

## **Somerville Federation**

### **Anti Bullying Strategy and Policy 2016**

Somerville Federation in association with Wirral Children's and Young People's Department are committed to providing safe environments for children and young people where they develop positive relationships and choose not to bully.

Schools Policy and procedures follow after this guidance which Somerville Federation has adopted.

**Somerville Federation**  
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**Next Review Date: January 2018**

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# Wirral Children's Services

## Anti Bullying Strategy

Wirral Children's and Young People's Department are committed to providing safe environments for children and young people where they develop positive relationships and choose not to bully.

This strategy makes the assumption that a number of policies and procedures run inherently throughout the detail. Examples include: Emotional health and well being, Children's safeguarding, difference and diversity and equal opportunities. You should therefore read this strategy in context of such documents.

### **Aim**

The aim of the strategy is to establish an effective overarching framework on which to work with partners to promote and develop excellent anti-bullying practice within all educational settings within Wirral.

### **Definition**

Bullying may be defined as deliberate and hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. This strategy recognises that within our society there are groups that are particularly vulnerable to bullying behaviour as described under the seven Protected Characteristics within the Equality Act 2010. It also recognises that people from particular minority groups experience particular forms of bullying. The public sector has a duty under the Equality Act 2010 to be proactive in tackling bullying and hate crime. Wirral Local Authority takes the position that bullying is always wrong and can lead to devastating impacts.

Bullying can take many forms but the four main types are:

- **Physical** (e.g. hitting, kicking, theft using physical aggression to you)
- **Verbal** (e.g. racist or homophobic remarks, threats, name calling to your face)
- **Emotional/Indirect** (e.g. isolating an individual from the activities of their peer group, spreading rumours) and
- **Technological** (e.g. using technology to hurt an individual, text messages, internet, social networks etc)

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## **Managing Information**

Establishing accurate baseline information on the prevalence of bullying is a priority within Wirral. The collection of this information is being developed and extended.

Bullying may take place within school or in the wider community, including whilst travelling across the authority or at social venues. Bullying is one aspect of anti-social behaviour which impacts on the perpetrator, the target, extended families and the local community. Authority wide information is routinely collected through the HELP survey.

This information will:

- **Provide** annual audits and community profiles of bullying behaviour;
- **Guide** partners to where they are needed;
- **Monitor** the effectiveness of policies and procedures;
- **Analyse** the effectiveness and the success of the anti bullying strategy

Central to the gathering of accurate baseline information is the ongoing co-operation of all agencies. This is fundamental to the success of this Anti-Bullying Strategy.

## **Operational Development**

The four key Strands underpinning Wirral's Strategy are:

- Policy and practice;
- Managing the use of data;
- Encouraging best practice through effective partnerships;
- Children and young peoples participation

Each strand is accompanied by a number of key activities. An action plan will be developed to accompany this strategy so that the success of the strategy can be monitored and measured.

### **1. Policy and practice**

#### **Aim**

The anti bullying strategy will provide opportunities for key partners to build upon existing capacity to promote effective anti bullying practice.

#### **Objectives**

Schools have a responsibility under the Education Act 2006 to support the emotional well being of pupils and are required to have a behaviour and anti-bullying policy. In addition, childcare providers, out of school clubs (Ofsted Day-care Standard 11) and youth projects are required to have a statement on anti bullying and up to date policies on behaviour and anti bullying policies that are robust and applied consistently. All managers, staff, parents and carers, children and young people, and in the case of schools, governors, management committees and Academy Trusts should be fully aware of the policy and procedures and routinely evaluate their impact.

