

SODBURY VALE FEDERATION

Anti-Bullying Policy

Our vision at our Federated schools is that all they are loved and valued as the unique person that they are. Children are encouraged to value and respect themselves and others , encouraging and supporting each other with compassion, forgiveness and understanding

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2 VERSION HISTORY

Version Number	Reason for Issue	Date of Issue
01	Initial Issue For Federation	May 2022
02	Appendix added	Jan 2024
03	Review and update	April 2024
04	Review and update	July 2026

3 OVERVIEW

3.1 RATIONALE

Sodbury Vale Federation is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place in our school's for all our children so that they can learn and play in a relaxed and secure environment.

We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Sodbury Vale Federation, we acknowledge that bullying can happen from time to time in society and that bullying can happen to adults in the workplace. When bullying does occur, everyone should feel able to tell someone and know that incidents will be dealt with promptly and effectively in accordance with our school antibullying policy.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

We also strive to create our community which is trauma informed. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health and the capacity to engage in meaningful learning. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates through our school environment. We have developed a positive behaviour policy which places relationships as the cornerstone for children and young people to thrive, both academically and in relation to their wellbeing.

Trauma-sensitive schools are grounded in a set of core principles that inform daily school operations. Sodbury Vale Federation embodies these core principles:

- We have staff who understand trauma and its impact;
- We believe that healing happens in relationships;
- We ensure emotional and physical safety for all;
- We view students holistically;
- We support choice, control, and empowerment for students, staff, and families;
- We strive for cultural competence;
- We use a collaborative approach.

Our bullying policy should be read in conjunction with our federation positive behaviour learning policy. Our federation does not tolerate bullying of any kind.

3.2 PURPOSE

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable and will not be tolerated.

This policy reflects guidance from:

- DfE Preventing and tackling bullying
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Working together to Safeguarding Children
- The Equality Act 2010

3.3 BULLYING DEFINITIONS

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying can be any one of the above or a combination of them and may be motivated by prejudice relating to protected characteristics.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank.

We all have to learn how to deal with these situations and develop skills to repair relationships. It is bullying if it is done several times on purpose (S.T.O.P).

4 AIMS OF POLICY

- To promote a safe and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy on personal and social development.
- To inform pupils and parents/carers of the school's expectations and to foster a partnership which helps create a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- To ensure there are no issues involving the background of children: beliefs, religious views, gender, homophobic, transphobic, disabled or racial abuse

5 ROLES AND RESPONSIBILITIES

5.1 STAFF

- To treat any report of bullying seriously.
- To listen to all parties involved in incidents
- To make such enquiries as may be necessary to clarify exactly what has been happening.
- To assure the pupil/pupils that they have acted correctly in reporting the bullying.
- To take appropriate action or to refer the matter to a Senior Leaders
- To record and inform parents/carers of bullying incidents.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying behaviour.
- To foster by example the values we as a school believe in.

- i) To monitor the extent to which the above are being carried out by: -
 - o Regular discussions with staff, pupils and parents/carers.
 - o Recording incidents of bullying on CPOMS

5.2 SENIOR LEADERS

Senior leaders will

- Support staff, pupils and families when incidents occur
- Ensure consistent implementation of the policy
- Monitor patterns and trends
- Report to governing board

5.3 PUPILS

Pupils will:

- Report incidents of bullying to school staff
- Support their peers
- Follow the federation's positive behaviour policy and values

5.4 PARENTS/CARERS

Parents/carers will:

- Report concerns to class teachers
- Work in partnership with school staff
- Support their child

6 DEALING WITH INCIDENTS

6.1 CURRICULUM – PREVENTION AND REDUCTION OF BULLYING

We will reduce bullying by proactively promoting the right choices in lessons, collective worships and daily interactions with children, and ensuring that staff consistently promote high behavioural expectations.

