



Newburgh
Primary School

Anti-Bullying Policy

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1 Introduction

Children and young people in Warwickshire wrote their own definition of bullying:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- *Physically and/or mentally hurt or worried*
- *Unsafe and/or frightened*
- *Unable to do well and achieve*
- *‘Badly different’, alone, unimportant and/or unvalued*
- *Unable to see a happy and exciting future for yourself it could be bullying*

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying. If someone feels like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell.”

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality

- Transphobic – because of gender identity or perceived gender identity
- Single incidents that are serious (for example violence, sexual harassment or a hate crime) should be treated as significant incidents and may be managed under safeguarding, behaviour or criminal referral procedures. Bullying is usually repeated behaviour; however, one-off incidents may constitute bullying if they meet the above harm criteria.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 As a school we are committed to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on an annual basis about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the complaints procedure

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) is aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Anti-Bullying Policy will form part of the induction process for new staff and volunteers.
- 4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.
- 4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

- 4.5 The school takes all reports of sexual harassment seriously. Incidents (including 'banter' that normalises sexualised language) will be investigated promptly by the HT, and actions may include safeguarding referral, parental involvement, disciplinary measures and targeted education. Staff must follow KCSIE and local procedures for disclosures of sexual abuse or harassment.

5 The role of the teacher and support staff

- 5.1 ALL the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.3 CPOMS is used by staff to record all incidents of bullying that occur both in and out of class and will be recorded on the same day. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to the school to be recorded and addressed.
- 5.4 When any bullying has taken place between pupils, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Support for the victim and for the pupil who has bullied will be recorded and monitored. This should include short-term safety measures (e.g. changes to routes/timetables, playground staffing), ongoing pastoral support (check-ins, Thrive Nurture approaches), and clear success criteria with review dates. Where appropriate, restorative approaches or social skills interventions should be used to build empathy and reduce reoffending. For pupils with SEND, reasonable adjustments and specialist input must be recorded and reviewed. Sanctions should be proportionate and restorative where appropriate. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Possible sanctions include: restorative conversation, withdrawal of privileges, time-out, parent meeting, behaviour plan, internal suspension, fixed term suspension (in line with our Good Relationships and Behaviour policy). Persistent or criminal behaviours should follow formal disciplinary and safeguarding procedures. If a child is repeatedly involved in bullying, we inform the headteacher and the Inclusion Manager. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services. The rationale for the chosen approach and approach or sanctions chosen will be recorded on CPOMS.
- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.
- 5.7 All staff (including lunchtime staff, volunteers and governors) receive annual anti-bullying and online-safety training, with targeted updates for DSLs and staff working with SEND pupils. Training records will be kept and training evaluated for impact.

Preventing Bullying

In our school we do this by:

- Sharing our approach with the school community, through sharing our policy and updating advice on our website [Anti-bullying](#).
- Using assemblies and PSHE time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g.
- PSHE, Citizenship, social and emotional learning programmes, anti- bullying ambassadors, Restorative conversations.
- Secure the safety of the target of bullying and take actions to stop the bullying from happening again.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, Thrive.
- Ensuring playground and lunchtime staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Cyber-bullying and searching devices

If staff seize an electronic device under the Education Act 2011, they should follow the school's Searching, Screening and Confiscation procedure. Where content is potentially criminal or indicates safeguarding risk, staff must preserve evidence (do not delete) and inform the DSL and, if appropriate, police/CEOP. Staff may delete material only where they are confident it does not contain evidence of an offence and it breaches school behaviour policy; any deletion and reasoning must be recorded on CPOMS.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to: a trusted adult, class teacher/TA, DSL, anti-bullying ambassador, or use the class worry box. The school will ensure reporting mechanisms are accessible for pupils with communication needs (eg visual symbols, adult support, translator) and will record how a pupil reported when logging an incident.

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

All bullying incidents must be recorded on CPOMS within 24 hours. Records must include: date/time/place, nature of incident, pupils involved (including bystanders), staff witness, actions taken (including sanctions), support offered to victim, follow-up dates and outcomes. The Headteacher will review termly anonymised data for trends (people, places, times, types) and report to governors at least annually and sooner if patterns emerge.

6 The role of parents

6.1 Parents who are concerned that their child, or another child, might be being bullied, or who suspect that their child, or another child, may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6.3 Parents, Carers and Visitors are reminded:

- To respect the caring vision and values of our school
- That both teachers and parents need to work together for the benefit of their children
- That all members of the school community are treated with respect and dignity, using appropriate language and behaviour
- That approaching school staff for help to resolve an issue is done in an appropriate manner
- That the school will always work with a child to clarify their version of events in order to bring about an appropriate solution to an issue
- That supporting teachers when addressing the behaviour of their child in school is an important contribution to a positive resolution

- To correct their child's actions, especially where it could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises

In order to support a peaceful and safe school environment the school will not tolerate parents, carers or visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools operation or activities anywhere on the school premises
- Any inappropriate behaviour on the school premises or at a school event
- Using loud or offensive language or displaying temper
- Threatening or gossiping about, in any way, a member of school staff, visitor, fellow parent/carers or pupil or being a bystander to this behaviour.
- Damaging or destroying school property
- Verbal or the sending of abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, in person, on Facebook or other social sites
- The use of physical or verbal aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child

The school reserves the right to bar someone from the premise if they feel that their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened – DFE guidelines). At Newburgh, this would also include being invited to accompany school visits where an adult might be perceived to be of figure of authority to a child

7 Bullying which occurs outside school premises

7. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town.

7.2 When bullying occurs off school premises, the school will investigate, apply sanctions if reasonable, and consider notifying police/anti-social behaviour coordinator if criminal conduct is suspected. The school will liaise with transport providers and other schools where relevant. Any sanctions will be implemented while the pupil is on school premises or under lawful control (eg trips).

7.3 Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action 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.

Support for staff who are bullied

It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The DfE have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves and how to tackle it if it happens.

8 Criminal law

- 8.1 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.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

- 8.2 If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

9 The role of pupils

- 9.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know if they do not feel safe. (Protective Behaviours)
- 9.2 Pupils are invited to tell us their views about a range of school issues, including bullying, on the annual pupil questionnaire, through the School Council and anti-bullying ambassadors.

10 Monitoring and review

- 10.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on request about the effectiveness of the policy.
- 10.2 The governing body will receive a termly anonymised bullying report from the Headteacher including: number of incidents (by type), outcomes, repeat perpetrator/victim data, any exclusions or referrals, actions taken to address hotspots, and evaluation of impact of interventions.
- 10.3 Success and impact is measured through key performance indicators: a reduction in recorded bullying incidents year-on-year, a reduction in repeat victimisation, improved pupil survey responses about feeling safe, improved attendance for targeted groups, and reduced attainment gap where bullying previously impacted progress. Where necessary, targets linked to the school improvement plan under inclusion.
- 10.3 This policy will be reviewed every two years, or earlier if necessary in response to incidents, legal changes or local needs.

11 Links to other policies and statutory guidance

This policy should be read alongside: Behaviour Policy, Safeguarding/Child Protection Policy (KCSIE), Searching, Screening and Confiscation Policy, SEND Policy, Online Safety / Acceptable Use Policy, Exclusions Policy and Complaints Procedure. This policy follows DfE 'Preventing and Tackling Bullying' (2017) and the Equality Act 2010 (PSED).