# New Pastures Primary School

# Anti-bullying Policy

| 1 | Summary | Anti-bullying policy |
|---|---|---|
| 2 | Responsible person | Tom Purdy |
| 3 | Accountable SLT member | Ann Eager |
| 4 | Applies to | ☒All staff<br>☐Support staff<br>☐Teaching staff |
| 5 | Who has overseen development of this policy | Tom Purdy<br>Ann Eager |
| 6 | Who has been consulted and recommended policy for approval | Governing Body |
| 7 | Approved by and date | Tom Purdy September 23 |
| 8 | Version number | 2 |

| 9 | Available on | Every | ☐Y<br>☐N | Trust website<br>School website<br>SharePoint | ☐Y ☐N<br>☒Y ☐N<br>☐Y ☐N |
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| 10 | Related documents (if applicable) | |
|---|---|---|
| 11 | Disseminated to | ☒Trustees/governors<br>☒All staff<br>☒Support staff<br>☒Teaching staff |
| 12 | Date of implementation (when shared) | September 23 |
| 13 | Consulted with recognised trade unions | ☐Y ☒N |

**Contents**

New Pastures Primary School recognises that the health and wellbeing of children is paramount. The school understands how bullying can cause long term distress and lifelong psychological damage. Bullying is a behaviour that makes someone feel intimidated or hurt and we aim to create a clear process to tackle bullying. The partnership between home, school and the local community is vital. The member of school leadership team responsible for the anti-bullying policy is Ann Eager. The designated Governor for anti-bullying is Sarah Chappell.

## 1       Introduction

1.1     It is a government requirement that all schools have an anti-bullying policy.

1.2     We define bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. They might include the following forms:

- physical
- direct verbal (including cyber bullying)
- relational
- social exclusion

How to spot the signs of bullying will be attached in Appendix 1.

Bullying and discrimination might include:

- Cyberbullying (See KCSIE 2023)
- Prejudice based and discriminatory bullying (See KCSIE* 2023)
- peer on peer bullying (See Appendix 1)
- racial
- religious
- cultural
- SEN or disabilities • appearance or health conditions • related to home circumstances
- gender bullying
- LBGTQ+ bullying
- Up skirting

(See Appendix 2 for a more detailed descriptions)

New Pastures Primary School ensure that all forms of prejudice motivated bullying are taken seriously and dealt with equally and firmly.

1.3     Our anti bullying policy along with our other policies eg, PHSE, safeguarding, and behaviour, is framed by our values and ethos; a core element of which is to keep children safe.

## 2    Aims and objectives

2.1    Bullying is wrong and damages individual children.  We therefore do all we can to prevent it, by developing a service ethos in which bullying is regarded as unacceptable.

2.2    We aim, as a service, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3    This policy aims to produce a consistent service response to any bullying incidents that may occur.

2.4    We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our classrooms.

## 3    The role of the governing body

3.1    The governing body is responsible for the Anti-Bullying Policy and for ensuring it is regularly monitored and reviewed.  The governing body will:

- support the headteacher and staff in the implementation of this policy
- be fully informed on matters concerning anti-bullying
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- appoint a member of the governing body to have a specific responsibility for bullying.

## 4    The role of the headteacher

4.1    The headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Action 2006.

4.2    It is a statutory responsibility for schools to record all bullying incidents.

The headteacher will ensure that:
- bullying behaviour is addressed in the behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies

## 5    The role of the teacher and support staff

5.1    5.1 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

5.2   It is essential that staff provide a positive model for pupils and set standards of respect, tolerance, safety and equity that are conducive to the prevention of bullying.

5.3   If staff witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied.

5.4   Follow the same procedure for reporting safeguarding - see it, believe it, do something about it.

5.5   All incidents of bullying are recorded on CPOMs and sent to Headteacher, Anti Bullying lead and other relevant staff. This allows monitoring that the bullying has stopped and to evaluate patterns or trends.

5.6   Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

## 6   The process

6.1   In the first instance our school behaviour policy and graded sanctions might be employed. If a child reports bullying, it will always be reported on CPOMS, under bullying, SLT alerted and investigated. It is essential that responses to bullying are differentiated according to the form and severity of the bullying. If a child is physically injured, this will be put on the 'every' system and parents informed immediately.

