

Newbarns Primary and Nursery School Anti-Bullying Policy

INTRODUCTION

No matter how effective the school's Code of Conduct is in preventing bullying, there remains a risk that it might occur.

Newbarns Primary School has devised a policy to deal with bullying and offer guidance in the event of it happening.

POLICY FOR DEALING WITH BULLYING

OUR INTENTIONS BEHIND THIS POLICY

- ❖ To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- ❖ To reduce and eradicate wherever possible instances in which pupils are subject to any form of bullying, harassment or victimisation.
- ❖ To promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language.
- ❖ To prevent all forms of prejudice based bullying including homophobic and transphobia.
- ❖ To eliminate discrimination and foster good relations between persons who share protected characteristic and those who do not. Protected characteristics are – disability, race, gender, gender reassignment, marriage and civil partnerships, age, pregnancy and maternity, religion and belief, sexual orientation (including transgender).
- ❖ To establish a means of dealing with bullying and of providing support to pupils who have been bullied.
- ❖ To ensure that all pupils, parents and staff are aware of the policy and that they work together to fulfil their obligations to it.
- ❖ To meet any legal obligations which rest with the school.

WHAT IS BULLYING?

Bullying involves dominance, victimisation, discrimination and harassment of one pupil or a group of pupils. It is usually premeditated and usually forms a pattern of behaviour.

Bullying can adversely affect pupils' feelings of worth and how well they learn school work. The school community will actively promote an anti-bullying environment.

Pupils and staff have the right to work without harassment, intimidation or fear.

ALL BULLYING, OF ANY SORT, IS UNACCEPTABLE AND WILL NOT BE TOLERATED.

ACTION TAKEN TO COMBAT BULLYING

Two members of staff trained to deliver “Kidsafe” series of workshops with pupils.

All issues raised by pupils or parents are taken seriously and are investigated.

Pupils who are victims of bullying are supported and no one should feel frightened to report incidents. An open, caring climate has been established where pupils know that their concern will be treated sensitively and confidentially. Positive behaviour will be promoted through circle time.

Newbarns School Council allows issues and concerns about behaviour (including bullying) to be discussed on a regular basis.

Termly meetings with the Headteacher and/or Deputy Head and Midday Supervisors take place to discuss relevant issues.

Currently Midday Supervisors are attached to each year group, with one additional member of the team and two Key Stage playtime staff supervisors provide appropriate supervision in the playground.

Key Stage, class and whole school Assemblies provide an opportunity for issues to be addressed without children being named.

Structured Class / Year group discussions provide opportunities to disclose confidentially pupils who are kind and caring, but also any who are thought not to be.

Curriculum work will be provided to encourage pupils to express their feelings e.g. creative writing, role-play about feelings and stories.

Parents will be informed of relevant incidents involving their children.

Sanctions will be imposed where bullying is known e.g. privileges will be withdrawn.

Pupils will be encouraged to talk with each other e.g. “Onopono” - face to face, eye contact between the aggressor and the victim.

Where bullying is of a racist nature, we will report this to the LA using the Racial Incident Report form. All incidents will be recorded in the Racist Incident Monitoring book kept in the Headteacher’s room.

Regular follow up sessions between victim and aggressor will be held with victims and, if relevant, their parents.

This policy will be evaluated by the number of incidents that are reported over a given period.

PUPILS ARE EXPECTED TO:

- ❖ Report all incidents of bullying.
- ❖ Report suspected incidents that victims may be afraid to report.

- ❖ Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

HOW CAN PARENTS SUPPORT THE SCHOOL?

This can be done in a number of ways. For example:

- ❖ Supporting the school's anti-bullying policy and procedures.
- ❖ Discussing with their child/teacher any concerns that their child may be a victim of bullying or involved in some way.
- ❖ Helping to establish an anti-bullying culture outside of school.
- ❖ Monitor their child's use of the internet and mobile phone use.

WHAT WILL THE GOVERNORS' ROLE BE?

- ❖ The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- ❖ The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- ❖ 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 Governors contribute to drawing up the policy and endorsing it.
- ❖ The Code of Conduct of our children is brought to the attention of the Governors both informally and as a regular item. Mention is made in the Annual Report.
 - ❖ This policy was drawn up by a working group of Staff, Governors, Parents and pupils.

