



# **Newnham Croft Primary School**

## **ANTI-BULLYING POLICY**

Policy confirmed by the Governing Body of Newnham Croft Primary School on:

**Date: October 2020**

**Chair of Teaching and Learning governor committee**

**Headteacher: Andy Matthews**

## **Rationale**

The Anti-bullying Policy is designed to compliment the school's Behaviour Policy and to impact directly upon specific behaviours which are assessed as bullying under the definition which follows below. Bullying can be found in all organisations. At Newnham Croft we respond to bullying incident very seriously and always take firm action against it.

It is necessary to distinguish between single harmful actions (dealt with under the Behaviour Policy) and repeated harmful actions in that the latter imply premeditation and planning, and are often associated with threats of further harm if the victim informs or seeks help.

This policy addresses the reality of bullying behaviours in many situations wherever numbers of children interact. The policy is a visible statement of intent from the school to reduce and eliminate bullying behaviours.

## **What is a desirable school culture?**

- A place where children are supported in believing in themselves because children with high self esteem are less likely to be victims or perpetrators of bullying behaviour.
- A place where the dignity and unique attributes of individuals are acknowledged.
- A place of mutual respect.
- A place where varying opinions are heard and valued.
- A place which emphasises personal responsibility for all actions and words.
- A place where quiet voices are accorded equal value with loud voices.
- A place where the leaders set good personal examples in speech and action.
- A place where everybody has been involved in preparing the rules and where they agree to abide by them.
- A place where issues are faced with honesty and resolutions sought with persistence.
- A place where the equitable sharing of resources is practised.
- A place where people are sensitive to the needs of others.
- A place of racial and ethnic equality.
- A place where people are challenged to progress in ways appropriate to their abilities, where their curiosity is maintained, and where their talents are nurtured.
- A place where humour and fun exist naturally within the learning context and pervade the daily interactions between people.
- A place of vibrant energy and vitality.

## **What is bullying?**

ABA defines bullying as the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological and includes behaviour such as:

- name calling;
- spreading hurtful stories;
- excluding someone from groups and breaking up friendships;
- making demeaning comments about gender;

- culture, religion or sexuality;
- making demeaning comments about a disability or illness;
- taking possessions or money;
- hitting, pushing or kicking.

Cyber bullying has the same effect as face-to-face verbal or psychological bullying but it takes place via mobile phones, emails or texting. The behaviour can be carried out by an individual or a group and could include: sending hurtful texts; spreading rumours through social networking sites; uploading private or distorted images or film; sending abusive comments through gaming sites; and assuming a false identity to cause harm or mischief.

The Newnham Croft School council have defined bullying as **‘People doing unkind things to you on purpose, more than once, which it is difficult to stop’**.

### **Prejudice-related bullying**

*(see appendix A for key features of prejudice-related bullying in schools)*

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- disabilities and special educational needs;
- ethnic, cultural and religious backgrounds;
- gender;
- home life, for example in relation to issues of care, parental occupation, poverty and social class;
- sexual identity.

Difference between bullying and unkind behaviour behaviours such as bossiness and boisterous behaviour:

<p><b><u>Bullying</u></b></p> <ul style="list-style-type: none"> <li>• Focused on younger, smaller or more timid children, increasingly relying on threat or force.</li> <li>• Wilful, conscious desires to hurt, threaten or frighten</li> </ul>	<p><b><u>Bossiness</u></b></p> <ul style="list-style-type: none"> <li>• Bossing whoever is around at the time.</li> <li>• Usually grow out of it with the acquisition of social skills.</li> </ul>
<p><b><u>Bullying</u></b></p> <ul style="list-style-type: none"> <li>• Spoiling other children’s activities, showing hostility.</li> <li>• Consistently rough intimidating behaviour.</li> </ul>	<p><b><u>Boisterous behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Uncontrolled – not vindictive – high spirits.</li> </ul>

### **Policy objectives**

- To acknowledge that bullying exists and that there is a need for the school to have clear procedures for dealing with it in order to safeguard all pupils.
- To acknowledge that both perpetrators and victims of bullying have needs.
- To minimise and ultimately eliminate bullying by establishing a strong ethos of mutual respect, cooperation, collaboration and valuing everyone.
- To implement clear procedures which deal with bullying when it occurs.

