

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



ANTI BULLYING POLICY

Date Agreed: May 2020

Review Date: May 2021

DMF Botlett

Signed: _____

Chairman Board of Governors

The Federation of Nettlestone & Newchurch Primary Schools

Revision No.	Date Issued	Prepared By	Approved	Comments
1				
2	June 2015	KJH		Annual update – minor changes
3	July 2016	KJH/JP		Annual update – application of policy to support whole school not just pupils
4	March 2017	KJH/JP AJ		Annual update – to include reference to peer on peer abuse
5	July 2017	KJH		Update to reference <i>DFE Advice Preventing & Tackling Bullying – Advice for headteachers, staff and governing bodies</i> . July 2017 <i>Updated hyperlinks</i>
6	March 2018	KJH		Mid Year Review Update to reference DFE Searching Screening and Confiscation Jan 2018
7	May 2020	KJH/ AJ/JP	Policy Sub Committee	Annual update

All the governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Anti-Bullying Policy

Every school must have measures in place to prevent all forms of bullying.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

1. Policy Aims

1.1 The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

2. Definition of bullying

2.1 In our Federation bullying is defined as targeted and persistent hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This is explained to the children as Several, Times, On, Purpose. (STOP)

2.2 Types of bullying are identified as:

- emotional (e.g hurting people's feelings, leaving individuals out)
- physical (e.g. hitting, kicking, theft)

- verbal (e.g. name calling, racist remarks)
- racist (e.g. calling of names, graffiti)
- cyber (e.g. saying unkind things by text, e-mail, messenger services etc)
- peer on peer abuse (e.g. teasing among pupils - should never be tolerated or passed off as 'banter' or part of growing up, teasing/joking in jest by or to adults)

HOWEVER IT MANIFESTS ITSELF, BULLYING WILL NOT BE TOLERATED IN EITHER NETTLESTONE OR NEWCHURCH PRIMARY SCHOOL

2.3 Occasional fighting or quarrelling between children should not automatically be called bullying. Bullying is Several Times On Purpose. (STOP)

2.4 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in both schools.

2.5 All classroom environments will depict pictorial reference of adults available that the children can talk to or are worried if unsure to further promote a 'speak out stay safe' message.

2.6 Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

3. Preventative Steps

3.1 The promotion of a caring, sharing, supportive school environment where pupils manifest high self-esteem is the best prevention of bullying behaviour.

3.2 A Federation wide approach is judged to be the most effective and this involves action at various levels;

- School ethos
- Policy development
- Curriculum development - Values curriculum activities, PSHE, Circle time, Buddy Systems, Anti-Bullying Ambassadors, support for national events such as Anti-Bullying Week
- Support and training for adults and pupils in school
- Environmental design - play zones, friendship stops, displays
- Working in partnership with parents, pupils and the broader community

3.3 Identifying victim risk factors and addressing them, indicators such as-

- Lacking close friends;
- Being shy;
- Coming from an overprotective family environment;
- Being from a different racial or ethnic group to the majority;
- Being different in some obvious respect from the majority;
- Having special educational needs;
- Having low self-esteem/confidence;
- Lacking awareness of avoidance strategies;
- Being a 'proactive victim'- a child who behaves inappropriately with others, barging in on games or being a nuisance.

3.4 Pupils should be encouraged to be proactive when involved in or witnessing bullying behaviour by-

- Not allowing someone to be deliberately left out of a group;
- Not smiling or laughing when someone is being bullied;
- Telling a member of staff what is happening.
- Encouraging the bullied pupil to join in with their activities or groups.
- Telling the bullying pupil to stop what they are doing;
- Showing the bullying pupil they disapprove of their actions.