- The federation will meet the legal requirements for all schools to have an anti-bullying policy in place.
- The federation will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and families will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff, pupils and families will know what the school policy is on bullying.
- Pupils and families will be assured that they will be supported when bullying is reported.
- A positive, caring ethos will be created within the school environment where everyone can work and express themselves free from fear of being bullied.

Federation and school initiatives and proactive teaching strategies will be used throughout the schools' to develop a positive learning environment with the aim of reducing opportunities for bullying to occur.

These include:

- Each class agreeing on their own set of class rules based on 'being ready, respectful and safe'
- Making national anti-bullying week a high profile event each year.
- Raising awareness through collective workshops, work in PSHE lessons and circle time discussions.
- Setting up circle of friends support network to support individuals experiencing difficulties.
- Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour.
- Involving parents and the wider community.
- Multi agency work – working with social services, police etc.

6.2 SIGNS AND SYMPTOMS

A child may indicate, by different signs or behaviour, that he or she is being bullied. adults should be aware of these signs and investigate further if a child:

- Is frightened of walking to or from school.
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to underperform in school work.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

NB this is not a definitive list but suggests some of the signs and symptoms. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

6.3 WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. If someone is bullying you, it is important to remember that this is not your fault and there are people that can help you. Tell someone you trust, giving them as many facts as you can (who? where? what? why? when? how?). All pupils know that if they are experiencing bullying they should tell a member of staff in the first instance.

6.4 WHAT CAN YOU DO IF YOU SEE SOMEONE ELSE BEING BULLIED?

Here are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

6.5 PROCEDURES FOR REPORTING AND DEALING WITH BULLYING INCIDENTS

All staff at the Sodbury Vale Federation will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially

and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

1. Initially, staff will listen and speak to all children involved about the incident separately. Appropriate action will be taken quickly to end the bullying behaviour.
2. Appropriate advice will be given to help the recipient.
3. Staff will reinforce to the bully(s) that their behaviour is unacceptable and they will be given a warning. The bully(s) will be asked to genuinely apologise for what they have done.
4. Work will be done with the bully(s) to help them understand and change their behaviour including investigating the underlying reasons as to why they are bullying.
5. Parents/carers will be informed.
6. In serious cases e.g. when threatening behaviour is involved, parents/carers will be informed and invited into the school to discuss the problem. This meeting will be with the class teacher and/or Assistant Headteacher/Heads of School/Executive Headteacher present.
7. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
8. Should the bullying continue the Executive Headteacher may make a decision to exclude the child. The parents/carers then have the right to appeal to the governing body.
9. Appropriate records will be kept of all incidents on CPOMS.

7 MONITORING AND EVALUATION

To ensure the policy is effective, it will be regularly monitored and evaluated. The governing body monitors the impact of the policy and suggests amendments as necessary. We aim to monitor the policy through CPOMS, the annual questionnaire and work carried out during Anti-Bullying week.

8 HELP AND ADVICE

Anti-Bullying Alliance: advice and signposting help lines www.anti-bullyingalliance.org.uk

ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111 www.childline.org.uk

Family Lives (previously Parentline Plus) Immediate support and advice for parents, 24 hours a day, seven days a week. Call 800 2222 - www.familylives.org.uk

Kidscape - A helpline for individuals and parents and carers of bullied children.

Available Monday - Tuesday: 10am to 8pm; Wednesday - Friday: 10am to 4pm Call 08451 205 204 - www.kidscape.org.uk

Contact a Family have a helpline for families with disabled children - they can give advice on bullying issues. Call 0808 808 3555 www.cafamily.org.uk

Mencap: supports young people with learning disabilities Call 02074540454 www.mencap.org.uk

National Autistic Society; champions the interests of all people with autism Call 08450704004 www.autism.org.uk

Children's Legal Centre, clc Coram: The Child Law Advice Line; promoting children's rights in the UK Call 0808 8020008 www.childrenslegalcentre.com

The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [Think U Know](http://ThinkUKnow.org.uk)