## **Policy guidelines**

A welcoming and supportive climate will be created in the school, supported by positive strategies such as HPSI principles, inter-key stage activities, and a wide variety of inclusive activities which recognise and value personal difference.

### **Procedures established will address:**

- the reporting and recording of incidents;
- responsibility and accountability trails;
- a nominated staff member as the coordinator of response to incidents;
- a range of response actions;
- involvement of parents/carers;
- complaint procedures;
- a programme featuring anti-bullying, within the PHSE curriculum at all stages and classes, with a strong focus on skills and strategies for children;
- access to professional support for perpetrators and victims where considered necessary.

### **Outcomes of the policy**

- The school community will be aware of the policy and the procedures to be used in responding to incidents.
- A positive and supportive climate will feature a wide range of inclusive activities.
- Good communication will be a strong feature of the school.
- All pupils will learn about bullying and learn strategies to deal with it.
- Procedures will be clear, robust, open and manageable.
- Bullying incidents will reduce to a minimal level.

## **Anti-bullying procedures**

### **Is it bullying?**

Bullying is an emotive word. It must be understood that the use of the word as an accusation evokes very powerful responses. It is sometimes misused and used lightly or even maliciously.

By thinking rationally about the event, and comparing it to the policy definition we can decide whether or not the event is bullying or whether it is some other form of behaviour. An event may have been hurtful and unpleasant but it may not be bullying.

### **Designated staff member** *(to oversee the procedures in cases of bullying)*

The Head or Deputy will be the nominated person at Newnham Croft and will lead the responses to the events, be responsible for communication and records. Senior personnel are designated since experience, wisdom and judgements both at the time of events and in responding to them, are needed.

### **Accountability and responsibility statements**

The school is responsible for the well-being and safety of pupils during the time pupils are on the school site. This means that the school will set procedures and codes of behaviour for children for classroom time and during play periods. These will be displayed throughout the school, explained at assemblies and in class PSHE times and monitored by the staff and supervisors (see Newnham Code and classroom display sheets).

When breaches of the behaviour codes occur they will be met with appropriate **responses and sanctions (see the Behaviour Policy)**.

**Responses include (when bullying is alleged):**

- **Interviewing** of those involved to obtain the clearest evidence of what has occurred (see Interviewing Section)
- **Recording** . Notes and statements from witnesses and those involved will be used to prepare written accounts or summaries by the Head or deputy during the interview, and letters prepared for parents.
- **Communicating** the events to the parents of those involved, either verbally or in writing, **summarising the events** and **setting out actions** either taken or proposed. Phone calls to parents will be made in very serious events – such as when an injury has occurred, medical assistance has been required, or in other events where it is considered that parents must be informed immediately.
- **Meeting the parents** following verbal or written communications. Meetings will involve discussion of the events, the actions taken or proposed, and seek to resolve issues between the parties. Complaints procedures may be discussed if appropriate.

## **Teaching programmes**

The teaching programmes relating to bullying will focus strongly upon respect for others.

