



Anti-bullying Policy

	Signature	Date
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Anti-bullying Policy

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Anti-Bullying Policy

1. Aims and Objectives

Bullying is wrong and damages individual people. It is important therefore that the school does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. To allow or condone bullying may lead to consideration under the Child Protection procedures.

We aim, as a school, to:

- Clarify for pupils and staff what bullying is and that it is always unacceptable.
- Provide a safe and secure environment where all children can learn and work without anxiety.
- Produce a consistent school response to any bullying incidents that may occur.
- Make all those connected with the school aware of their responsibilities with regard to the eradication of bullying in our school.

Our school community will:

- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that children are aware that all bullying concerns will be dealt with sensitively and effectively; that children feel safe to learn; and that children abide by the anti-bullying policy.
- Report back to parents / carers regarding their concerns on bullying and deal promptly with any complaints. Parents / carers in turn will work with the school to uphold our policy.
- Seek to learn from good anti-bullying practice elsewhere.

2. Definitions of Bullying

Bullying is an action taken by one or more person, either an adult or child, where there is an imbalance of power and has the deliberate intention of hurting another, either physically or emotionally. It is behaviour that is usually repeated over a period of time and can have a continuing harmful effect on the victim.

Whilst it is unusual for children of an infant age to be involved in bullying it is important that children and parents understand what is and is not bullying from a young age so they can be prepared, understand and have open and honest conversations based on a shared understanding.

2.1. Bullying can be:

- Physical (e.g. hitting, kicking, pinching)
- Verbal (e.g. name calling, insulting)
- Indirect (e.g. excluding someone from a social group saying nasty things about someone, electronic messaging)

2.2. How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

2.3. Signs of bullying:

Not wanting to come to school

- Becoming distressed or withdrawn
- Having possessions go missing or broken
- Feeling unwell
- Unexplained cuts, bruises, scratches, marks
- Not wanting to say what is wrong

2.4. Specific types of bullying covered through this policy:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

3. Prevention

The unpredictable nature of bullying means that all staff have to be alert to the possibility of an occurrence at any time. Children need to be encouraged to speak out openly about bullying, understanding the difference between falling out with someone and bullying.

If parents suspect that bullying has taken place at school the class teacher or Headteacher should be informed immediately. Parents should keep in mind the definition of bullying above.

Any concerns will be discussed regularly through staff meetings so that all members of staff are aware of potential problems and what is being done to deal with them.

Positive relationships and behaviour will be promoted and acknowledged, praised and suitably rewarded both in class and in whole school assemblies.

Adequate supervision will be provided for places and times when children have more social freedom and therefore bullying is more likely to occur, particularly at play times.

Children are reminded frequently to report incidents or when they feel unhappy or worried about anything.

4. Dealing with instances of bullying

All reports of possible instances will be treated seriously and investigated quickly.

Staff closest to the bullying situation should deal with the situation first and inform the class teacher and the Headteacher before recording everything on CPOMS.

5. Recording incidents

Any **incident** where one child has been witnessed being hurt by another are investigated and recorded on CPOMS. Instances recorded on CPOMS are automatically seen by the Deputy Head/SENCO and Headteacher and will be discussed with the class teacher. The Deputy Head teacher analyses the data at least half termly to check for patterns. Behaviour reports are shared termly with the governors on the Health and Safety Committee.

Any evidence of repeated rough play or behaviour incidents concerning specific pupils would lead to one of the following (depending on the severity of the situation):

- Class teacher speaking to Deputy Head / SENCO,
- Class teacher speaking to parent regarding the child's behaviour,
- the Headteacher having a meeting with the parents.

5.1 Reporting incidents of peer on peer abuse

The DfE published *Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)* in December 2017. Peer-on-peer abuse must be taken very seriously and the new guidance makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

6. Sanctions

Cases of unacceptable behaviour will be dealt with by following of the school behaviour policy.

For those cases where there is some indication that the behaviour is at stage of developing into bullying behaviour then children may, in addition to the sanctions in the behaviour policy, also have to:

- work with Staff, individually or in a group, to address the issues.
- be supervised during playtime by a teacher, teaching assistant or lunchtime assistant.
- lose their playtime.

7. Continuing bullying behaviour

For a repetition of the behaviour following a sanction, it is likely that an individual Risk Assessment would be completed, and a Behaviour Intervention Plan put in place. Continued bullying behaviour could lead to fixed term or permanent exclusion.

8. Supporting pupils

Pastoral support will be available for both the bully and bullied from their class teacher and/or Deputy Headteacher / SENCO.

Children will be reminded frequently, both in assembly and in class, that they should bring their concerns to an adult immediately. Children will be encouraged to approach **any** members of staff, who they feel comfortable with, to talk over matters of concern to them regarding their relationships with other children for example the office staff, teaching assistants or lunchtime assistants.

Children should be given the confidence that their concerns will be carefully investigated and, if substantiated, taken seriously and acted upon.

Individual members of staff must be alert to signs of bullying and act promptly and firmly against it. All staff will make every effort to ensure that pupils are aware of the **5 steps** to take if they have a concern about bullying.

8.1 Five Steps to Success

1. Be available to listen

Make it known you are ready to listen and provide immediate support. The aim of the intervention must be to stop the immediate abuse. Break the code of secrecy, express relief that bullying is now out in open and can be dealt with.

For victim:

'I want to talk to you because some nasty things have been happening to you.'

'You sound as if you are fed up/sad about it.'

'Tell me more about what happens.'

'Is there anything you can think of that might help the situation.'

'Okay, you do that over the next day/week and then we'll have another chat to see how things are.'

For bullies:

'I hear you have been nasty to x. Tell me about it.'

If denial, 'Yes, but nasty things have been happening to x, tell me about it.'

'So it sounds like x is having a bad time at school.'

'I was wondering what you could do to help x in this situation.'

'Good, you try that out for a week and we will meet again next ---- and see how you have got on.'

2. Investigate

Investigate every incident as soon as possible. Find a quiet location, talk to parties individually at first to avoid intimidation and produce an accurate account. Take notes if necessary. Be objective to ensure fairness.

3. Respond

You will need to remind children **'We do not bully at Newtown. At Newtown we care about each other.'**

Ensure the victim has access to a positive play location and use reliable friends as supporters.

Remove the bully from the environment (send to staffroom in school or to stand by an adult) and make sure they know why they are being excluded from the situation.

Ensure your response as the adult gives a positive model of behaviour and you avoid being aggressive.

4. Record

Record the incident as soon as possible on CPOMS.

5. Follow Up

Let children/parents know you are committed to following up the incident at a pre-arranged time – the next play time, work session, next day, next week?

This will reinforce to children that school is a caring environment and that we want to encourage positive behaviour.

9. Using the Curriculum

Every effort will be made, through the curriculum to encourage the correct attitude/ ethic amongst pupils that bullying and other anti-social behaviour is not the way of life at Newtown.

Opportunities will be taken through the PSED / PSHCE areas of the curriculum.

Bullying which is unchecked or which staff seem to condone by ignoring, affects not only those immediately involved, but also the school in general. A positive, nurturing and caring ethos demands an active anti-bullying policy which is applied consistently and which everyone believes in.

Circle Time gives an opportunity for pupils to talk about bullying. Drama, role-play, discussion and games can provide positive ways of getting the message across.

10. Communicating the policy to pupils and parents

The essential aspects of the policy will be brought to the attention of pupils at regular intervals in whole school assemblies and will be talked about by class teachers with their classes.

11. Review

This policy will be reviewed by staff and governors at least every three years and published on the school website.