

# NEWTOWN LINFORD PRIMARY SCHOOL



## Anti-Bullying Policy

(To be read in conjunction with the  
Behaviour Policy.)

Reviewed: Nov 2022

Next Review: Nov 2024

At Newtown Linford Primary School we use the DFE guidance which defines bullying as: “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. The guidance goes on to say that, “Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation (transphobic/ homophobic/ biphobic bullying), or because a child is adopted or has caring responsibilities”.

Bullying can take the form of discrimination over an individual's SEN requirements or physical differences in appearance or disabilities and any health issues surrounding these areas.

Homophobic, biphobic and transphobic bullying are the official terms that describe bullying motivated by prejudice against lesbian, gay, bisexual, trans or non-binary (LGBT) people. Behaving in an insulting or intimidating way towards someone because of their sexual orientation or gender identity is unacceptable.

Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

### **Aims and objectives**

Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable. It is different from other forms of unacceptable behaviour in that it is persistent and can have long term psychological effects on those being bullied, affecting school work, self-esteem, motivation and future attainment.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying

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

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We aim to provide a safe environment for staff within school, to ensure that the same procedures are followed with bullying cases against staff whether that be bullying from other school staff, from parents or from pupils.

### **The role of the Teacher and Support Staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. There is an expectation in school that all member of the school community should report cases of bullying in line with the policy.

Records of all significant incidents that happen are kept in the behaviour log stored on Arbor. If staff witness an act of bullying, they will either investigate it themselves or refer it

to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigation the situation, and may then involve informal counselling and support for the child being bullied, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies. Sanctions will be followed, in line with the school Behaviour Policy. Whereby a criminal offence may have been committed, the headteacher may decide to inform the police (refer to Child Protection Policy).

Teachers and other members of staff are particularly aware of the recent increasing opportunities for „cyber bullying“ through text messaging on mobile phones, or on social networking sites on the Internet. Through the newsletter and website the school takes steps to make parents and carers aware of the dangers of unsupervised use of mobiles phones or the Internet, and to educate pupils about the proper use of modern technologies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand and empathise with the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE lessons are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Similar activities will be implemented to follow up any incidences of bullying and emphasise the importance of our „family environment“ at NLPS. Continued and regular checks on children who have reported bullying and the child who is bullying will be conducted by school staff to ensure that the behaviour has stopped.

The school would support parents and carers in response to incidents that occur outside of the school premises by providing guidance on how to deal with such cases and which agencies could be contacted for further support if needed.

All teachers and teaching assistants have had training on homophobic, biphobic and transphobic bullying through Leicestershire County Council (October 2018).

### **The role of the Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying policies and related strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy, on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, thereby making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur via the Health and Safety committee and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of Parents and Carers**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure, which can be found on the school's website or a paper copy requested at any time.

Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet. Support for this can be found on the school's website.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are also encouraged to inform an adult if they see suspected cases of bullying.

Our School Council has an important role in monitoring the effectiveness of our policy, and communicating their views to school staff.

Pupils are encouraged to support each other and be inclusive through support networks in the playground such as Sports Leaders, Buddy Bench and the Peer Support Group. These groups aim to involve children in activities at break and lunch times and will find friends for children who are in need of support.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by the Health and Safety committee examining the school's behaviour log, where incidents of bullying are recorded, and by discussion with the headteacher.

Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.

This policy will be reviewed every two years or sooner if necessary.