



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Anti-bullying policy

Governors' Committee:	Full Governing Body
Adopted by the Governing Body on:	22 November 2023
Signed Chair of Committee:	
Signed Headteacher:	
Proposed date of review:	November 2024

## A. RATIONALE

We believe that every member of our school community has the right to be themselves, feel safe and cared for at all times and be treated with respect and dignity in a learning environment conducive to making excellent progress.

These rights are non-negotiable and any form of bullying infringes on these rights.

Most people have encountered bullying at some point in their lives, but all deal with it differently. As a school we take bullying and its impact seriously. Pupils and families should be assured that known incidents of bullying will be responded to in a timely and swift manner.

Bullying will not be tolerated and any sharing of information will be treated in a confidential manner as to safeguard the person reporting.

Castle Newnham School will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour.

We take account of the differences between people and place a positive value on these. Pupils are taught to do this through our comprehensive Personal Development curriculum, assemblies and Religious Education lessons. The pupils are made aware that our school will not tolerate prejudice of any kind and that they should immediately report any bullying they receive or witness to a teacher or staff member in the school.

This policy also links to the following school policies

Behaviour Policy  
Complaints Policy  
Confidentiality Policy  
Equality Policy  
E-safety Policy  
PSHE Policy  
Values Policy

SIP / SEF

The recording of bullying and racist incidents

## B. AIM

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

- All members of our school community feel secure and happy
- All staff promote an environment free from threat, harassment and any type of bullying behaviours in line with our school values (Community, Opportunity, Respect & Excellence)
- All governors, teaching and non-teaching staff, pupils and parents/carers 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 staff, pupils and families should know what the school policy is on bullying, and what they should do if bullying arises.
- Any incidents of bullying will be dealt with consistently, effectively and in a timely manner.

## C. PRINCIPLES

Bullying is defined as **‘Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally’**.

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

Type of bullying	Examples of behaviours
Emotional	Being persistently unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Threats by text messaging and calls; misuse of associated technology including but not limited to camera and video facilities, tablets, games consoles across all areas of the internet, such as email and internet chat. This may also include behaviours under emotional and verbal types.

Bullying may be related to any of the following:

- Appearance or health condition
- Culture
- Home circumstances, including Young carers and poverty
- Any protected characteristics or combination of all the above

The relevant protected characteristics are disability (including SEN), gender reassignment, race, religion or belief, sex, sexual orientation.

If a pupil is being bullied because of one or more of their protected characteristics (this includes perceived characteristics), then it is recorded as a prejudice related incident, as well as bullying.

Bullying can take place anywhere including in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Bullying takes place where there is an imbalance of power of one person or persons over another.

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

There are numerous possible signs and symptoms for staff and parents/carers to be aware of as potential indicators that a child is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (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 social, emotional and/or mental health problems

#### **D. PROCESSES – RESPONSE TO BULLYING**

All staff at Castle Newnham School remain vigilant about bullying behaviours and approach bullying in the same way as any other category of child abuse; that is, they do not wait to be told before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of understanding which means that they may be unable to realise what others may be doing to them.

Staff are aware of those children who may be vulnerable pupils; those coming from vulnerable/disadvantaged families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

The ethos and working philosophy of the school means that all staff actively encourage children to have respect for each other and for other people's property. These principles are embedded through our school values.

Staff will regularly discuss bullying - this will inform children that we are serious about dealing with bullying and will lead to open conversations and increased confidence in children wanting to discuss bullying and reporting any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our focus on Values Education.

Staff follow the equality policy; supporting every child in our school. Children are taught to celebrate differences and that diversity is a strength.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

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 and be kind to each other.

All incidents of suspected bullying should be reported:

- Staff should record relevant information on CPOMs and inform a member of the Senior Leadership Team.
- Families should inform either the class/form teacher or head of year/phase leader.

All known/reported incidences of bullying will be investigated by a middle leader or senior member of staff (see Appendix 1 for investigation process, see Appendix 2 for investigation form).

The family of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, for example, a parent/carer being informed about their child's behaviour and a request that the parent/carer supports the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. counselling / work with family and pastoral teams, police.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During the investigation of incidents and after the incident(s) have been concluded and dealt with, each case will be recorded in the Bullying Log along with the Bullying Incident Investigation Form (see Appendix 2) and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation on a termly basis.