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## **Key Activities**

- Key stakeholders, agencies who impact on anti-bullying work will be identified and invited to join the steering group;
- All members of the steering group will be asked to identify and consider how their service impacts/could impact on anti bullying work;
- Relevant local authority policies will be identified and cross referenced with the anti bullying policy, for example Equal Opportunities policy, Mental Health Strategy policy, LGBT policy , E safety policy and Hate Crime Policy.
- There is a recommendation that all commissioners will ensure that contracts, with all services working with children and young people, contain reference to an anti bullying policy;
- A framework will be developed to guide schools and services, working with children and young people, to develop effective anti bullying policies;
- Schools and settings will be supported, on request, to continually develop their anti bullying/behaviour management policies. The policies should be understood, owned and implemented by all managers, staff, parents, children and young people, and in the case of schools, Governors, PRUs – management committees and Academies, board of directors/Academy Trust.
- There is a recommendation that all anti bullying policy documents should include reference to resources to support the target, alleged bully, witnesses, bystanders and those dealing with the incident.
- All anti bullying policies should include reference to resources to support the person being bullied and their families and those dealing with the incident;
- There is a recommendation that parents/carers and children and young people are included in the annual evaluation and review of anti-bullying policies in all educational settings;

## **2. Managing the use of data**

### **Aim**

To promote the maintenance of accurate records in all educational settings;

To improve the intelligence gathered around bullying

### **Objectives**

Organisations have a duty of care under the Children Act 2004 and the Education and Inspections Act 2006 to respond effectively to incidents of bullying. A failure to do this may leave children and young people unsafe and at risk of further incidents. It is essential that all educational settings maintain records of all instances of bullying, actions undertaken and outcomes. Records should be kept in a safe place and used for reference. This will ensure that organisations can comply with requests for information in relation to any future legal proceedings, which may take place at any time including when the child or young person is no longer engaging with the organisation.

Accurate baseline information will inform annual audits on the prevalence of bullying, provide detailed profiles of bullying behaviour and inform best practice. Key stakeholders are encouraged to undertake regular evaluations of their Anti-bullying policies and procedures in order to measure their value, effectiveness and impact on the lives of children and young people.

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## **Key Activities**

- Further analysis of HELP data will be requested and partners will be directed to work with targeted schools;
- There is a recommendation that consideration is given to the collection and analysis of data, via the HELP survey, in relation to the, age appropriate, seven protected characteristics. (sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, and gender reassignment);
- Development work will be conducted to enhance the intelligence gathered around bullying through redefining and/or adding additional HELP survey questions and ensure that the redefined questions are scrutinised through the relevant strategy group;
- An anti bullying charter will be developed and the data monitored by the anti bullying steering group;
- All stakeholders will be encouraged to monitor and evaluate their anti-bullying policies;
- The Anti-bullying questions in the HELP survey will be reviewed through relevant strategy groups;
- Kooth data and the Bully Buster help line data will be monitored by the steering group

### **3. Encouraging best practice through effective partnerships**

#### **Aim**

The Anti Bullying Strategy will provide opportunities for key partners to build on existing capacity to combat bullying.

To promote best practice within particular groups that support those who are particularly vulnerable to bullying.

#### **Objectives**

There is an expectation that partners work together to promote best practice.

This strategy is designed to promote a local authority approach where stakeholders and partners work together to develop and implement a local authority approach towards bullying. Key stakeholders will be kept informed about the progress of the anti-bullying strategy. This will be achieved through regular updates through the relevant strategy groups.

#### **Key Activities**

- Activities that work well and form best practice will be identified. These activities should include evidence based and emerging practice, for example, PSHE/Citizenship curriculum, SEAL curriculum and Flourishing Framework. The strategy recognises the need to invest in prevention rather than crisis intervention;
- Key stake holders will provide a range of events to promote and share best practice during the annual ‘Anti-Bullying Week’;
- Current training will be monitored and reported to the anti bullying steering group;
- There is a recommendation that all Anti-bullying policies within all educational settings identify a key person to take anti bullying work forward;
- The demand for support for key personnel from all schools through cluster groups and training through, for example EQ/ Bully busters will be explored;

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- Potential training partners/agencies and training delivery methods, for example on line and work based training packages will be identified;
- Educational settings and organisations will be made aware of effective practice around supporting particular groups that are vulnerable to bullying;
- The current position regarding E Safety and cyber bullying across Wirral will be established.
- The Anti- Bullying Steering group, consisting of a range of key partners will be maintained;

#### **4. Children and young people’s participation**

##### **Aim**

Consulting children and young people is a priority and is reflected within the anti-bullying strategy.