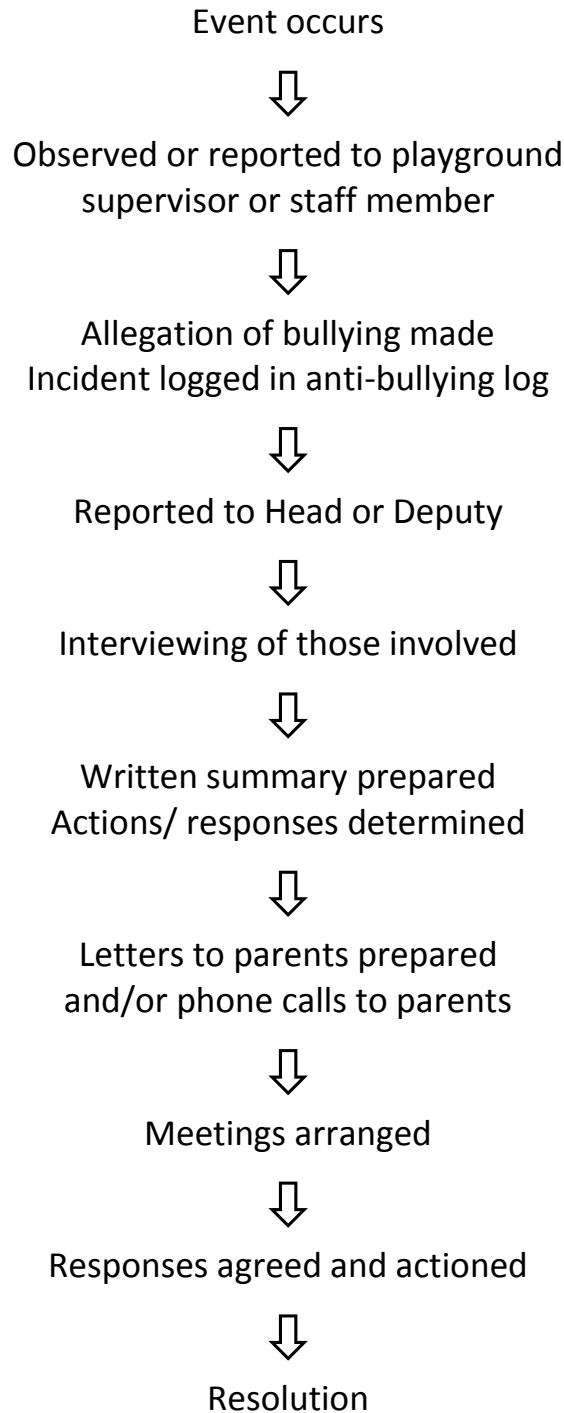
At the beginning of each term in particular, but also at other times, classes will examine the Newnham Code and all children will be encouraged to memorise it. The Code will be discussed as a reminder of what is expected of every child.

The teaching programmes will be at suitable levels for each age group and will form part of the PHSE programme of the school, and frequently be a circle time activity where scenarios may be discussed with a variety of open ended outcomes. Children will be encouraged to think positively about others, about safety in play, about respect for all others, about kindness and care.

Specific incidents may be discussed at such times and children encouraged to think of better, safer, alternatives to what has happened.

## Newnham Croft Primary School Anti-bullying Policy

### Anti-bullying procedures - Response flow chart



## **Anti-bullying guidelines**

### **Why does bullying occur?**

- Children may think it is a bit of fun
- They may not have been taught that it is wrong to bully others
- They are unhappy at school or elsewhere
- They have been encouraged to bully by their friends
- They have themselves been bullied in the past
- Prejudice

### **What signs should staff and carers look out for?**

It is important that parents and carers recognize the signs that may tell them if a child or young person is either being bullied or bullying – what might they be doing, saying or feeling. If you suspect that this may be happening, look out for the following signs. You may see one or more signs, for example your child could:

- show signs of stress – being moody, silent or crying, or bullying a younger sibling or friend;
- make excuses to miss school, such as stomach complaints or headaches (or your child may be; skipping school altogether);
- seem upset after using the internet or mobile, or change their behaviour – for example, no longer wanting to look at new text messages immediately – and be secretive and unwilling to talk about their online activities and phone use;
- be withdrawn in their behaviour;
- have more bruises or scrapes than usual;
- change their eating habits;
- have torn clothes, school things that are broken or missing, or have 'lost' money;
- sleep badly;
- wet the bed.

### **There could be other reasons for these signs**

- Could there be anything else bothering the child?
- Could there be changes in their family life like a new baby, or divorce or separation that may be affecting the child's behaviour?

