support. They will be encouraged to tell an adult if there is a recurrence of the bullying.
- c. Engage in work to restore self-esteem and confidence.
 - d. Providing ongoing support. Pupils involved in instances of bullying will be carefully monitored to ensure safety.
 - e. Maintaining strong links with parents/carers, including instances where concerns may have been raised by parents as a result of out of school incidents.
 - f. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and support.
 - g. Where appropriate, participate in restorative conversations with the bully.

Pupils who have bullied will be supported by:

- h. Being informed, in a developmentally appropriate way, that their behaviour is wrong and it must stop.
- i. Using restorative questions to discuss the behaviours displayed.
- j. Establish accountability and link to logical consequences, where appropriate.
- k. Informing parents/carers to help support and change the behaviour of the pupil.
- l. Providing an appropriate education to prevent recurrence.
- m. If online, requesting that content be removed and reporting accounts/content to the service provider.
- n. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and support.
- o. Where appropriate, participate in restorative conversations with the victim.

9. Supporting Adults

Southgate School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents/carers, whether by pupils, parents/carers or other staff members, is unacceptable.

Adults who have been bullied will be supported by:

- a. Offering an immediate opportunity to discuss the concern with the DSL/ Deputy DSL, a member of SLT or the Head Teacher.
- b. Advising them to keep a record of the bullying behaviours as evidence and discuss how to respond to concerns.
- c. Where the bullying takes place off school site or outside normal school hours (including online), the school could still investigate the concern and ensure appropriate action is taken.
- d. Where bullying has occurred online, support with reporting offensive or upsetting content and/or accounts to the service provider or police.
- e. Reassuring and offering appropriate support internally or through signposting to external agencies such as Care First (0800 174319).
- f. Signposting to the school's Code of Conduct or Dispute Resolution and Grievance policy.
- g. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and support.

Adults who have bullied will be supported by:

- h. Discussing what happened with a member of SLT or the Head Teacher.
- i. Establishing whether a grievance or concern has been raised and signposting to the school's Code of Conduct or Dispute Resolution and Grievance policy.
- j. If online, requesting that the content be removed.
- k. Seeking advice from HR services and Trade Unions about disciplinary, civil or legal action as appropriate or required.

10. Preventing Bullying and Discrimination

Our calm, nurturing environment creates a positive ethos that promotes pupils' well-being and self-esteem. We promote positive communication between pupils and staff and model these interactions at all times. This is supported by a well-planned curriculum. This includes whole class and targeted PHSE, SRE and Online Safety lessons, assemblies with SMSC themes which are followed up in class, The Southgate Way and Friday Celebration Assemblies which promote high expectations of pupil behaviour.

A key principle of nurture is that the classroom offers a safe base. This is through the

carefully structured environments and through the development of key trusted adults. The high staff – pupil ratios mean that supervision continues at all times, making it easier for our staff to identify bullying.

Raising staff awareness and providing training helps staff to identify signs of bullying where it may not yet have been disclosed or witnessed. Children with SEN or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential indicators of bullying or discrimination. This includes staff using their extensive knowledge of pupils, and strong relationships with home, to recognise any changes in behaviours.

Pupil voice is gathered to help us identify any concerns, including around bullying. In the Autumn Term we also raise awareness across the whole school community of Anti-Bullying through engagement with National Anti-Bullying Week.

Filtering and monitoring software is regularly reviewed and updated to ensure its effectiveness in protecting pupils from cyber based bullying. If internet/social media based bullying is suspected within the school, steps must be taken to check if the filtering and monitoring software protection can be improved.



Early intervention strategies are used to prevent bullying and discrimination and to promote social skills. These occur daily through breakfast routines and circle time. This promotes effective communication skills and the development of self-esteem. Pupils learn to collaborate and work together, develop trust and manage conflict.

To limit the chance of bullying and discrimination reoccurring, intervention is implemented by class staff in the first instance and can be supported by the Intervention Team and Anti-Bullying Lead if incidents continue. This can take the form of social stories, targeted PHSE/SRE sessions, restorative practice, P4C and circle time. This aims to meet the underlying needs of the bully, whether this is to raise their own self-esteem or address any personal issues they may face.

11. Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of discrimination, harassment, threatening behaviour or communications could be a criminal offence. School staff will consider whether it is appropriate to notify the police or other agencies. If the behaviour could be criminal or poses a serious threat to a member of the public, school staff or pupils, the police will always be informed. If school staff feel that an offence may have been committed, we will seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

12. Bullying Outside the School Premises

Where bullying outside school is reported to school staff, we will take it seriously and consider appropriate actions and signpost to external agencies where appropriate.

Headteachers have a specific statutory power to take actions to prevent poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers of state schools the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to do so in those circumstances. This may include any bullying or discrimination incidents occurring anywhere off the school premises, such as on school or public transport, online or outside the local shops.

13. Monitoring and Self-Evaluation

CPOMs is used for reporting bullying and actions, and these are evaluated for their effectiveness over time. This is done by the lead for Anti-Bullying (a member of the Intervention Team), Pastoral and Intervention Managers, SLT & Governors.

The policy and procedures will be reviewed, monitored and evaluated on an ongoing basis through:

- a. Quality assurance and ongoing observations around school
- b. Pupil survey
- c. Parent/ carer survey
- d. Ongoing analysis of bullying and discrimination incidents which are presented to the governing body through the termly behaviour report
- e. Ongoing discussions with staff, pupils and parents
- f. Weekly pupil focus meetings
- g. Staff surveys

14. Related Documents

This policy should be read alongside the most recent guidance from the Department for Education 'Preventing and Tackling Bullying' (2017).

Other related documents include:

- a. Safeguarding and Child Protection Policy
- b. Relational Approaches to Behaviour Policy
- c. Online Safety Policy
- d. Code of Conduct
- e. Complaints Policy

15. Useful Links and Supporting Organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: <https://carers.org/about-us/about-young-carers>

SEND

Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteacher/principals and school/college staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, Religion and Nationality

Anne Frank Trust: www.annefrank.org.uk
Kick it Out: <https://www.kickitout.org/take-action/resources>
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama: www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: <http://www.theredcard.org/>

LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
School/colleges Out: <http://www.schools-out.org.uk/>

Sexual Harassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW)

www.endviolenceagainstwomen.org.uk

Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>

Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

16. Appendix A – Bullying and Discrimination Protocol



Bullying & Discrimination Prevention

Bullying is behaviour that hurts someone else, either physically or emotionally and it is usually repeated over a period of time. It includes, but is not limited to; name calling, hurting, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Discrimination is when someone is treated differently or unfairly based on protected characteristics as stated in the Equality Act 2010. Discrimination can be either direct, indirect or in an organisation. Discrimination is illegal.

