



Anti-bullying Policy

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Full Governing Body Approval		<input type="text"/>
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Contents

		Page
1	Aims	3
2	Equal opportunities	3
3	Definitions of bullying	3
4	Victims	4
5	Prevention	4
6	Dealing with instances of bullying	4
7	Recording incidents	4
8	Reporting Incidents	
9	Sanctions	5
10	Continuing bullying behaviour	5
11	Supporting Pupils	5
	11.1 5 steps to success	5
12	Using the curriculum	6
13	Communicating with parents and carers	6

Anti-Bullying Policy

1. Aims

Newtown aims to create conditions in which our children can reach their full potential physically, emotionally, spiritually, behaviourally and academically. We encourage our children to feel valued and to learn to respect others. The school continues to work at developing the partnership between parents, governors and outside agencies to contribute to the education of our pupils.

UNICEF Rights Respecting Schools Award

At Newtown, we follow the principles of a UNICEF Rights Respecting School. As a staff we are fully committed to this journey and creating the conditions for a rights respecting culture of mutual respect and cooperation. Children learn about their rights as identified in the United Nation's Convention on the Rights of the Child. They will also learn that they have to respect the rights of all others within their school, local community and the global community.

2. Equal Opportunities

Newtown is a school of equal opportunities. All children and adults no matter what age, creed, colour, religion or gender are treated as equals and this is promoted at all times.

3. Definitions of Bullying

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group. It is usually unprovoked, **happens again and again** as a pattern of behaviour, and can continue over a **long period of time**, rather than being an isolated incident. Children, parents and staff need to be clear what bullying is and what bullying isn't, in order to be fair to the children involved.

The most common forms of bullying are name-calling, physical aggression, threats and spreading rumours. It includes racial and sexual harassment.

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others and is pre-meditated.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else and can be either physical or emotional. To do this, the bully has to have some sort of power over the victim, a power that is not always recognised by adults.

Bullying dominance can lead to the situation when only a look from the bully is enough to frighten a child.

Bullying behaviour can develop in three stages:

- 1) Firstly, unacceptable behaviour of one child to another
- 2) Secondly, this could lead to a stage where there is repeated taunting and intimidation.
- 3) Thirdly, leading to a stage when the dominance of one pupil by another is produced by repeated premeditated acts and leads to fear in the victim.

4. Victims

Bullies pick on vulnerable children, but it is difficult to judge in advance, who might be seen as vulnerable.

Victims may be pupils who:

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem (but it is not clear whether this is a cause or effect of bullying)
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control
- are more nervous or anxious (but witnesses who are not bullied are found to be just as anxious)

All of these are simply possibilities, not a prediction of victimisation. The victim may be the child who is in the wrong place at the wrong time, and who reacts wrongly.

Vulnerability is not always visible to adults.

It may not always be clear who the victim is.

A quiet, self-contained pupil may be suffering in silence, invisible to those who could help, unless encouraged by school policy to speak out. Victims may be found among pupils who are different or vulnerable, but these characteristics are not necessarily evident to adults. Teachers have to be alert to the behaviour of 'ordinary' pupils as well as supporting those pupils evidently different from their peers.

5. Prevention

The unpredictable nature of bullying means that all staff have to be alert to the possibility of an occurrence at any time.

Pupils need to be encouraged to speak out openly about bullying.

If parents suspect that bullying has taken place at school the class teacher or Headteacher should be informed immediately. Parents should keep in mind the definition of bullying above.

Any concerns will be discussed regularly through staff meetings so that all members of staff are aware of potential problems and what is being done to deal with them.

Class teachers have a responsibility to present a moral point of view to pupils at all times.

Good behaviour will be acknowledged, praised and suitably rewarded both in class and in whole school assemblies.

Pupils will be reminded of the standards of good behaviour at regular intervals. Action will be taken against pupils who fail to respond.

Adequate supervision will be provided for places and times when bullying is likely to occur, particularly at play times.

Children must be reminded frequently that it is not telling tales to report bullying.

6. Dealing with instances of bullying

All reports of possible instances will be treated seriously and investigated quickly.

Staff closest to the bullying situation should deal with the situation first and inform the class teacher and the Headteacher before recording everything in one of the Behaviour Book.

7. Recording incidents

A record of **incidents** where one child has reported or witnessed being hurt by another are written in the Behaviour Book. Instances recorded in this book will be discussed with the class teacher and are reviewed by the Deputy Head/SENCO, Headteacher and Governors at least every six weeks to look for patterns of behaviour.