Our governing body supports the work of the Senior Leadership Team to ensure that anti-bullying remains a high priority. The school governing body monitors incidents of bullying and reviews the actions of the school and Senior Leadership Team so that we can review our anti-bullying policy and ensure it is as effective as possible.

Key staff who oversee this policy and who should be contacted if there are specific concerns are:

Primary: Assistant Principal (Pastoral)

Secondary: Assistant Principal (Pastoral)

## **E. PROCESSES – PREVENTION OF BULLYING**

Children are involved in the prevention of bullying as and when appropriate. These activities may include (but are not limited to):

- Anti-Bullying week activities
- Assemblies
- Online safety lessons and workshops – both for parents/carers and pupils
- PSHE lessons

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 member of staff whom you feel you can trust
- Tell a parent/carers or adult at home whom you feel you can trust. They should then communicate this with appropriate staff in school.

## **F. MONITORING, ASSESSMENT & EVALUATION**

The Assistant Principals - Pastoral share bullying/prejudice related incident information with the Local Authority and the Safeguarding Governor on a termly basis and use this information to help identify any further actions/support required.

The policy will be monitored and reviewed regularly with relevant information shared with governors on a termly basis.

## **G. ENGAGING WITH FAMILIES**

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents/carers may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will either provide support ourselves or signpost the parents/carers to appropriate channels of help.

We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.

- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents/carers may feel very anxious. It is very important that the investigator and the parents/carers keep in contact but parents/carers must understand that form tutors, Pastoral Middle Leads and Senior Staff do have other demands on their time. We will always endeavour to ring parents/carers on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent/carers would ideally like.

### **How we monitor the situation**

Pastoral staff will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the consequences outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

## **H. CONSEQUENCES**

At our school, consequences are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help from members of staff if they witness another pupil being hurt or they are concerned about others.

Individual behaviours, as part of bullying behaviour, may receive consequences in line with the Principles of Positive Behaviour. Bullying behaviour may itself receive a consequence and will be addressed on a case by case basis. A serious case of bullying might result in an escalation of consequence, up to and including permanent exclusion.

- In the first instance, the family will be invited into school and both pupil and family will be told of the agreed consequence that further consequences will follow if the bullying doesn't stop.
- If there is further bullying, additional consequences, in line with our behaviour policy, will be applied

## I. APPENDICES

### Appendix 1 – Bullying behaviour incident investigation process

#### Report of bullying behaviour received

- This may be from a pupil, parent/carer or member of staff.
- The recipient passes the information to the Pastoral Middle Leader, with Senior Leadership Team (SLT) support if required, as well as notifying the class teacher(s) involved.
- A Pastoral Middle Leader is allocated to investigate.

#### Investigation begins

##### The investigating Pastoral Middle Leader will:

- Speak with the targeted pupil's parents or carers if they have been the ones to report the concern. This allows the investigating member of staff to discuss how the investigation will be conducted and when the family will expect to hear of any outcomes.
- Speak with the targeted pupil (where appropriate) to clarify what has been happening so that they feel listened to and assured that the matter is being taken seriously. It is important that the pupil is both safe and feels safe.

At this stage, a decision will be made as to whether the incident potentially constitutes bullying and further investigation is required.

Bullying is defined in this policy as '**Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally**'. The acronym STOP (Several Times On Purpose) can be used to support decision making.

Should further investigation not be required, the Pastoral Middle Leader will speak to the person reporting the bullying behaviour who will be informed of the outcome. If a child reported the incident, their parents/carers will also be informed of the investigation and outcome. All details will be recorded on CPOMs.

Should further investigation be required, the investigating Pastoral Middle Lead will:

- Speak to the pupil (if appropriate) reported as carrying out the bullying behaviour and find out their perspective.
- Speak to anyone reported as a witness (if appropriate) and get them to explain what they saw. Explore if there are any other possible witnesses and speak to them also.
- Speak to the relevant class teacher(s) and/or supervising adults to find out what they know. Check CPOMs/Behaviour Records for any additional related incidents that may have been logged.
- Contact and involve the parents/carers of all involved as appropriate and necessary.