### **Early signs of distress**

- Withdrawn behaviour
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival
- Withdrawn behaviour

## Working with children

- Stress the importance of telling someone if you are being bullied.
- Stress that saying and doing nothing is supporting bullying.
- Be aware and tackle any racist or prejudiced language ie principles of our Equality Policy.
- Give support to both victim and bully. Victim needs self-esteem and self-worth support. Bully needs to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying.
- Follow up to support victim.

## Guidelines for Children

### What should you do if you are being bullied

There is really only one way to stop bullying and it is very simple. All you need to do to stop being bullied is to keep telling someone until it stops. Always tell exactly what has happened.

If you exaggerate and then it's found out to be not completely true, people may not believe anything you have said.

### Things you should do if you are being bullied:

- Be firm and strong. Tell the bully to stop.
- Try to avoid situations where you might bump into the bully.
- Try not to let the bully know that they are hurting or upsetting you as this will let them know that what they are doing works.
- If you are struggling to tell an adult, get one of your friends to come with you to tell them.
- Tell someone you can trust, whether this be a friend, family member, teacher or another adult.
- Keep telling people. If after you tell one person the bullying doesn't stop, keep telling people.

### What you should never do if you are being bullied:

- Keep it to yourself. You are not going to be able to deal with it on your own so don't even try. ASK FOR HELP.
- Do not be tempted to hit back, or become a bully yourself. You may get yourself into trouble with teachers or your parents and it might make the bully want to hurt you more.
- The main message to remember.....tell someone, tell someone, TELL SOMEONE!

If all else fails you can phone Childline (Freephone 0800 44 1111) They have expert trained people to talk through and assist you in what to do. Calls to this number are anonymous and are free.

### Where can a young person get more information and help?

**ChildLine** is the UK's free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support, by phone and online, 24 hours a day. Call Childline on 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk)

**CyberMentors** is a safe social networking site providing information and support for young people affected by bullying. Young people aged 11–25 are trained as CyberMentors in schools and online, so that they can offer support and advice to other young people. CyberMentors are also



supported by trained counsellors, who are available online if needed. For more information and free CyberMentors resources visit [www.cybermentors.org.uk](http://www.cybermentors.org.uk)

## How should parents and carers respond

- If you think your child is being bullied, don't panic – try to keep an open mind. Your key role is listening, calming and providing reassurance that the situation can get better when action is taken. Provide a quiet, calm place where they can talk about what is happening.
- Listen and reassure them that coming to you was the right thing to do. It may not be easy for a child to talk about being bullied so it is important to try to find out how they are feeling, what has happened, when and where. Though at this stage it is not so much about establishing a set of facts as encouraging, talking and listening.
- Assure them that the bullying is not their fault and that you are there to support them. Remind them that they can also have the support of family and friends.
- Find out what the child or young person wants to happen. Help them to identify the choices available to them and the potential next steps to take; and the skills they may have to help solve the problems.
- Discuss the situation with your child's school. The law requires all schools to have a Behaviour Policy that sets out the measures that will be taken to encourage good behaviour and respect for others and to prevent all forms of bullying among pupils.

Parents can get advice and support from the Parentline helpline on 0808 800 2222 or visit [www.familylives.org.uk](http://www.familylives.org.uk).

A child or young person needs the support of those adults closest to them and that of other adults who have a relationship of trust or authority with them. They may also find it helpful to talk to another young person they trust.

### What not to do

Young people have asked us to make sure parents and carers are made aware of the things that won't help.

- Don't let your anger or fear get in the way of an open discussion.
- Don't disbelieve or mistrust what you are hearing.
- Don't make the young person think it is their fault.
- Don't say that bullying has to be lived through as it is 'part of growing up' and they just have to put up with it.
- Don't give a sense that nothing can be done to make things improve.
- Don't take action before you really know what is going on.
- Don't pressurise or threaten anyone.