6.2   Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Time will be spent with the victim to ensure that they feel safe and secure in school.

6.3   All incidents of bullying are recorded, monitored and followed up. There will be consequences if pupils are found to be showing bullying behaviours. The named person is Ann Eager, although other members of staff may investigate and follow up and offer support. Follow up monitoring will be completed monthly, at the least, after the incident has been resolved until all partied agree that no further action needs to be taken, this can cross academic years.

6.4   If a child is involved in bullying repeatedly, we then invite the child's parents/carers in to discuss the situation.

6.5   In more extreme cases, where assaults have been committed or the bullying continues, the police may be contacted. The community PCSO will attended meetings with parents, pupils and staff to resolve issues with bullying. The police may make a referral for support for the pupil through the Youth Justice Team.

6.6   We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

6.7     We will signpost perpetrators and victims to support they may need.

6.8     Information regarding bullying is discussed with relevant staff and appropriate strategies and approaches will be formulated. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures about behaviour management.

6.9     A variety of strategies are available to help both the victim and the perpetrator including:

- Restorative approaches
- Solution focused
- Cognitive approaches
- Pupil Anti-bullying representatives will support victim and perpetrator
- Friendship groups
- 1:1 or group work with the emotional, wellbeing and behaviour lead
- Involvement of external agencies, eg RAPP, Social Care, Anti-bullying team, Advotalk, Smile project, etc.

## 7     The role of parents

6.1     We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:
- Keep the school informed about and fully involved in any aspect of their child's behaviour
- contact the school immediately if they know or suspect their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place, even when it does not directly involve their child.

When a parent/carer has concerns relating to bullying they should report them to headteacher or member of the senior leadership team.

## 8     The role of pupils

8.1     Without the support of our pupils we will not be able to prevent bullying.  That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies.  We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:
- will support the headteacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, either a member of staff or parent
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a "bystander" is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

## 9    Monitoring and review

9.1    This policy is monitored on a day-to-day basis by the headteacher, who reports on request about the effectiveness of the policy.

9.2    The overall effectiveness of the bullying policy will be subject to consideration in staff meetings, SLT meetings, governor meetings, assemblies and class discussions.

9.3    Records of bullying incidents are recorded on CPOMs to evaluate incidents and monitor patterns and trends.  This also will include racist incidents.

9.4    This policy will be reviewed every two years, or earlier if necessary.

*KCSIE- Keeping children safe in Education

**Appendix 1**

Taken from the anti-bullying guidance by Barnardo's and Positive Identities Service.

**Identifying Bullying**
Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to and from school
- During lessons
- At break times
- Via electronic means, such as text messaging or via social media.

- Bullying can happen in a number of ways, be this direct or indirect:

  - Verbal
  - Emotional
  - Physical
  - Electronically.

- Instances of bullying may involve:

  - Sexist
  - Racial
  - Religious
  - Disability
  - Sexual Identity
  - Gender Identity

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone
- Changes in their usual routine
- Is unwilling to go to school
- Truancy
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Threatens or attempts to run away
- Irregular sleep patterns and/or nightmares
- Feels ill in the mornings
- Attainment drops
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Comes with torn clothes or damaged possessions
- Has possessions which 'go missing'

- Is bullying other children and/or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for situations above
- Is afraid to use electronic media
- Generally out of character

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

**Peer on peer abuse (child on child)**
**Taken from Part one of Keeping Children Safe in Education**

46. All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

47. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

48. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

49. Peer on peer abuse is most likely to include, but may not be limited to:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
•causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
• consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as sexting or youth produced sexual imagery);
• up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

50. All staff should be clear as to the school's or college's policy and procedures with regard to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

**Appendix 2**
Taken from the anti-bullying guidance by Barnardo's and Positive Identities Service.

**Types of Bullying**
There are numerous different ways bullying can happen, which include, but are by no means limited to:

- Physical bullying: physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.
- Emotional bullying: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
- Cyber-bullying: cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
- Verbal: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name calling and teasing. Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.

**Types of Discrimination**
- Racism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- Sexism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- Religious discrimination: valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- Disabilist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- Classist Discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.
- Homophobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.

- Biphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- Transphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- HBT (Homophobia, Biphobia & Transphobia): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.