

Newton Flotman Church of England Primary School



Anti bullying Policy

Policy agreed by: The Governing Body

Date: 10/10/19

Review Date: 10/10/20

Consulted with school council

Our ethos and intent

Our Christian values: **Love, Enjoy, Accept, Respect, Nurture**

Newton Flotman Church of England Primary School is an inclusive learning community, which is based on Christian values, such as love and forgiveness, acceptance and respect, nurture and enjoyment. Our children feel safe and valued within a creative and supportive environment.

Every child is encouraged to be independent and to reach their full potential in all areas of the curriculum.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What Is Bullying?

Our school council defines it as: they hurt people physically or emotionally lots of times and on purpose, and you feel you cannot stop them.

This is based on the Anti Bullying Alliance definition: the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**.

It is not falling out with friends (MEAN), or disagreeing with a classmate (RUDE or MEAN), or being offended by someone you don't know (RUDE) - even if they are bigger, stronger or older than you (but these things are uncomfortable and you may need help to sort them out).

Rude	Mean	Bullying
<ul style="list-style-type: none">• Unintentional• Hurtful• One-off	<ul style="list-style-type: none">• Intentional• Hurtful• One-off	<ul style="list-style-type: none">• Intentional• Hurtful• Happens more than once, <i>even when you</i>

		<i>ask them to stop or show that you're upset.</i>
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It can take many forms but the main types are: physical, emotional, verbal and cyber.

● Physical:	eg. pushing, kicking, hitting, punching or any use of violence
● Emotional	eg. being unfriendly, excluding from group, tormenting (e.g. hiding/stealing possessions, threatening gestures)
● Verbal	eg. name-calling, sarcasm, spreading rumours, teasing
● Cyber	eg. abusive texts, e-mails or nasty notes put on social networking sites; photos posted without consent; spamming/sending unwanted messages repeatedly; excluding from chats or even refusing to "like" all someone's posts

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying, including insulting religious and cultural beliefs
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Being a bully, or being bullied, can happen to anyone and can have long-term effects.

Bullying is often secretive and hidden and staff may not always be aware of it. If you think your child is being bullied it is important to talk to the staff as soon as possible. We want to address bullying matters swiftly and take steps, with the children, to sort it out.

Why is it important to respond to bullying?

Our school has a responsibility to respond promptly and effectively to bullying because

- Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.
- Pupils who are bullying need to understand the harm they do and learn different ways of behaving.
- Bullying can result in missed learning and other harm.

Where bullying happens

It does not matter where bullying happens: street, park, birthday party, playground, online ... If it involves children from school, then the school wants to help resolve it, and may be able to help even if it involves others.

Cyber bullying

Online abuse can be even more hurtful than face to face insults. It hurts each time the target reads it. It is hard to dismiss, hard to ignore, and hard to get any reassurance online from peers. It can make children feel especially helpless.

See the school's E-Safety Policy. We expect pupils to treat each other with respect. We promote Netiquette - online politeness. Leave positive or helpful feedback. Avoid shouting (using capitals). Avoid offensive words. Include all your classmates and friends in groups. Do not respond to insults and negative feedback.

If you receive unkind comments or posts or messages, take screenshots, and bring them to school. The school will investigate, ensure the writer understands the harm done and does not intend to do it again, and if appropriate may inform the police. The school can also inform the parents and carers of those involved - as targets, perpetrators and bystanders.

Netiquette is a key part of the school's anti-cyber-bullying strategy.

Procedures

- The aim of the procedures is to stop the hurtful behaviour and improve the situation for the targeted child(ren). It is not about "getting even" with others. It is not about labelling children as victims or bullies. It is about helping children to see the effects of their behaviour, and make amends.
 - The aim is also to reduce hurtful behaviour across the school, and therefore recording and analysing data is useful.
 - Finally, the school will always seek to learn from each situation, and to improve practice as a community.
1. Report bullying to staff – with details of incidents (eg dates, times, places & what happened) and what the target(s) has said about it;
 2. Investigating: Staff investigate on same day if possible & in any case within 3 days. This means meeting the target and talking about how they feel and what they would like to happen. Then meeting the perpetrators (and witnesses if accounts do not match).
 3. Planning: what does the target want to happen, and how can others make it happen? Seek solutions with children - separately, face-to-face (Restorative approach), or as a group (Circle of Friends approach).
 4. Action: Enacting the plan (this could include apology, reassurances about future conduct, invitations to play together, agreements on game rules, agreements about how to interact in future).
 5. Sanctions: related to specific incidents, rather than bullying - therefore there will not always be sanctions.
 6. Recording: was it bullying? Yes - Maybe - No. Record on a Behaviour Form. Records will be kept on children's files.
 7. Reporting: Parents and carers will be informed of *confirmed* bullying, and will usually be informed of *possible* bullying. The police *may* be consulted in some serious cases eg online abuse, involvement of weapons, safeguarding concerns.
 8. Reviewing: Parents/Carers and targeted children themselves will be consulted, often informally, about whether the situation has improved.

Prevention

- Ask children to nominate adults who they can speak to if they are concerned about bullying at any time in the school day.
- Challenge behaviour that enables bullying if it is tolerated:
 - Rough play
 - Unwanted physical contact
 - Banter
 - Name-calling

- Rumour spreading
- Teasing
- Sarcasm
- Class charters must refer to bullying, and promote kindness
- PATHS emotional and social skills training
- Teach children strategies for dealing with conflict and unkindness: “Stop it. I don’t like it.”, “That’s not very nice.” (assertiveness); Fogging (finding agreement with the bully but resisting their power, eg, “That may be true/that might be what you think but I accept myself as I am.” esp for transition to high school).
- An annual focus on anti-bullying across whole school - Anti-bullying Week or Kindness Week.
- An annual reinforcement of school values of Accept (meaning Include) and Respect, relating these to Anti-bullying.
- Maintain a school display that promotes kindness, helps resolve problems, offers strategies, promotes the school’s policy, explains the school’s approach.