



# ANTI-BULLYING POLICY

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Northbourne CE Primary School

Cockcroft Road,  
Didcot  
OX11 8LJ

## Anti-Bullying Policy

At Northbourne CE Primary School we are committed to working with children, staff, governors, parents and carers to create a school environment where similarities are identified and celebrated; difference is valued and nurtured; and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

Bullying of any kind is not acceptable and will never be tolerated at Northbourne school. We expect our children to live out our school values of love, community, perseverance and integrity. By doing this, they will develop as reflective learners able to grow to be respectful and respected adults in modern Britain. It is our duty to prepare every child for what will be expected of them in their future education and by society as they grow.

The purpose of this policy is to ensure a consistent approach to hurtful behaviour and bullying within our school community. While we understand that we are all individuals, everybody has the right to feel safe all of the time. Bullying will not be tolerated in or outside of our school.

### 1. What is bullying?



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**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 happen face-to-face and online”*

The Anti-Bullying Alliance

At Northbourne, we often capture the essence of this, especially for younger children, with the acronym STOP: behaviour which upsets or hurts and which happens **Several Times on Purpose**.

When dealing with bullying-related incidents, schools must be mindful of the Equality Act 2010 and the 9 protected characteristics within it. Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- Are in foster care or residential homes (Children we Care For)
- Are understood to be at risk from a range of safeguarding or Child Protection issues
- Have specific Special Educational Needs
- Have a disability or impairment
- Are from minority ethnic backgrounds
- Are refugees or asylum seekers
- Start school or an activity group midway through a school year or term
- Speak a first language other than English
- Are young carers

- Have suffered bereavement
- Have suffered domestic violence
- Have experienced physical or emotional trauma
- Have a parent that was victim of bullying
- Experienced poverty and deprivation
- Are perceived as different in some way

## 1.1 Types of bullying

Bullying behaviours can include:

- The repeated **negative use of bodily contact** to intentionally hurt others: for example, hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or other property.
- The repeated **negative use of speech, sign language or verbal gestures** to intentionally hurt others: for example, name-calling, insulting, teasing, 'banter' and jokes, mocking, taunting, gossiping, secrets, threats, reference to recent traumatic events for example bereavement, being in care.
- The repeated **negative use of actions which are neither physical nor verbal** to intentionally hurt others including:
  - **Non-verbal harm** such as staring, body language, gestures
  - **Indirect harm** for example excluding, ostracising, rumours and stories, emails, chat rooms, messaging, notes, inappropriate gestures.
- The repeated **negative use of technology as a medium** to intentionally hurt others. Cyber harm includes text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including self-generated inappropriate images), offensive questions, nasty inbox messages.
- The repeated **negative treatment of another incited by a parent or carer**

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases we would seek advice from local services, such as our PCSO, the Local Authority Anti-Bullying Officer and Locality and Community Support Services (LCSS).

## 1.2 Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' wellbeing well beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see *Dealing with an Incident*) when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Northbourne, we will seek advice and guidance from local services (including the Police, Children's Social Care, LCSS) to ensure action is initiated to address the bullying behaviour.

## 2. Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- Disturbed sleep
- Bed-wetting
- Head and stomach aches
- Problems with concentration
- Changes in behaviour and attitudes
- School refusal
- Bullying other children
- Damaged or missing clothes / money / property
- Asking for more money than is usual or stealing money
- Withdrawn or changes to their usual behaviour or attitude
- Distressed or emotional and finds it hard to articulate their feelings
- Changes to eating patterns
- Changes to online activity
- Evidence of self-harming
- Unusually tired without a reasonable explanation
- Unexplained bruises or marks
- Repeatedly coming to school without dinner money or a packed lunch
- Afraid to be alone and require more adult intervention

*This list is not exhaustive; in addition these behaviours could also indicate other issues for which schools may refer to their Behaviour and Safeguarding and Child Protection Policies.*

## 3. School initiatives to prevent and tackle bullying

- A child-friendly Anti-Bullying Policy ensure all pupils are aware of this and our expectations. This is displayed in every classroom.
- All staff have up-to-date and regularly updated Generalist Safeguarding training.
- At Northbourne CE Primary School, we have high expectations of behaviour which we constantly praise and reinforce. Our three school rules are displayed in every classroom, along with an outline of the consequences of repeatedly poor behaviour. The school rules of being kind and being respectful clearly articulate how we expect children to behave towards each other.
- RE lessons include opportunities for pupils to understand how we are all unique and made in the image of God.
- Our PSHE curriculum comprehensively covers statutory RSE requirements, giving pupils opportunities to learn:
  - About different types of bullying, including cyberbullying, the impact of bullying, responsibilities of bystanders (that is, to report bullying to an adult) and how to get help.
  - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices, have different preferences, or different beliefs.
  - That in school and wider society they can expect to be treated with respect by others and that, in turn, they should show respect to others, including those in positions of authority.
  - That people sometimes behave differently online, including by pretending to be someone they are not.
  - That the same principles apply to online relationships as to face-to-face relationships, such as the importance of respecting others online including when we are anonymous.
- Regular school assemblies, in addition to an annual focus during Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated in subjects throughout the curriculum, including through the choice of books and texts.

