

# Northburn Primary School

## Anti-Bullying Policy



Revised May 2022

### **Aims**

At Northburn, the school Community (pupils, staff, parents, governors) work in co-operation to ensure an anti-bullying ethos.

Pupils and adults realise that bullying behaviour is not acceptable and will not be tolerated. As a school, our ethos is to encourage children to foster positive and caring relationships. We encourage all members of our school community to live out British values and to be kind, caring, forgiving, tolerant and respectful of one another.

Within the school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.

Pupils and adults feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

### **Objectives**

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Ensure an anti-bullying culture and ethos is prevalent throughout the school

## **Definition of bullying**

- Is premeditated and forms a pattern of behaviour repeated over time rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

The main types of bullying are:

- **Physical** - pushing, hitting, kicking, pinching, any form of violence (including sexual violence and sexual harassment), threats
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

**Nationally, it is evident that bullying may occur for a variety of reasons. Specific types include:**

- Bullying related to race, religion or culture
- Bullying through the misuse of technology e.g. Internet, email, chatrooms, mobile technology such as text messages and calls as well as misuse of associated technology such as camera and video facilities on mobile phones.
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying and harassment

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

## **Identifying Bullying**

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Self harming
- Being easily distressed
- Damaged or incomplete work

- Changes in eating patterns

### **Procedure**

When a disclosure is made, it will always be treated seriously, with appropriate discretion and carefully investigated.

### **Preventing Bullying**

- Members of the school community are alert to signs of bullying and act promptly against it
- Regular monitoring of incidents recorded on CPOMS, by a member of the SLT, ensures that any behaviour which may constitute bullying is identified and dealt with appropriately.
- We promote anti-bullying strategies through PSHE, RSE, circle time, Young Sports Leaders, Mentors, E-Safety Week, Friendship (Anti-Bullying) Week and other appropriate lessons such as drama.
- Children are encouraged to tell someone if they are being bullied or observe bullying e.g. Teachers, Head Teacher, Deputy Head, Key Stage Leaders, TAs, Office Staff, Midday Supervisors, etc. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision, Playground Buddies, Young Sports leaders and a staggered playtimes for Key Stage One and Key Stage Two children.

### **Promoting an anti-bullying culture and ethos in the school**

We work extremely hard to create a culture of care and kindness, which are the opposites of the unkindness associated with bullying. Members of staff regularly use PSHE/RSE lessons and Computing lessons or Circle Time/PSHCE lessons to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils are given advice on what to do if they are being bullied or if they observe someone being bullied e.g. speaking to an adult and advice as to where they can get help (NSPCC)

We endeavour to create an environment in which bullying is not able to develop e.g. trained Young Sports Leaders, OPAL leaders/reading buddies, a range of playground equipment/apparatus and through the teaching and learning of playground games delivered by staff.

### **Preventative Work**

The list below is a summary of some of the preventative measures that are ongoing in school to stop bullying:

- Behaviour Policy
- Anti-Bullying Week Awareness annual event (Friendship week)
- Staff duty rotas provide good supervision throughout the school day and at the end of the day

- Contact with parents
- Discussions in class time
- Support from community policing
- Support from LA-
- PHSE/RSHE lessons – explore and rejoice in differences and diversity; role play and assertiveness training
- IT e-safety curriculum, Internet safety day, e-safety parent training and information sharing
- Multi-agency working to support the implementation of the anti-bullying policy

### **Cyber Bullying**

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. School takes written comments on social networking sites seriously.

Guidance on e-safety is a prominent part of the PHSE curriculum and ICT curriculum when the children are taught about areas such as Internet e-safety and the need to use technology in a positive manner.

The school monitors computers using NCC's program to support the safe and appropriate use of IT in our school.

### **Monitoring**

The policy will be monitored by the Senior Leadership Team and, for the Governing Body, by the Staffing and Finance Committee. School anti-bullying procedures will also be monitored through parental feedback throughout the year. Phase leaders and the assistant Headteacher monitor our anti-bullying work.

### **Roles and Responsibilities**

All members of our school community (pupils, class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) Have a role to play in raising awareness, being alert to and reporting bullying. As a school community, we all have the responsibility of promoting and helping to create a culture and ethos of care and kindness to others, which is the opposite of bullying.

### **Procedures for dealing with Bullying**

1. If behaviour is identified as bullying the incident is reported to a senior member of staff e.g. Phase Leader
2. The children involved will be interviewed separately. All accounts will be listened to and the children reassured that they have done the right thing by reporting the situation.
3. When the situation is fully understood by the school staff, the children will be given the opportunities to talk about what has happened. This discussion will be restorative in tone.

4. Parents will be contacted to ensure that they are clear about what has happened how this was dealt with in school.
5. Serious or prolonged bullying may result in one or more of the following sanctions:
  - Withdrawal of break or lunch time privileges
  - Lunchtime detention
  - Individual Behaviour Plan
  - Repair work
  - Risk assessments
  - Removal from a particular lesson or peer group
  - Temporary removal from the class
  - Discussion with the Headteacher/Deputy Headteacher
  - Internal or fixed exclusion

Please refer to our Behaviour for Learning Policy.

- Services to support both perpetrator and victim may be accessed.

### **Useful sources of information**

**Stonewall** – the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Cyberbullying.org** – one of the first websites set up in this area for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdamger.com](http://www.chatdamger.com)

**Think U Know** – the child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement: [www.childnet-int.org/kiaparents](http://www.childnet-int.org/kiaparents)