### Where can parents and carers get help to support a young person?

**Anti-Bullying Alliance** The ABA website has a specific advice page for parents and carers that have concerns about bullying behaviour. Visit [www.anti-bullying-alliance.org.uk/advice/parents-and-carers.aspx](http://www.anti-bullying-alliance.org.uk/advice/parents-and-carers.aspx)

**Family Lives** is a national charity that works for, and with, parents. You can get support and advice from the Parentline helpline on 0808 800 2222 or visit [www.familylives.org.uk](http://www.familylives.org.uk)

**Kidscape** works UK-wide to provide individuals and organisations with the practical skills and resources necessary to keep children safe from harm. It runs assertiveness training courses for children and young people under the age of 16, their parents or carers, and those who work with them. Kidscape operates a telephone helpline for the parents and carers of bullied children.

Call 08451 20204 or visit [www.kidscape.org.uk](http://www.kidscape.org.uk)

**Advisory Centre for Education** offers advice for parents and children on all school matters.

Call 0808 800 5793 or visit [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Children's Legal Centre** The Child Law Advice Line provides free legal advice and information covering all aspects of English law and policy affecting children. Call 08088 020 008 or visit [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

## **Appendix A: Key features of prejudice-related bullying in schools**

The following aspects of prejudice-related bullying should be borne in mind:

- Pupils at the receiving end experience great distress. They may become fearful, depressed and lacking in self-confidence, and reluctant to attend school. Their progress at school may be severely damaged. Their distress is connected with feelings of being left out, invisible, excluded, unvalued, rejected.
- Those who engage or collude in bullying develop a false pride in their own superiority.
- Teachers and even parents are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- Girls and boys engage in bullying in different ways.
- When dealing with incidents, staff must attend to a) the needs, feelings and wishes of pupils at the receiving end b) the needs, feelings and wishes of their parents and carers c) the children and young people principally responsible for the bullying d) any supporters they have and e) any bystanders and witnesses.
- Prejudices have a long history affecting millions of people and are a common feature in wider society. People are seriously harmed and injured by them, and sometimes even viciously attacked and murdered. Words such Spotty, Ginger, Fatty and Four Eyes are seldom used by adults and seldom if ever used by adults to justify offensive behaviour. Forms of prejudice-related bullying, however, are associated with discrimination in employment and the provision of services, and with a range of criminal offences. Children and young children do not, it follows, necessarily 'grow out of' them.
- There is tacit or even explicit support for certain prejudices in the tabloid press, in radio phone-in programmes and in some television. In particular there is support for prejudices against Muslim people, Travellers and Gypsies, people seeking asylum, and people who are gay, lesbian, bisexual or transgender.
- The distinctive feature of a prejudice-related attack or insult is that a person is attacked or insulted not as an individual, as in most other offences, but as the representative of a family, community or group. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, it's not just me they're hurting. It's all my family and all other black people too.'
- Or for example all women are intimidated if a single woman is attacked in a lonely place; all disabled people feel threatened and reluctant to go out into public spaces when they hear of an attack on a single disabled individual; all gay, lesbian and bisexual people have their liberty of movement curtailed by an attack on an individual who is believed to be non-heterosexual.
- Prejudice-related words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Often, therefore, they hurt not only more widely but also more deeply. 'They attack me for being an Arab,' remarks Ahmed. 'But I'm an

Arab because my father is an Arab, and I love my father. Do they think I should stop loving my father? I couldn't do that, ever.' In an analogous way attacks on gay, lesbian or bisexual people are experienced as attacks not only on one person but also on friends, lovers and partners, and the LGBT community more generally.

- Prejudice-related attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community – they see themselves as 'normal', and as representative of, and supported in their behaviour by, their friends, family and peer group, and they may well feel it is right and proper to take the law into their own hands.
- Quite apart from whether those responsible see themselves as representatives of their own community, taking the law into their own hands, this is how they may be seen by those at the receiving end. So a disabled child, for example, may then fear and distrust all non-disabled people, not just those who engage in bullying.
- Most bullying or harassment involves a series of incidents over time. In the case of prejudice-related bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of prejudiced hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time.
- In the case of homophobic bullying, the person under attack may or may not be gay, lesbian, bisexual, transgender or may be uncertain about their sexuality. Coming out to a teacher about their sexuality or uncertainty may be stressful and the response by the teacher may require substantial sensitivity to give appropriate support and advice.