



## **Newbottle and Charlton C.E. V.A. Primary School**

*Every Person Matters, Every Moment Counts*

*'I can do all this through him that gives me strength'*

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## **ANTI-BULLYING POLICY**

(Non-Statutory- Biennial Review)

<b>Adopted by the Governing Body on [Date]:</b>	
<b>Reviewed by:</b>	Standards & Curriculum Committee
<b>Date of committee review:</b>	May 2021
<b>Chair of Governors Signature:</b>	
<b>Date of next review:</b>	Feb 2022



## **Newbottle and Charlton C.E. Primary school**

***Newbottle & Charlton CEVA Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values and wheel with hope, dignity, wisdom and community at its hub.***

### **Anti-Bullying policy**

This policy should be read in conjunction with several school policies including:

- Behaviour policy
- Sex and relationship policy
- Equality duty policy and objectives
- Child protection policy
- E-safety policy and acceptable use policy (AUP)

### **Aims and Objectives**

Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing an ethos in which bullying is regarded as unacceptable.

We aim to educate the whole school community in helping to prevent, identifying and dealing with bullying incidents. This policy promotes the belief that the whole school community has a responsibility in preventing bullying.

We aim as a school to produce a safe and secure environment both physically and emotionally where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that occur.

### **Definition of Bullying**

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be verbal, physical or psychological. It can happen online or face to face.

*Imbalance of power is vital to understand when thinking of bullying. As soon as a person says 'no' to something and that is ignored, there is an imbalance of power.'* (Anti-bullying Alliance definition).

## **Difference between relational conflict and bullying**

Relational conflict usually involves individuals who are relatively similar in power and status, including groups. It is generally behaviour which happens occasionally, and offence might be accidental. In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward. See the school's behaviour policy for more details on the sanctions used to address these incidents.

Not all conflict leads to bullying, but some does. Sometimes unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and creates an imbalance of power that makes an individual or group more vulnerable. Children will always have the opportunities to resolve any bad feelings or relationship problems through the school's pastoral support provision.

At Newbottle & Charlton CEVA Primary we take steps to ensure that all any conflicts are dealt with in a timely manner by an adult who witnessed them and then passed on to the child's class teacher. Class teachers will decide the next action according to our behaviour policy. If they feel it is serious or not an isolated incident, then it is passed to the headteacher head teacher or another teacher in his absence where it will be investigated and recorded down formally. The Christian ethos and values of the school also plays an important part in the discussion process and the subsequent behaviours and strategies used.

Bullying can happen to anyone. This policy covers all types and forms of bullying.

## **Types of bullying**

Bullying incidents can cause physical and/ or emotional harm. Bullying can take the form of physical harm to persons and property. There can be direct verbal bullying in the form of threat, insults and nasty teasing as well as relational bullying, creating rumours or by phone or computer.

Bullying behaviour can be in response to attitude about race, religion, culture SEN or disabilities, appearance and health, sexual orientation or gender based. A pupil or adult may be bullied for any reason connected to their individuality or life circumstances.

Bullying can take many forms but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.

- Verbal – name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying
- Indirect (Relational) – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber – any type of bullying that is carried out by electronic medium such as:

Text message bullying

Picture/video clip bullying via mobile phone cameras

Phone call bullying via mobile phones

Email bullying

Chat-room bullying

Bullying through instant messaging and social networking sites

Bullying via websites

## **Signs of Bullying**

All school staff should be alert to signs of bullying. Equally parents are asked to contact the school about any changes in patterns of behaviour they have noticed at home.

Signs at school:

- Beginning to do poorly in school work for unexplained reasons
- Changes in emotional state, such as crying, aggression, becoming withdrawn
- Refusing to say what's wrong
- Starting to bully others
- Avoiding certain activities, where pupils from school are involved

Parents might notice that their children are:

- Changing their normal route to school
- Reluctant to go to school or regularly complaining of feeling ill each morning
- Asking for unusual amounts of money or beginning to steal
- Bed-wetting
- Returning home with unexplained scratches and bruises, or with damaged books and belongings

These are only examples, and there could be other reasons for these changes. Often those who notice are other children in school. It is important to take seriously the comments of other children. If you are worried that something is wrong, ask the child/young person directly about it, including asking them whether they are being bullied.

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - All staff, including: governors, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
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- Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

## **Our Community**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## **Responding to Bullying**

A behaviour which can be described as bullying is stopped and immediate action is taken to ensure it does not continue. This is a complex process requiring different strategies.

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who have been approached or witnessed the concern.
2. There will an opportunity for all parties to explain fully individually and in confidence what has happened and why.

3. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
4. The headteacher/Designated Safeguarding Lead (DSL) or deputy DSL will interview all parties involved.
5. The school will speak with and inform other staff members, where appropriate.
6. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
7. There will be an immediate opportunity for the bully to develop an understanding of the effects of their behaviour.
8. Appropriate sanctions to the individual situation are put in place to ensure further behaviour does not occur. (See the Behaviour Policy)
9. The bully is given an opportunity to repair what they have done.
10. The bully is given support to change their attitudes and behaviour through counselling.
11. Adult supervision seeks to support all parties in ensuring there is no further opportunity for bullying.

Adults are aware of pupils with protected characteristics and the school ethos fosters an inclusiveness which values each child's unique qualities which they bring to the school. The Christian ethos of the school supports this.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

### **The role of the children**

The children in the Pupil Parliament are consulted as to the effectiveness of the anti-bullying policy each time it is reviewed. The pupil parliament is also encouraged to take the opportunity of the meeting to raise issues about school life including bullying.

Children engage in learning about the nature of bullying and the impact for all those involved. Children are given an opportunity to discuss and define bullying.

The school takes part in the National Anti-Bullying Week (November) and carries out work throughout the week to address the key messages/theme for the year as well as work with others to ensure the school is a bully free environment. The children follow a programme of study focussing on bullying, including online bullying throughout the year.

Children learn about the following:

- Role of the bystander in bullying and how to behave in this circumstance.
- They have a responsibility to identify incidents of bullying and talk to staff and other adults they know will help them.
- Supporting their fellow pupils in maintaining an anti-bullying attitude and state.
- How to solve problems for themselves but also to recognise when an adult is needed.

### **What Children Can Expect**

#### **Pupils who experience bullying:**

- Children are listened to.
- Children are informed that they should report a bullying incident to the most immediate adult and that the information will be passed on as appropriate initially to the class teacher then other adults concerned.
- Children reporting bullying incidents have their immediate and future safety safe guarded.
- Children experiencing bullying have their long term confidence and resilience taken into consideration when managing the incident.
- Children receive specific education through our PSHE and Computing curriculum which support their ability to personally manage bullying incidents
- Children will be given on-going pastoral support which may include speaking with staff or outside agencies may be consulted.

#### **Pupils who engage in bullying behaviour:**

- Discussions will be had about what happened, establishing the concerns and the need to change.
- Provide appropriate education and support regarding their behaviour or actions.
- Sanctions, in line with the school's behaviour policy
- Parents are involved in sanctioning and educating children who engage in bullying and are therefore informed of incidents occurring in school
- Children are given an opportunity to develop emotional skills which support the prevention of further incidents.
- Children learn to repair the harm which they have done, through assemblies and collective worship, PSHE programmes and responses to incidents from the adult who supports them.
- Children are reminded of the Christian values we strive to follow when at school.
- Where necessary, the school will work with the wider community and local/national organisations to gain specialist advice or guidance.

### **The Role of Parents/Carers**

Parents/Carers who are concerned that their child might be bullied or who suspect that their child may be the perpetrator of the bullying should contact their child's class teacher immediately.

Parents/Carers have a responsibility to support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

Parents/Carers are asked to work with the school to role model positive behaviour for pupils, both on and offline.

### **What Parents/Carers can expect**

Parents/Carers have access to the school's Anti-Bullying Policy and can expect to be listened to and have their concerns taken seriously.

Parents/Carers can expect all reported incidents to be investigated and be reported back on promptly. The time scale will vary according to the ability to find the necessary information on which to make judgements.

Parents/Carers will be told know who to contact if they are worried about bullying and where to access independent advice.

The school will work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Parents can expect the developmental needs of all parties concerned to be taken into account. Reporting back to parents will only include information relating to the experience of their child.

### **What all adults can expect**

The Headteacher and governors are responsible for ensuring that adults in the school community are protected from bullying. Bullying of adults can be done by pupils, parents or other staff. Adults can expect their concerns to be listened to and responded to.

Adults who see bullying behaviour towards staff are responsible to work towards the elimination of bullying behaviour by supporting bullied staff and informing appropriate leadership or governors.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the headteacher or designated safeguarding lead.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required

## **Preventing Bullying**

### **Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school Christian ethos

## **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

## **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the pupil parliament etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **Monitoring and Review**

This policy is monitored on a day to day basis by the Headteacher who reports to the governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness every two years.

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- The headteacher will be informed of bullying concerns, as appropriate.
- The head teacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## **Appendix 1**

## Useful Links

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council:  
[www.restorativejustice.org.uk/restorative-practice](http://www.restorativejustice.org.uk/restorative-practice)

Cyberbullying • Childnet: [www.childnet.com](http://www.childnet.com)

- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukcci](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukcci)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)