

## Policy & Procedure



# Anti-Bullying Policy 2021 v1

This policy was approved by the governing body on 24<sup>th</sup> May 2021 and will be reviewed as required.

Signed:

Chair of Governors

Date: 24<sup>th</sup> May, 2021

## Non - Statutory Policy

## **Definition**

Bullying can be described as being *'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property'*.

Bullying is different from other kinds of unacceptable behaviour because it is *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'*. At Newcroft, staff and children also define bullying as something that happens **Several Times On Purpose**.

It is, therefore, important to maintain records to be able to identify the extent of the perpetrator's behaviour and whether the frequency can be defined as 'several times'. The Head teacher is ultimately responsible for deciding whether the behaviour is persistent enough to qualify the behaviour as 'bullying'.

Staff, parents and children at Newcroft work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical, cyber or emotional, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

## **Aims**

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Head teacher.
- To fully investigate any report of bullying and ensure detailed records are kept of incidents, reports and complaints. A separate list of any racist incidents will be kept.

## **Help for victims and bullies**

The purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters, it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

The school has a Pastoral Support Team and children are regularly reminded of how they can access support in this manner (see also, Appendix 1). Our Pastoral Support Team can offer support for both the victims and perpetrators of bullying. If a member of the Pastoral Support Team feels a child has been bullied, they must refer this to the Head teacher, Deputy Head teacher or Assistant Head teacher.

## The Rainbow Rules

At Newcroft we have devised a set of rules that we encourage the school community to consider at all times during the school day. The Rainbow rules are a simple, consistent approach which give every child the chance to be successful. The Rainbow Rules for behaviour are displayed in every classroom in child-friendly language and pupils are taught them and staff refer to them in every year group across school. We do not use golden time or bribes to encourage pupils to behave. Simply, we set high standards and expectations. Every child starts each day afresh and positive reinforcement and praise are the most important aspects of securing good behaviour.



## Types of bullying behaviour

Bullying behaviour can take various different forms, including those listed below:

- Physical (including kicking, hitting, taking and damaging belongings)
- Verbal (including name calling, taunting, threats, offensive remarks)
- Emotional (including spreading rumours, gossiping, excluding from social groups)
- Cyber (including abusive texts or emails, deliberately excluding others online or in instant messaging services)

## Forms of bullying

Bullying can be because of prejudice against particular characteristics. All bullying, whatever the motivation or method, is unacceptable and is not tolerated at Newcroft. All bullying incidents, based on any of these following characteristics, will be given equal importance.

- **SEN and disabilities**

Children with SEN and disabilities may be adversely affected to negative attitudes and perceptions of difference; find it more difficult to resist bullies; be more isolated; not understand that what is happening is bullying; or may not be able to articulate experiences as fluently as other children and therefore have greater difficulties in telling people about bullying.

- **Race, Religion or Culture**

This includes behaviours where someone is treated badly because of their racial or ethnic background, cultural background or because of their religious backgrounds or

beliefs. In a case of racial bullying, the strategies in the Policy for Education for Ethnic Diversity will be implemented. Racist incidents will be recorded in the Head teacher's 'Behaviour' folder and on Relevant Local Authority forms before being reported to the Governing Body and LA. The Race Equality Policy has further guidance on this.

- **Appearance or health conditions**

Bullying based upon health, medical conditions or the appearance of a person.

- **Home circumstance**

Children who provide care to someone in their family (with an illness or disability, for example) may be more vulnerable to bullying and can feel isolated. Children in care may also be more vulnerable to bullying for a variety of reasons.

- **Sexual**

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment). A **physical sexual assault** will lead to the exclusion of the perpetrator from Newcroft.

- **Homophobic, bi-phobic and transphobic bullying**

Homophobic, bi-phobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their actual or perceived sexual orientation or gender identity, or because of their association with people who are, or are perceived to be homosexual, bisexual or transgender (e.g. children's parents).

### **Bullying of school staff**

Incidents of alleged bullying of staff will be managed through the school's Dignity at Work Policy and through the Head Teacher seeking advice from Human Resources.

