



Northbrook Primary School Anti-bullying Policy



Adopted by Governors/HT
Last Review Date :
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2019
Person Responsible : HT



Navigating pathways to success

Anti-Bullying Policy

Purpose

A CLEAR SCHOOL ANTI-BULLYING POLICY, CONSISTENTLY AND FAIRLY APPLIED, UNDERPINS EFFECTIVE EDUCATION

Aims

- To regard and implement our values and principles
- To acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)
- To ensure the highest expectations of behavior
- To ensure learning can take place in a safe environment
- To ensure children feel secure and can learn free from fear or threat
- To ensure consistency of approach across school
- To ascertain clear boundaries for children
- To set out clear and consistent consequences
- To establish a united definition of bullying
- To secure united strong leadership approach
- To support, equip and develop staff as well as pupils this policy will be backed-up by senior staff and the head teacher.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of bullying
- To respond effectively to all instances of bullying that are reported to us
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it
- To meet any legal obligations which rest with the school
- Everyone to be treated with respect fairly



Quote from Ofsted June 2015

'Pupils have an excellent understanding of different types of bullying, including cyber bullying. They are very clear that everyone is unique and deserves respect. Pupils who spoke with the inspector claimed that there was no bullying at Northbrook; school records confirm this.'

Our Definition of Bullying

Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. Remember STOP – it happens Several Times On Purpose.

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.
- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health concerns
- Bullying related to home circumstances
- Bullying related to sexual orientation
- Sexist or sexual bullying From DCSF Safe to Learn Bullying behavior can be direct or indirect – physical, verbal or social

Pupil Definition with help from the school council:

- Being teased or called names – either face-to-face or by using phones or computers
- Being hit, kicked or pushed
- Having money or other things taken from them
- Being ignored or left out
- Being picked on because of their religion or colour or where they are from
- Being picked on because of what goes on at home
- Being picked on if they find something in school difficult

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying



- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.
- Cyberbullying 'Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.' (DCSF 2007) will be dealt with in school as all other forms of bullying are. Consideration will be given to whether the cyberbullying is deliberate and aggressive or unintentional with the sender not realising or understanding the consequences of their actions (immediate or long-term), due to uses in technology. In cyberbullying 'bystanders' more easily become perpetrators – by the passing on of messages/images or contributing to online polls
- The school's behaviour policy also sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Bullying of children with Special Needs

- Northbrook is an inclusive school. We provide a safe, secure, accepting and stimulating environment where everyone is valued for who they are.
- We have some children who have learning difficulties and/or communication difficulties. Everyone in school is very aware that these children can be especially vulnerable to bullying and we are particularly vigilant at all times.
- High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Bullying is not

- It is important to understand that bullying is not the odd occasion of falling out with friends, arguments. Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise it is not classed as bullying. It



is an important part of children's development to learn how to deal with friendship breakdowns.

Creating an Anti-Bullying Climate in School

Our school's Behaviour and Rewards Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other. We also draw on the school's Curriculum, particularly the Safeguarding Curriculum (ref to website), promoting appropriate behaviour through direct teaching. We also strive to create an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

Safeguarding curriculum time, PSHE opportunities, assemblies, role-play and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Bullying is not tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We publish our anti-bullying policy on the school web-site.

Posters around school tell pupils what to do if they are bullied, or see others being bullied, and about Childline and other sources of confidential help.

Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis.

We will provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.



Response to bullying and strategies for dealing with bullying

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Children and parents can report any behaviour concerns to any member of staff. The Nurture Lead is available each day to parents and children. Children can request help from any teaching adult or welfare. Behaviour that is defined as bullying shall be dealt with in a separate way to other behaviour issues. If the definition above is met then we shall record the incidents and start a period of monitoring while the school's behaviour procedures are applied. Staff may also use a Restorative approach. Bullying is dealt with in the same stages as other behaviour issues
- Class or school rules are clearly displayed in classes and around the building
- Staff ensure that children never miss out on sanctions or rewards
- Cooperative group work throughout the school - to encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- The setting of written tasks as punishments, such as writing lines or apology letters
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled behaviour checks; or being placed "on report" for behaviour monitoring
- Personal and Social Education time – time for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.
- Friendship groups and individual befriending are proactively encouraged to build relationships around a vulnerable pupil.
- Pupils' and parents' ideas and agreement to offer support are sought.
- Support groups led by the class teacher and Nurture Lead - to involve the bullied pupil, those involved in the bullying and bystanders to form a group to support the bullied pupil. Responsibility for change lies with those involved in the bullying.
- Mediation by adults - to establish ground rules that will enable the bully and the person being bullied to co-exist in school
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
- disruptive pupils can be placed in an area away from other pupils for a limited period, (no longer than necessary) in a room which they are able to leave
- In more extreme cases schools may use temporary or permanent exclusion



Building

- Senior Leaders visit the lunch hall and playground daily. They are around at the beginning and the end of the school day. Senior Leadership Team members are a visible presence around the school.
- Pupils come in from the playground and move around the school in an orderly manner.
- There are no unsupervised children in classrooms.
- The building is clean and well-maintained.

Staffing

- Action will be taken to support poor teaching or staff who fail to follow the behaviour policy.
- Teachers with the help of the SENCo have clear plans for pupils likely to misbehave and ensure support staff are aware of them.
- Teachers make every effort to build positive relationships with the parents of pupils with behaviour difficulties.
- Teachers should meet and greet pupils when they come into the classroom, be prompt for duties and in taking responsibility on moving around school for all pupils they will create a 'no-tolerance' for bullying community
- Teachers must remain calm and model respectful behaviour
- Teachers should prepare differentiated lessons so that all pupils are engaged
- Teachers should have clear routines for transitions and for stopping the class.

Roles and Responsibilities

Behaviour monitoring is included in the school's evaluation cycle and monitoring cycle. Specialist support is gained for staff training when this is required. Parents responsibilities are set out in the Home School Agreement. Parents are kept informed if their child is involved with serious behavior issues.

A clear table of procedures and the actions linked to them is supplementary to this policy. An individual case may have other factors, particularly relating to the age and maturity of a child and their level of understanding. Sanctions can also be applied for conduct out of school under statutory powers.

Reasonable force may be necessary to either control or restrain. This can include guiding a pupil to safety by the arm or prevention of violence or injury. It can also include prevention of disruptive behaviour. All members of staff have a legal power to use reasonable force. Foundation Stage children may require



physical guidance at various points in the school day for their own safety. Confiscation of property: There is legal provision for staff to confiscate, retain and dispose of pupil's property. Property that would be confiscated would include any item that could harm a child or other person or be contrary to good order e.g. sharp or dangerous objects. Staff may also search property without consent for prohibited items. Items may be retained by the school or returned to parents at school's discretion, depending on what they are and might be used for. There is provision in the use of this policy, at the school's discretion, for behaviour outside school and where the reputation of the school is at issue or when it is clear it is harmful to other children at school or is contrary to school's good order. Sanctions may then be used. Children's behaviour at breaktime and lunchtimes is expected to be at an equally high standard to lesson times.

Procedures for dealing with complaints:

If a parent is not satisfied at any time with procedures regarding the reporting of or dealing with concerns/incidents of bullying then there is recourse to the Complaints Policy on our website. The governing body receive regular analysis of behavior issues and sanctions applied in school, identifying any patterns or trends.