



Our Values and Principles:

Southgate School is completely opposed to all types of bullying. 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. School will work closely with all stakeholders to reduce bullying as much as possible, and to ensure that incidents of bullying are dealt with quickly and efficiently.

In managing bullying at Southgate School, we recognise that our pupils may face difficulties regarding behaving appropriately to others. Our pupils are behind their peers developmentally. This can impact on their ability to show empathy, can impair 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. 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.

Our School Council Say...

“We help each other and stand together against bullying”

Need to Know:

Pupils	<ul style="list-style-type: none"> • Bullying is making someone feel bad on purpose • If you feel you are being bullied, tell an adult in school or your parent/ carer • School will always 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 child reports bullying or if they are concerned about their child
Staff	<ul style="list-style-type: none"> • We need to be vigilant and safeguard our pupils from bullying (or being bullies) at all times • Any incidents of bullying need to be dealt with immediately by the adult who witnesses it • Victims of bullying are always supported • We record incidents of bullying on Integris alongside the actions we take to reduce bullying • We follow the school’s guidelines and approach to combat bullying (see ‘Our Approach to Bullying’ below) • We will work with anyone who is a bully to help them understand why they are behaving this way, and to teach them a better way to get their needs met

Everyone	<ul style="list-style-type: none"> • Southgate School will not tolerate any form of bullying • We will always support the victim and educate the bully • Incidents of bullying will never be waved of or excused as 'banter'.
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Definition of Bullying:

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, damage to property, rumour spreading, shunning or ridicule. It can be manipulative, such as making a disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyberbullying). 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 (Safe to Learn).

Specific Types of Bullying:

We will be particularly aware of specific forms of bullying related to different forms of prejudice:

Race and Culture	Racism and cultural bullying and prejudice is unacceptable in any form and will not be tolerated. Such incidents will always be followed up appropriately to stop/ reduce the issues from recurring. Integris is used to report any incidents of racist abuse and the follow up actions.
Gender	Bullying and prejudice involving gender is unacceptable and will not be tolerated. This includes casual jokes. Where this occurs, the incident will be logged on Integris along with the follow up actions.
Sexual Orientation	Homophobic bullying and related derogatory language is unacceptable and will not be tolerated. Integris is now set up to report any incidents of homophobia along with the follow up actions.

Our Approach to Bullying:

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

Stage 1:

Group staff will manage first incidents of bullying by talking with the victim, the bully and any witnesses. This will be logged on Integris, recognising the importance of keeping

accurate records. This must always include the actions they have taken to prevent recurrence. We encourage the use of social stories, circle time and restorative justice measures including all parties involved where appropriate. If the incident is of a serious nature, they will proceed straight to Stage 2.

Stage 2:

Incidents of a more serious nature or repeated incidents of bullying will be reported to the Senior Management Team (SMT). Parents/ carers of both the victim and bully will be contacted and invited to attend a meeting in school. The group leader will record the incident on Integris. A referral will be made to one of the social and emotional inclusion officers who will complete follow up work to reduce the chances of recurrence.

Stage 3:

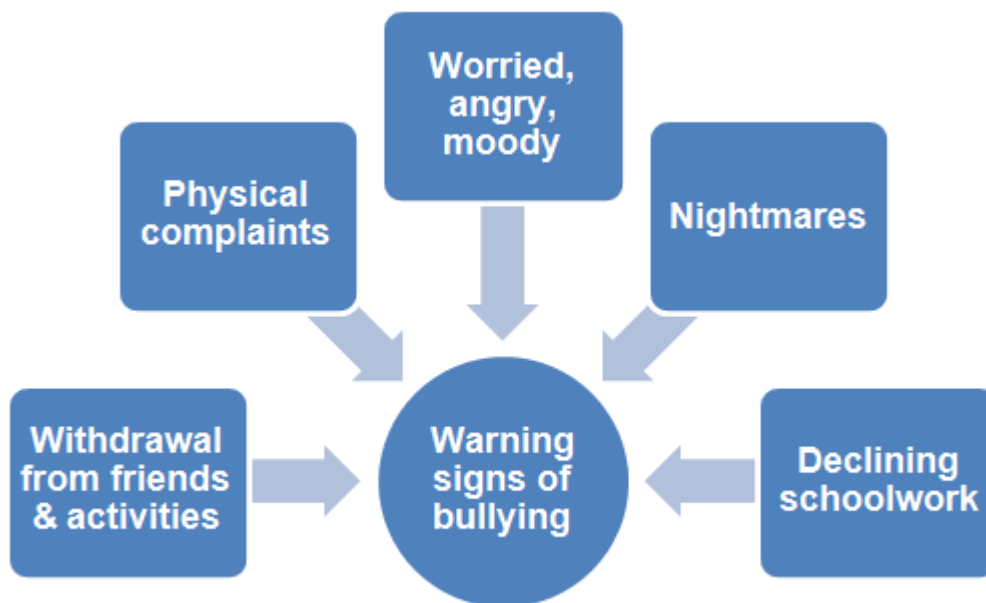
In the rare event that the incidents of bullying continue, parents/ carers will be invited in to discuss the situation with a member of the SMT. Involvement of appropriate outside agencies (e.g. educational psychologist) could happen at this stage. Adjustments may need to be considered at this time.

Preventative Measures:

Our calm nurturing environment creates a positive ethos that promotes pupils' well-being and self-esteem. We promote positive communication between pupils and staff model these interactions at all times. This is supported by a well-planned curriculum. This includes whole class and targeted PSHSRE (including Online Safety- please refer to the Online Safety Policy), assemblies with SEAL themes which are followed up in class, and Friday celebration assemblies which promote all that is good about our pupils.

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. Integris is used as for reporting bullying and actions, and these are evaluated for their effectiveness over time.

Raising staff awareness and providing training helps staff to identify signs of bullying where it may not yet have been disclosed or witnessed.



Early intervention strategies are used to prevent bullying and promote social skills. These occur daily through breakfast and snack routines and/ or 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 reoccurring, intervention is implemented by group staff in the first instance, or by the social and emotional inclusion officers if incidents continue. This can take the form of social stories, targeted PSHSRE, restorative justice 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.

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 harassing or threatening behaviour or communications — could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. 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.

Bullying Outside School Premises:

Headteachers have a specific statutory power to discipline students for 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. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in our local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Monitoring and Self- Evaluation:

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

- Learning walk feedback and ongoing observations around school
- Pupil survey
- Parent/ carer survey
- Analysis of incidents and actions through Integris
- Ongoing records which are presented to the governing body through the half termly behaviour report
- Ongoing discussions with staff, pupils and parents

Policy Created by Paul Evans: December 2017

Involved in Consultation:

Between September and December 2017, pupils (through the school council), parents, governors and staff were consulted and made contributions to the policy.