- Finally, discuss with the targeted pupil (or parent/carer where appropriate) some possible responses and ways forward and find out what they would like to happen going forwards so they feel part of the decision making process. In line with the school's behaviour policy, restorative practices are offered which allow the pupil to confront the person who has mistreated them. Not all pupils who have been targeted will feel comfortable doing this and gaining their views on this is important before a response and way forward is finalised.

### **Response and way forward**

#### **Where the investigation confirms the bullying behaviour:**

- A meeting will occur with the 'perpetrator'(if appropriate) and/or their parents/carers, usually led by the investigating Pastoral Middle Leader.
- In this meeting, language is used carefully to separate the pupil from the behaviour. In other words, it is the behaviour that has been a problem, not the pupil. 'Bullying behaviour' is referred to as terminology rather than labelling the pupil a bully.
- The intentions behind the pupil's behaviour and their feelings are discussed altogether. The behaviour and ideas are challenged in an age appropriate way to help them understand the impact of their actions. It is made clear that the behaviour is unacceptable and not following the school's values. Any special needs, family problems or other issues that may have influenced such behaviours are taken into consideration and discussed.
- If appropriate and necessary, the behaviour is also discussed in terms of criminal activity and any laws that have been broken.
- A repair plan and way forward is discussed to resolve the situation. Where possible, suggestions from the pupil are incorporated as part of this. What this looks like will depend on the wishes of the targeted pupil and on the nature of the behaviour. It will also depend on the needs of the pupil who has shown the bullying behaviours, for example it could involve providing them with help to cope with situations in different ways, helping them to find different ways of dealing with difficult emotions or situations.

### **Consequences**

In line with the school's behaviour policy, appropriate sanctions or consequences are considered and discussed with the pupil and their family. Consequences are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe, e.g. preventing a pupil who has shown bullying behaviour from playing outside at the same time as the targeted pupil. These will be case and pupil specific but could include: removing or separating the pupil from other individuals or groups; removing or excluding the pupil from certain whole school activities or key points in the day e.g. break times/ lunchtimes; withdrawing privileges; confiscating or banning personal property from school where the item is being used to cause harm to others. In cases where violent or aggressive behaviour is used, the response will be in line with the school system.

- We will let all pupils that have been witnesses know that the behaviour was

unacceptable and that it is being dealt with.

- The target of the bullying behaviour and their parents/carers are informed about the findings of the investigation and the actions taken during a meeting, usually led by the investigating Pastoral Middle Leader. Any systems of support that the pupil requires from school members of staff are agreed. Other options of support are agreed and discussed. This could include support from our pastoral support team or the referral to outside agencies for advice and support. Clear systems are agreed to monitor the situation as well as how the family will be communicated with going forward.

**Where the incident bullying behaviour is denied and evidence is hard to find:**

- Those involved will be closely observed and monitored.
- Any pupils who feel they are being bullied will be checked in with regularly by a designated adult and are offered appropriate support.
- The target of bullying behaviour and their parents and carers are informed about how the situation is going to be monitored going forwards. Clear systems are agreed to check in regularly with the pupil and/or their family so issues can be raised and investigated promptly.

Appendix 2

**Bullying Incidents Investigation Form**

**SECTION A: Alleged bullying incident**

<b><u>Targeted child</u></b>		
Name:	Class teacher/CORE tutor:	Year group:
<b><u>Alleged perpetrator(s)</u></b>		
Name:	Class teacher/CORE tutor:	Year group:
<b><u>Reported concern</u></b>		
Date concern received:	Concern reported by:	
Concern reported to:		
<b><u>Details of concern:</u></b>		
<b><u>Discussion with targeted child:</u></b>		

Date of contact with parent/carer of target child to outline investigation:

**SECTION B: Accounts of those involved**

Perpetrator(s) account of the incidents (if appropriate)

Bystanders'/witnesses accounts of the incidents (if appropriate)

Relevant information from class teacher(s) and supervising adults

**SECTION C: SLT Findings**

Shared with Head of School/Assistant Principal (Pastoral) on:

Shared with class teacher on:

Shared with parents/carers of alleged perpetrator(s) on:

Shared with parents/carers of targeted child on:

**SECTION D: Agreed actions/way forward**

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**SECTION E: Monitoring and follow up arrangements**

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**Once completed and the findings shared with all parties, this form should be uploaded to CPOMs**