## 4. Reporting: Roles and Responsibilities

### 4a. Governors

The Local Governing Body have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

### 4b. Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti-Bullying Policy consistently throughout the school and to regularly report to governors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying. It is not always possible to effectively resolve every case by following the steps outlined in the *Dealing with an Incident* section. Every case will be unique.

### 4c. Staff

All adults encountered by children at Northbourne have a responsibility to model and promote respectful relationships, both in their dealings with pupils and with each other, as this example has a huge influence. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Northbourne, we believe that **the behaviour we walk past is the behaviour we accept.**

All adults at our school should aim to:

- Create a positive environment with high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contributions of all

Staff, governors and regular volunteers are expected to be vigilant to the signs of bullying and to play an active role in implementing the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, following the steps outlined in *Dealing with an Incident* and informing the child's class teacher immediately.

### 4d. Pupils

All children have a responsibility to report bullying. If children become aware of hurtful behaviour they should reassure the child being harmed that they will act, and inform an adult without delay.

#### **4e. Role of parents and carers**

At Northbourne, we aim to work closely with parents / carers so that our pupils receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated through our weekly newsletters, our school website and the home-school agreement which is signed when children start school and displayed in classrooms.

We expect all parents and carers to support their child's learning and co-operate with the school. We work hard to build positive relationships with parents and carers and will always inform them if we have concerns about their child's welfare or behaviour.

It is essential that parents and carers support the actions of the school where reasonable sanctions have been used to manage their child's behaviour. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, they should speak with a member of the Senior Leadership Team. If, after this, concerns remain, parents / carers should speak to the headteacher.

### **5. Dealing with an incident**

When bullying has been reported, the following actions will be taken:

#### **Stage 1**

A staff member will be identified to investigate the issue at the earliest possible opportunity. This would typically be the child's class teacher, a senior leader or the headteacher. In the first instance, all children involved will be spoken to to gain as much information as possible about the situation. Where necessary, eye-witnesses will be spoken to to ensure the accounts given are as accurate as possible. These accounts will be carefully recorded in CPOMS, which will ensure the adults who work closely with the child are aware of the issues.

Appropriate next steps, in line with the school's Behaviour Policy, will then be agreed, in consultation with a senior leader if necessary.

Parents of all children involved will be notified.

#### **Stage 2**

For serious behaviour incidents or a significant escalation, skip to Step 3.

Should a child continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will continue to have escalating sanctions in line with those outlined in the Behaviour Policy in order to safeguard any children who have been harmed. At this stage, this is likely to include a period of internal exclusion, such as time out of break- and lunchtime, given the unacceptable behaviour is being repeated.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured. This may, with the child's consent, involve a restorative meeting resulting in a written agreement between the children involved.

#### **Stage 3**

Should negative behaviour continue following Stage 2 intervention or a serious behaviour incident, the child causing harm will be placed on an Inclusion Support Plan (ISP). This requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment. The children who have been harmed should be safeguarded from the harmer until a meeting can be arranged with the parents or carers of the harmer. In this meeting, which will involve school staff, parents or carers and the child inflicting harm, the behaviours causing concern will be acknowledged, possible triggers identified, and a SMART action plan put in place. This will be reviewed weekly with key adults in school.

For any child who has suffered harm, staff will assess the impact of this and their resulting needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE with the consent of their parent or carer.

#### **Stage 4**

Should negative behaviours persist following the implementation of an Inclusion Support Plan, the headteacher will seek advice, in line with that outlined in the Learner Engagement Team's Guide for school leaders, to further consider how to reduce the risk of recurrence as part of a risk assessment / safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, school will also work with the parents or carers to initiate an Early Help Assessment (EHA) leading to a Team Around the Family (TAF) multi-agency meeting to consider what action is necessary. TAF meetings will then take place every 6 weeks; progress against ISP goals will be considered as part of these meetings. Should the family refuse to engage with school in this process, they will seek support from the Locality and Community Support Service (LCSS) to engage the family.

In these cases a multi-agency meeting will be arranged to reduce the risk of exclusion:

- If a child has an Education, Health and Care Plan, the SEN Officer will be contacted;
- If a child is a Child We Care For, the Virtual School for Looked After Children will be contacted;
- If the child is open to social care (Child Protection or Child in Need), the Social Worker will be contacted.

## **6. Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss this with the school's Designated Safeguarding Lead and report their concerns to the Local Authority children's social care team, working with them to take appropriate action.

## **7. Special Educational Needs and Disabilities (SEND)**

The headteacher will take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a child might have. Under the Equality Act 2010, schools must not discriminate; this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education, Health and Care Plan (EHCP) in place, the school must request an emergency annual review.

## **8. Recording and Reporting**

Incidents of unacceptable behaviour are logged, in detail, in CPOMS by the member of staff who deals with the incident. It is then possible to see where patterns of unacceptable behaviour suggest that this is bullying. Incidents of bullying are discussed by the school's Senior Leadership Team on an ongoing basis, reported to the school's Local Governing Body in the Headteacher Report three times a year, and reported to the ODST trust board six times a year.

## **9. Monitoring and evaluation**

The headteacher is responsible for reporting to the Local Governing Body on how the policy is being applied. Should a parent or carer want to make a complaint regarding bullying, they should refer to the Complaint Policy and follow the procedure outlined in this.