



# Anti-Bullying Policy

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# Newburgh Primary School

## Anti-Bullying Policy



### 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.”

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. ***‘Preventing and tackling bullying’ Advice for headteachers, staff and governing bodies July 2017***

### 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.



## How does THIS policy support the development of appropriate British Values?

In our school we teach children to be respectful of each other and we believe that by learning about the differences and beliefs of others we will develop a greater understanding and tolerance. Our 'one word school rule' for each of our primary schools support this aim. The government set out its definition of 'British values' in its Prevent Strategy. We reinforce these regularly and in the following ways:

- Democracy: Democracy is rife in our schools! Pupils have their voices heard through our School Council and Pupil questionnaires. We elect House Captains, our School Council, as well as vote on 'Charity for the Year'.
- The Rule of Law: The importance of Law, i.e. those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that govern and protect us, responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar. Pupils are regularly rewarded for great behaviour with stars, pebbles, house points and praise.
- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
- Mutual Respect: Our school ethos and behaviour policy revolves around our core values such as 'Consideration' - our 'one word school rule'. Assemblies relate to what this means. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society. We offer opportunities to experience diversity through visits to places of worship and year group links to other schools in areas which are different to our own. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE.

### 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 ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body. The Governing body then report their findings to the parent.



#### **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 punished.
- 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.

#### **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 There is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. 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 record it in the logbook.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. 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. 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.
- 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. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

#### **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/carer 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

( Schools can 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 until a positive resolution and restoration had been made.



## **7 Bullying which occurs outside school premises**

- 7.1 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 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 department 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.
- 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 and through the School Council.

## **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 anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. The governors require the



Headteacher to keep accurate records of all incidents of bullying. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

- 10.3 This policy will be reviewed again after a whole school audit through the Anti Bullying Alliance' All Together Programme and then after every two years, or earlier if necessary.

**Signed:**

**Date:**

**Newburgh Primary School**





## Bullying Log

**CONFIDENTIAL**

Name of child	Date of incident	Detail	Action taken	Date revisited