##### **Objectives**

To work with children and young people’s groups to determine effective consultation protocols.

##### **Key Activities**

- The participation and consultation of children and young people in all aspects of anti bullying work will be promoted;
- The role of the school council in disseminating good practice and current information will be promoted;
- The Anti Bullying Charter will incorporate a roll to promote the evaluation of anti-bullying school practice , policy and procedure;
- Representatives of youth sub groups will be identified to provide feedback to the steering group;
- Communication strategies with children, young people and partners will be developed;
- There is a recommendation that all youth settings provide a range of anti bullying initiatives;
- The use of established local websites such as Teen Wirral will be promoted.

#### **5. Schools and Services for Children and Young People**

##### **Aim**

To encourage partners to commit to implementing best practice in anti bullying as defined by the strategy;

##### **Objectives**

Schools, services and organisations across Wirral have a wide range of effective policies and strategies in place to prevent and tackle bullying.

##### **Key Activities**

- Establish and maintain ongoing dialogue with relevant groups, for example through primary heads consultation group, WASH and Strategy Outcome groups;
- To promote and signpost services and activities to groups that are vulnerable to bullying;
- Direct schools and services to organisations such as teen Wirral, counselling services and services offering additional support to children and young people being bullied;

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# **Anti-Bullying Policy**

## **Aims of the Policy**

We aim to live out our Federation Mission Statement where children live in a safe, secure environment where each child is valued.

Any concern however small, will be addressed.

## **Clear Definition of Bullying**

Bullying takes a variety of forms. The following covers the most significant of these:

- Physical – hitting, kicking, taking or damaging belongings.
- Verbal – name calling, insulting, repeated teasing, racist remarks, threats.
- Indirect – spreading nasty rumours, deliberately excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or acknowledge a person, the ‘look’

Unless checked, low key bullying such as shoving or name calling can escalate if the bully finds that the bullied pupils respond in a particular way.

It is important not to underestimate the significance of the non-physical forms of bullying. Those who have suffered from bullying often report that they recover from any physical injury or pain much more quickly than they get over the feelings of humiliation, anxiety or fear.

## **Strategies for Prevention of Bullying**

- Awareness-raising through assemblies and PSHE lessons.
- Self-assertiveness should be taught to children. They have the right to feel valued.
- Policy available to parents on request
- Competitions and workshops.
- Reward initiatives led by Midday Staff.
- Good behaviour certificates.
- INSET welfare staff and teaching staff
- Provision of adequate resources and playground environment to engage safe, happy and secure play.
- Golden ticket awards.

## **Reporting Bullying**

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In the first instance bullying should be addressed by the Class Teacher or adult on duty. More serious or repeated offences should be reported to the Headteacher via the hierarchical system.

The Headteacher must be informed immediately if there is a more serious offence.

Children must be encouraged to report an incident right away to the nearest available adult.

Children must be reminded of strategies available for the prevention of bullying.

Children must be reassured that it is correct to report bullying if it happens to themselves or another child.

Staff should seek advice from the Assistant Headteachers, Deputy Headteacher, Learning Mentor and then the Headteacher when necessary. If a member of staff feels it appropriate the incident should be reported in the class teachers record book. Staff can liaise with other teachers about other children involved in incidents. The playground books and lunchtime supervisors' book also contain records which may throw light on incidents.

Parents – see GUIDELINES FOR PARENTS

### **Responding to bullying**

After being informed the person who has had the incident reported to them should take this action:

- Contact the class teacher.
- Class teacher will discuss with parent.
- An investigation into the incident should then take place.
- The class teacher would reassure the 'bullied' child that their concerns would be dealt with at any time, and question them as to whether they felt confident the matter had been sorted out on this occasion.
- Staff will monitor children involved in incidents afterwards for a time.
- Parents of all children involved in a serious incident should be informed by staff.

