

# Seaford Primary School



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## Seaford Primary Anti-bullying Policy October 2022

### Introduction

At Seaford Primary we take bullying and its impact very seriously. Pupils and parents should be assured that known incidents of bullying will be responded to and that bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school. The ethos of Seaford Primary fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. The school has a zero-tolerance approach to child-on-child abuse.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have a clear understanding of what bullying is and what different forms bullying can take.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should be clear about what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

### What Is Bullying?

Bullying is unacceptable behaviour carried out by an individual or group which is usually repeated over time and that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Seaford Primary is considered to be unacceptable behaviour which occurs repetitively, on purpose. Bullying can be short term or continuous, over long periods of time. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, biting, hitting, punching or any use of violence
- Racial- racial taunts, graffiti, gestures
- Sexual- unwanted physical contact or sexually abusive comments
- Homophobic- Where bullying is because of, or focussing on the issue of sexuality

- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying – Bullying that occurs on areas of the internet, such as email, internet chat room and social media sites, mobile threats through text message and misuse of associated technology , i.e. camera and video facilities, I-pad, games consoles.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another. This imbalance of power can be a result of:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of safeguarding; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those who have adverse childhood experiences and who may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell a teacher or adult whom you feel you can trust
- Tell a friend/Peer mediator
- Write your concern and post it in the 'worry box' or 'ask it basket'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your RSHE time

### **Children's Anti-Bullying Charter**

- I will speak up when I or other needs help – I will not stand by and let others feel uncomfortable
- I will demonstrate pro-social behaviour in school and encourage others to do the same
- I will be honest and tell the truth
- I will celebrate that we are all different and respect the differences of others
- I will smile and compliment others
- I will be proud of myself and encourage others to make positive choices
- I will take responsibility for my actions and words and think about how they affect other people
- I will keep unkind thoughts and comments to myself

### **Anti-Bullying and the Curriculum**

The whole-school RSHE curriculum we follow at Seaford Primary ensures that anti bullying themes are taught to the children through engaging, relevant and age appropriate lessons. The 'JIGSAW' approach covers topics such as 'Celebrating Difference' and 'Relationships' that reinforce consistent anti-bullying messages throughout the school from the EYFS stage to Year 6.

### **Recording of Bullying Incidents**

Bullying may be reported by a child, carer, member of staff or parent. In some cases a child may admit to a member of staff that they have been bullied by another child. When an incident of bullying has taken place, staff will be prepared to record and report each incident thoroughly. In the case of racist or sexual bullying, this must be reported to the Safeguarding Leads immediately. General incidences of bullying should be recorded clearly in CPOMS. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents involving the same child/children may be prevented from happening in the future. An overview of incidents of bullying will be discussed with the Governing Body (Safeguarding Governor). Older children may be asked to write a report themselves. Where appropriate the wishes of the children will be taken into account before further action is taken.

### **Outcomes**

The staff will also work with any child who has been bullying to ascertain any underlying causes and if appropriate will carry out the relevant actions as laid out in the behaviour policy. It will be made clear to all children that bullying will not be tolerated. In extreme situations, the Inclusion Manager or Headteacher may contact external services, for example the Behaviour Support Team (ESBAS) or Educational Psychologist.

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having. The Headteacher or a member of the senior leadership team will take time to discuss the issues with the victim of bullying and suggest strategies on how to best deal with the situation. Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, or the opportunity to talk regularly to a member of staff. Parents will be informed.

Pupils involved in bullying incidents will have the opportunity to access resources from the Anti-Bullying Alliance and our Jigsaw scheme. These resources will be made available to children in class. Where appropriate, a Teaching Assistant may run some sessions to support pupils. Wherever possible, the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, counsellor. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered. During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored. The Safeguarding Governor will be informed of an overview of incidents along with sanctions delivered and reconciliation. Appropriate and necessary information will be shared with parents, but some information will not be able to be shared (for example, sanctions that were given to the child who conducts the bullying).

### **Support for staff who are being bullied**

Although it is important that we take measures to prevent and tackle bullying among pupils, it is equally important that we make it clear that bullying of staff, whether by pupils, parents or colleagues, is also unacceptable. Staff should report incidents appropriately and seek support from their line manager or senior member of staff. Cases will be dealt with effectively through mediation and disciplinary procedures.

### **Advice to Parents**

Key information such as policies and points of contact will always be available to parents. As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher or Designated Safeguarding Leads (Mrs Wattam, Mr Davey, Mrs Crees and Miss Scott).
2. In cases of serious bullying, the incidents will be recorded by staff and the Head teacher notified.
3. In serious cases you will be informed and asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.

The school will also offer support and guidance for parents / carers of a child who has been accused of, or sanctioned for, bullying.

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk) DfE:
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" July 2017,  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- DfE: "No health without mental health":  
<https://www.gov.uk/government/publications/nohealth-without-mental-health-a-crossgovernment-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk) • MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

#### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- DfE: "Advice for parents and carers on cyberbullying" 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

#### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)