Any evidence of repeated rough play or bad behaviour concerning specific pupils would lead to one of the following (depending on the severity of the situation):

- class-teacher speaking to Deputy Head / SENCO,
- class-teacher speaking to parent regarding the pupil behaviour,
- the Headteacher having a meeting with the parents,
- a letter from the Headteacher to the parents regarding the child's behaviour. Letter to be kept in pupil's file. Records on the incident will be placed in the pupil's file.

It would be a decision of the Headteacher as to how long these records would be kept. The records, at the Head's discretion, may be passed on to the pupil's next school, but could be retained at this school for a period of one year after the pupil's departure.

8. Reporting incidents

The DfE published *Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)* in December 2017. Peer-on-peer abuse must be taken very seriously and the new guidance makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

9. Sanctions

Cases of unacceptable behaviour will be dealt with by following of the school behaviour policy. For those cases where there is some indication that the behaviour is at stage of developing into bullying behaviour then children may, in addition to the sanctions in the behaviour policy, also have to:

- work with the nurture staff to address their own issues,
- be supervised during playtime by a teacher, teaching assistant or lunchtime assistant,
- lose their playtime.

10. Continuing bullying behaviour

For a repetition of the behaviour following a sanction as above or for confirmed cases of bullying the sanction would be temporary or permanent exclusion.

11. Supporting pupils

School staff will make every effort to ensure that pupils are aware of the **5 steps** to take if they have a concern about bullying.

Pastoral support will be available for both the bully and bullied from the Children's Ambassador, class teacher and/or Headteacher.

Children will be reminded frequently, both in assembly and in class, that they should bring their concerns to their class teachers immediately.

Pupils will be encouraged to approach **any** members of staff, who they feel comfortable with, to talk over matters of concern to them regarding their relationships with other children for example the office staff, teaching assistants or lunchtime assistants.

Children should be given the confidence that their concerns will be carefully investigated and, if substantiated, taken seriously and acted upon.

Individual members of staff must be alert to signs of bullying and act promptly and firmly against it.

11.1. Five Steps to Success

1. Be available to listen

Make it known you are ready to listen and provide immediate support. The aim of the intervention must be to stop the immediate abuse. Break the code of secrecy, express relief that bullying is now out in open and can be dealt with.

For victim:

'I want to talk to you because some nasty things have been happening to you.'

'You sound as if you are fed up/sad about it.'

'Tell me more about what happens.'

'Is there anything you can think of that might help the situation.'

'Okay, you do that over the next day/week and then we'll have another chat to see how things are.'

For bullies:

'I hear you have been nasty to x. Tell me about it.'

If denial, 'Yes, but nasty things have been happening to x, tell me about it.'

'So it sounds like x is having a bad time at school.'

'I was wondering what you could do to help x in this situation.'

'Good, you try that out for a week and we will meet again next ---- and see how you have got on.'

2. Investigate

Investigate every incident as soon as possible. Find a quiet location, talk to parties individually at first to avoid intimidation and produce an accurate account. Take notes if necessary. Be objective to ensure fairness.

3. Respond

You will need to remind children '**We do not bully at Newtown**'.

'At Newtown we care about each other.'

Ensure victim has access to a positive play location and use reliable friends as supporters.

Remove the bully from the environment (send to staffroom in school or to stand by the wall) and make sure they know why they are being excluded from the situation.

Ensure your response as the adult gives a positive model of behaviour and you avoid being aggressive.

4. Record

Record the incident as soon as possible in the class or school behaviour book.

5. Follow Up

Let children/parents know you are committed to following up the incident at a pre-arranged time – the next play time, work session, next day, next week?

This will reinforce to pupils that school is a caring environment and that we want to encourage positive behaviour.

12. Using the Curriculum

Every effort will be made, through the curriculum to encourage the correct attitude/ ethic amongst pupils that bullying and other anti-social behaviour is not the way of life at Newtown.

Opportunities will be taken through the PSED / PSHCE / P4C areas of the curriculum.

Bullying which is unchecked or which staff seem to condone by ignoring, affects not only those immediately involved, but also the school in general. A positive and caring ethos demands an active anti-bullying policy which is applied consistently and which everyone believes in.

Circle Time gives an opportunity for pupils to talk about bullying. Drama, role-play, discussion and games can provide positive ways of getting the message across.

13. Communicating the policy to pupils and parents

The essential aspects of the policy will be brought to the attention of pupils at regular intervals in whole school assemblies and will be talked about by class teachers with their classes.

This policy will be published via the school website.