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## **Roles and responsibilities**

It is the duty of all staff to uphold the practices in the Anti-Bullying Policy. It is also the duty of the parents to inform staff of any incidents, which they feel involve bullying. Parents and staff should work together modelling the value and respect we show each individual. (See Home/School Agreement).

### **The responsibilities of staff**

#### **Our staff will:**

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying to (a named senior member of staff responsible for safeguarding or pastoral care)
- Display anti bullying messages throughout both schools
- Seek support from outside agencies if required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences for perpetrators of bullying
- Be sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them wherever possible catch the bully in the act
- Communicate effectively with all involved in working with the young person/child including parents, even if you have little to report
- Boost children's/young people's esteem by praise, compliments and encouragement
- Safeguard all pupils who report bullying
- Use systems in place e.g. School buddy's, Peer mentors, Restorative approaches
- Keep school yards highly supervised with staff strategically placed

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## **The responsibilities of our pupils**

### **We expect our pupils to:**

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
- Keep a diary using the 4 W's Who, What, Where and When
- Be a good friend to all who needs one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Not watch bullying behaviour you must walk away and report it
- Tell the truth if asked by a teacher

## **The responsibility of parents/carers**

### **We expect our parents and carers to:**

- Inform either school of any suspected bullying even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from bullying
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff using the 4Ws Who, What , Where and When
- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in cooperation with the school and listen to evidence.
- Keep a written record of any reported instance of bullying

## **Preventative measures**

- Pastoral support
- Awareness raising
- Parents/staff information and support
- Classroom management

## **Monitoring and Evaluating the Policy**

Staff will review bullying procedures at the first staff meeting of the academic year. It is important to be vigilant at all times during the school day and staff also need to be aware of the 're-occurrence' of incidents at a later time.

The Governors and staff will monitor this process together.

## **Other Relevant Information**

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A small budget should be made available to support workshops for the children for awareness raising.

All staff have had training and new staff will be informed of procedures by the Senior Management Team.



# Every Child Matters

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# **Guidelines For Parents**

## **What Parents should not do:**

Parents should not respond by saying any of the following:

- “It’s all part of growing up – you will have to learn to cope with it!”
- “Just hit him/her back”
- “Don’t be a baby – that sort of thing doesn’t happen”

Nor should parents decide to tackle the alleged bully themselves, or approach the parents of the offender. They will close ranks around their child and the Headteacher will have a much more difficult task to resolve the problem. Parents should work with both schools to help resolve the situation on behalf of their children.

## **What parents should do**

You should inform either school immediately

Normally, the first person to see, in minor or isolated instances of suspected bullying, is your child’s class teacher. All parents should bear in mind that sometimes there are two sides to the story and should be open-minded. However, in the majority of cases where bullying occurs, the victim has made little or no contribution to his or her misfortunes: Bullies bully because they are bullies, not in response to some offence.

If you feel the situation is very serious or if you prefer, take the issue to the Headteacher. Whichever member of staff you approach, your complaint will be taken seriously and acted upon.

Do not allow the bullying to become intolerable – Report your concerns to the classteacher or Headteacher.

If any incidents re-occur, school should like to be informed so it can be dealt with immediately.

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## **Forms of bullying**

Verbal – name calling, tormenting, threats, Racism, Homophobia, of a sexual nature, regarding a person's disability.

Physical – Hitting, kicking, spitting, pulling, pushing, biting

Indirect – Spreading rumours, glaring and staring, isolating, writing graffiti notes, refusing to talk to a person.

Technological – bullying through social networking, text messages, photo changing soft-wear, emails, prank telephone calls (this can also be called cyber bullying)

## **Links with other school/organisation policies**

E.Safety, Behaviour, Safeguarding, Equality, Pastoral care

## **Bullying outside of school premises**

Section 89(5) of the Education and Inspections Act 2006 gives Head teachers 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. This legislation does not apply to independent schools.

By making good connections throughout the schools community with local residence, transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

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