



**NCLT ANTI BULLYING POLICY
(Primary Schools)
October 2021**

Version 6

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1. Introduction

All members of the school have an entitlement to be in an educational environment, which is safe, positive, secure and supportive, and bullying interferes with this. There is no place for bullying. Together we intend to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

2. Aims and Objectives

The aims and objectives of creating this policy are as follows:

- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and support 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.
- To reduce and eradicate wherever possible instances in which pupils and adults are subjected to bullying or racism in any form.
- To establish appropriate means of providing support, should such an incident occur.
- To consolidate and support the ethos of the school.
- To show that we value the cultural diversity of our community and aim to prevent any form of persecution by meeting the needs of our diverse society.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

The ultimate aim should be to provide a learning environment free from any threat or fear, thus being conducive to the attainment of individual aspirations. In order to achieve this, we will:

- Continue to develop the school as a caring, sharing community, extending links into the local and wider community and to include awareness and nurture a sense of justice and tolerance of others in terms of equal opportunities for all.
- Through a well- balanced and well planned curriculum provide the children with a sound basis on which they can build, in order to develop opportunities responsibilities, and experiences for an adult life.
- Promote the best opportunities for children’s learning and progress by ensuring that planning and assessment of work is well structured and reviewed.

3. What is Bullying?

Bullying is the persistent, wilful, conscious desire to hurt, threaten or frighten someone, which results in pain and distress to the victim. Bullying is not when one incident has occurred, or when children fall out with their friends. Any interaction between an individual or group of people with a more powerful individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation will be regarded by staff as bullying.

Bullying can be physical, verbal, emotional, sexual or cyber.

In other words, ‘lots of times, on purpose’.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical Pushing, kicking, hitting, punching or any use of violence racial taunts, graffiti, gestures

Sexual Unwanted physical contact or sexually abusive comments, homophobic, because of, or focusing on the issue of sexuality

Direct or indirect Verbal Name-calling, sarcasm, spreading rumours, teasing

Cyber bullying All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Bullying may be related to:

- race
- religion
- culture
- SEN or disability
- appearance or health condition
- home circumstances
- sexual orientation, sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor

or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

4. Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble. Staff will be mindful of this when dealing with cases of bullying in school.

5. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. And as adults staff have a responsibility to ensure our schools are safe and free of bullying behaviour.

6. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated

7. Prevention

The following strategies will be used to prevent bullying incidents:

- PSHE (Personal, Social, Health Education) lessons, aspects of SEAL (Social and Emotional Aspects of Learning) to develop co-operation and build self-esteem. Class assemblies, Circle Time
- pupil / parent survey
- school council – to encourage shared understanding and responsibility
- implementation of the Behaviour Policy
- small group or individual pupil discussions with an adult
- high profile learning during Anti – Bullying week
- encourage children to have respect for each other and for other people's property.
- good and kind/polite behaviour is regularly acknowledged and rewarded.

- staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying
- staff will reinforce expectations of behaviour as a regular discussion.
- writing a set of school or class rules
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that bullies are dealt with quickly

Staff are to follow the equality policy, welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

8. Dealing with incidents of bullying/racism

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- tell a friend
- tell a teacher or adult whom you feel you can trust
- tell a parent or adult at home whom you feel you can trust
- discuss it as part of your Circle Time

Any incident of bullying/racism will be recorded and passed to the pastoral lead, Head Teacher or Assistant/Deputy Head directly. All allegations of bullying/racism will be taken seriously. In accordance with DfE guidelines, all racist incidents will be recorded and parents and governors will be made aware of the incident and the action taken to deal with it.

All adults and pupils need to know that reported incidents are taken seriously and dealt with. Incidents could be reported to any adult on the school staff (preferably the class teacher) or to visitors such as teacher training students. The adult concerned should make a dated record of the allegation and the class teacher should be made aware of it. These records should be kept in case they are needed in the future.

Any incident of racism should also be reported to the Headteacher or Assistant/Deputy Head Teacher who will pass on details to the Local Authority via the diversity incident form.

Any incidents of bullying/racism will be closely monitored and meetings with those involved will be held on a regular basis until the situation has been resolved.

9. Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc.
5. In serious cases, suspension or even exclusion will be considered.
6. If possible, the pupils will be reconciled.
7. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

10. Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified. 3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

Do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

If you would like this in a different format please contact the school

Version and Date		Action/Notes
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