THE ROLE OF THE HEADTEACHER

- ❖ It is the responsibility of the Headteacher to meet the aims of the Equality Act 2010.

To Advance Equality of Opportunity by:

- Analysis of data by a particular characteristics, achievement gaps identified eg gender, ethnicity and interventions planned to narrow gap (do not publish data which enables individuals to be identified)
- Evidence of actions or planned actions to encourage all pupils to fully participate in activities
- Analysis of take up of subjects by gender and actions to address imbalance
- Good equal opportunities practice in the recruitment and retention of staff

Foster Good Relations by:

- Aspects of the curriculum which promote tolerance and understanding eg of other cultures and religions
- Links with other countries
- Work in the wider community
- Events/activities /Assemblies which address specific issues

Eliminate Discrimination, Harassment and Victimisation by:

- Anti-bullying policy and behaviour policy where explicit reference made to eg homophobic bullying
 - Procedures for dealing with prejudice related incidents
 - System for reporting to LA racist incidents and recording of actions taken
 - Recruitment and pay policy, where importance of avoiding discrimination is expressly noted
- ❖ 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) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
 - ❖ 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 assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.
 - ❖ The Headteacher actively promotes the three aims of the Equality Act through reference to the value of the month in assemblies, displays and ensures all staff are trained in the use of P4C to promote good citizenship.
 - ❖ The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
 - ❖ 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.

- ❖ The Headteacher is responsible for introducing and implementing this policy. However, all staff, pupils and their parents have an active part to play in the development and maintenance of the policy and its success.

THE ROLE OF THE TEACHER

- ❖ Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. To respond to misconceptions such as children getting picked on for not behaving like a “typical girl” or “typical boy” or the misuse of words such as “gay” and explain why it is wrong. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- ❖ If teachers witness an act of bullying, they 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.
- ❖ We keep an anti-bullying logbook in the Headteacher’s room (Disappointment Book) where we record all incidents of bullying that occur outside lesson time, either near the school or on the children’s way home or to school. If any adult witnesses an act of bullying they inform the Headteacher or any member of the SLT.
- ❖ If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. They spend time talking to the child who has been bullied, explain why the action of the child was wrong and endeavour to help the child change their behaviour in future. Any instance of bullying is reported to the SLT. Children’s parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact external support agencies.
- ❖ Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- ❖ Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, incidents of bullying are aimed to be prevented.
- ❖ To meet the 3 aims of the Equality Act by teaching through the curriculum and using the value of the month and P4C strategies.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the SLT, who report to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors’ responsibility and they review its effectiveness annually. They do this by examining the school’s anti-bullying logbook, racist monitoring book, and by discussion with the SLT. Governors analyse information with regard to all prejudice based bullying including that

related to gender, (including issues of transgender and of maternity and pregnancy) disability, age, race, ethnic and pupils background, sexual identity (including homophobia and transphobia), religion and belief of all children involved in bullying incidents.

All racial incidents are entered into the yellow book kept in the Headteacher's office and reported to the LA.

The policy applies to all staff and to all pupils whether temporarily or permanently on the school roll.

The policy was formally agreed at a Governors meeting held on 27th September 1999 and reviewed bi-annually.

Bullying

Don't Suffer in Silence

Information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though

sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- *calmly talk* to your child about it
- *make a note* of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *reassure your child* that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be reported to a teacher immediately
- *make an appointment* to see your child's class teacher or form tutor
- *explain to the teacher* the problems your child is experiencing

Talking to teachers about bullying

- *try and stay calm* - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *be as specific as possible* about what your child says has happened - give dates, places and names of other children involved
- *make a note* of what action the school intends to take
- *ask if there is anything you can do* to help your child or the school
- *stay in touch with the school* - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- *check the school anti-bullying policy* to see if agreed procedures are being followed
- *discuss your concerns* with the parent governor or other parents
- *make an appointment* to meet the head teacher, keeping a record of the meeting
- if this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- *contact the Director of Education for your authority*, who will be able to ensure that the Governors respond to your concerns

- *contact the Parentline Plus helpline* for support and information at any of these stages
- in the last resort, *write to the Secretary of State for Education and Employment*

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

Organisations which can help:

Advisory Centre for Education, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Advice line for parents on all matters concerning schools

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents and children.