4. Dealing with any Incidents of Bullying

4.1 The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- If the incident is of a serious nature a clear account of the incident will be recorded using CPOMS (Child Protection Online Monitoring and Safeguarding system) and shared with the Head of School and Executive Headteacher.
- If appropriate the Head of School or Executive Headteacher will interview all concerned and will record the incident on the Bullying Allegation form in Appendix 1 and save on CPOMS.
- If appropriate the accused and victim will be spoken to together and all parents informed of actions taken
- Class teachers will be kept informed and if it persists advise other appropriate staff
- The Head of School or Executive Headteacher will monitor the situation and report back to parents the outcomes of any involvement and feedback will be sought for how the school has dealt with the issue via a 'Reporting a Concern' letter.
- Punitive measures will be used as appropriate and in consultation with all parties concerned

4.2 Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support including reference to outside agency support where appropriate
- Restoring self-esteem and confidence
- Staff monitoring

4.3 Pupils who have bullied will be helped by:

- Discussing what happened?
- Discovering why the pupil became involved?
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil
- Offering continuous support including reference to outside agency support where appropriate
- Staff monitoring

4.4 The following disciplinary steps can and may be taken:

- Official warnings to cease offending
- Exclusion from certain areas of school premises
- Exclusion as per the escalation of Exclusion Policy

4.5 Within the curriculum the Federation will raise the awareness of bullying and the impact it may have with all children at an age-appropriate level through reference in our values curriculum activities, reflection time, PSHE, circle time, class time, assemblies and subject areas and anti-bullying themed lessons as appropriate.

5. Parents and Carers

5.1 Parents and carers have a crucial part to play in encouraging their children to behave appropriately in school. It is important that the child appreciates that home and school work in harmony.

5.2 If a parent perceives a 'bullying' problem they should bring it to the attention of their child's class teacher. The school will always listen carefully remembering children often behave differently at school to home and may only tell half a story. This should be taken into account when parents are discussing concerns with the school. It is important children learn to share, take turns and also take 'no' for an answer. They cannot always have what they want and life may seem unfair. Adults' behaviour towards each other can set a good example to the children of how to behave responsibly when they reach adulthood.

5.3 If a parent remains concerned after speaking with the class teacher they should escalate their concern to the Head of School.

6 Incidents of bullying outside the school's premises

6.1 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 report 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 shop or in a town or village centre.

6.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be criminal or poses serious threat to a member of the public, the police should always be informed.

6.3 While school staff members have the power to discipline pupils for bullying that occurs outside school they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

6.4 Bullying can also take place via text messages, social media and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. If reported, staff will always talk to pupils and parents about the issues and take their concerns seriously.

6.5 DFE guidance on Searching, screening and confiscation Jan 2018 states that the Headteacher can search a pupil for any item if the pupil agrees and that Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These powers may support when staff have strong reasons to believe that evidence of online bullying may be found on a mobile phone for example.

6.6 The Education Act 2011 outlines that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

6.7 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to

the police as soon as it is reasonably practicable. Material on that device that is suspected to be evidence relevant to an offence should not be deleted prior to giving the device to the police.

7. Adult Bullying

7.1 From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community they must report this to the Executive Headteacher or Head of School immediately.

7.2 If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents or pupils in the playground is not acceptable and could be viewed as bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

8. Governor Monitoring

8.1 A nominated Governor will be responsible for regularly monitoring any bullying allegations within the Federation.

8.2 Should the Head of School or Executive Headteacher have any serious concerns about a bullying allegation these will be shared immediately with the Co-Chairs of Governors.

8.3 Any racist incidents will be immediately reported to the Local Authority and the Co-Chairs of Governors.

9. Policy Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

NOTE

This policy is to be read in conjunction with the following policies:

- [Accessibility Plan](#)
- [Child Protection Policy](#)
- [Complaints Procedures](#)
- [Exclusion Policy](#)
- [Protection from Bullying & Harassment Policy](#)
- [Single Equalities Policy](#)
- [SEN Policy](#)



The Federation of
Nettlestone & Newchurch Primary School

BULLYING ALLEGATION FORM

Newchurch Primary School	
Date of Incident:	Concern reported by:
Concern reported to:	Position

Names	Class

Brief summary of the allegation:

Brief summary of the incident resulting from investigation:

Details of action taken:

Checked for earlier incidents involving the same pupils	
Notified parents/carers	
Individual discussion with pupils involved	
Group discussion with pupils involved	
Notified class teacher	
Medical treatment	
Specific support from staff	
Follow up date set	

Follow-up record:

Date	Action taken by	Brief description of action	outcome

Bullying stopped - Yes/No

Further action to be taken:

Any other comments:

School Voice

What action has been taken to resolve the problem and how effective has it been?

Pupil Voice

How well did we deal with the problem? How do you feel now?

Parent voice

How satisfied are you with the way in which the situation has been dealt with?