### **Reporting bullying**

If a child feels that they are being bullied, they should report their concern to a member of staff. At Newcroft children can do this by speaking to any member of staff, or by posting their concern in the school's Worry Box by the Reception. The School Council should be another forum in which children can report bullying. If a parent is concerned that their child is being bullied, they can report their concerns by speaking to a member of school staff. All members of the school community have a responsibility to report bullying and children are educated within school about the role of the 'bystander'. In order to reduce incidents of bullying and recognise bullies, all staff at Newcroft watch for early signs of distress in pupils. We listen, we believe, we act.

### **Strategy for Dealing with Bullying**

In dealing with bullying, staff at Newcroft follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records using O Track online monitoring.

## Responding to reported incidents

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Newcroft should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head Teacher, Deputy Head teacher, or most senior member of staff in their absence.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Newcroft and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
  - withdrawal from favoured activities (for example, a school visit)
  - loss of breaktimes for a period to be determined by the Head teacher.
  - barred from school during lunchtimes for a period to be determined by the headteacher.
  - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person (usually a member of the Pastoral Support Team) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

## Sanctions

Graded sanctions will be applied depending on the severity, circumstance and persistence of the incidents. This will be carried out in line with the school's Behaviour Policy. Where a criminal offence may have been committed, the police will be informed.

## Exclusion

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines. This 'danger' could include the psychological effects of bullying upon the victim(s).

If a pupil demonstrates persistent bullying behaviours in lessons and his/her behaviour is so serious that he/she either represents a danger to others, the Head teacher may need to temporarily exclude the pupil from the school for a fixed period of time. If a permanent exclusion is likely, the school will refer to the Symphony Learning Trust policy on exclusion and the school's Chair of Governors will be consulted.

**Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.** Our school has adopted Symphony Learning Trust's policy on exclusion.

### **Hierarchy**

The order of responsibility for dealing with serious incidents is:

1. Head teacher
2. Deputy Head teacher
3. Assistant Head teacher
4. Senior teaching team
5. Teachers

Any of the above who deal with incidents of bullying should complete the Behaviour Incident log on O Track. This information will be used to identify patterns and trends to help adults target areas of need.

### **Bullying off the School Premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Where bullying outside school is reported to school staff, it will be investigated and acted upon. If both the victim and the bully are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member.

If a child from Newcroft is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Newcroft will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- Talk to the Police about problems on the local streets.
- Talk to pupils about how to avoid or handle bullying situations.

### **Strategies for preventing bullying**

The school takes preventative action to reduce the likelihood of bullying incidents. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others.

In order to prevent bullying within our school, we take on a number of preventative strategies. These strategies include:

- Assessing bullying in school regularly (e.g. through pupil and parent surveys)

- Working as a community (e.g. having visitors, such as the Police, visiting school to talk about behaviour and choices children have)
- Establishing a climate in which bullying is not acceptable (e.g. through the Anti-Bullying Policy, the School Charter and a clear system for reporting bullying)
- Building a safe environment for children
- Educating children about bullying and skills to intervene (through curriculum lessons, National Anti-Bullying Week activities, assemblies and school visitors)
- Educating school staff about how to prevent and deal with incidents of bullying (through training and staff meetings)
- Peer-led interventions and support (e.g. the School Council)
- Supporting children in developing positive social skills when outdoors through the use of Playground Leaders.

### **Equality Statement**

At Newcroft Primary Academy, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.



**AT NEWCROFT, WE SAY NO TO BULLYING!**

**STOP**

**S**tart **T**elling **O**ther **P**eople

Remember- **B**ullying is something that happens  
Several **T**imes **O**n **P**urpose

If you are worried or sad about how other children are treating you:

**Tell your teacher** or an adult straight  
away.

**We will make it stop.**





Newcroft Primary Academy

## Bullying Incident Record

This record to be completed for incidents involving accusations of bullying

Date		Time	
Victim's Name		Alleged Perpetrators	
Who was present?			
Notes			
Next steps			
Signed		Date	Time
Further/Follow-up Notes Actions			

*This record to be filed securely in the Behaviour Folder in the Head's Office*