Children's Legal Centre, Tel: 01206 873 820

(Mon-Fri 10 am -12.30 pm and 2 pm - 4.30 pm). Publications and free advice line on legal issues.

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

Tel:0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL. Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Resources for parents and families about bullying:

ALEXANDER, J. **Your child bullying: Practical and easy to follow advice.** Element Books, 1998.

ELLIOTT, M. **101 Ways to deal with bullying - A guide for parents.** Hodder and Stoughton, 1997.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

LAWSON, S. **Helping children cope with bullying.** Sheldon Press, 1994.

LINDENFIELD, G. **Confident children: A parents' guide to helping children feel good.** Thorsens, 1994.

MELLOR A. **Bullying and how to fight it: A guide for families.** Scottish Council for Research in Education, 1 5 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: Simple and effective ways to help your child.** Wellingborough: Thorsons, 1989.

TRAIN, A. **The bullying problem: How to deal with difficult children.** Condor Book, Souvenir Press, 1995.

This information sheet was prepared by the Department for Education and Employment and has been adapted with their permission. Their full antibullying pack can be found at www.DfES.gov.uk/bullying/index.shtml

Bullying

Don't Suffer in Silence
Information for Pupils

If you are being bullied

- *try to stay calm* and look as confident as you can
- *be firm and clear* - look them in the eye and tell them to stop
- *get away* from the situation as quickly as possible
- *tell an adult* what has happened straight away

After you have been bullied

- *tell a teacher or another adult* in your school
- *tell your family*
- *if you are scared* to tell an adult by yourself, ask a friend to come with you
- *keep speaking up* until someone listens and does something to stop the bullying
- if your school has a *peer support service*, use it
- *don't blame yourself* for what has happened

When you are talking to an adult about bullying, be clear about

- *what* has happened to you
- *how often* it has happened
- *who* was involved
- *who saw* what was happening
- *where it* happened
- *what* you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

ChildLine, Freephone 0800 1111,

or write, Freepost 1111, London N1 0BR.

The phone call or letter is *free*. It is a *confidential* helpline.

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CYBER BULLYING

Children are taught to “stay safe in cyber space” and understand that cyber bullying is the use of ICT, particularly mobile phones and the internet deliberately to upset or be hurtful to someone.

Some instances are known to be unintentional. Cyber bullying can also be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative.

People who cyber bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target. It can happen 24/7 and is an invasion of home and personal space.

What should we as individuals do about it?

Always respect others - be careful what you say online and what images you send.

Think before you send - whatever you send can be made public very quickly and could stay online forever.

Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.

Block the bully - learn how to block or report someone who is behaving badly.

Don't retaliate or reply!

Save the evidence - learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell: an adult you trust, or call a helpline like Child Line on 0800 1111 in confidence; the provider of the service; check the service.

Finally, **don't just stand there** - if you see cyber bullying going on, **support the victim and report the bullying.**

How would you like it if no-one stood up for you?

What can we, as a school, do to help?

At Newbarns Primary School we will do 4 things:

Educate the children about safe use of the internet through Kidsafe trained staff and strategies to ensure no one suffers in silence.

Support the person being cyber bullied

Investigate incidents

Work with the cyber bully and implement sanctions

Cyber bullying and the law

Education law:

The school community has a duty to protect all its members and provide a safe, healthy environment. The Education and Inspections Act 2006 (EIA 2006) outlines legal powers which relate directly to cyber bullying. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law:

There are laws that apply to harassing or threatening behaviour, or menacing and threatening communications. Some cyber bullying activities could be criminal offences under different laws:

The Protection from Harassment Act 1997

The Malicious Communications Act 1988

Section 127 of the Communications Act 2003

The Public Order Act 1986

POLICY Autumn 99

AGREED BY GOVERNORS & STAFF Autumn 99

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