



## **ANTI-BULLYING POLICY**

**(To be read in conjunction with the behaviour policy)**

### **Northgate Primary School**

#### **Policy statement**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The 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 and we will consistently challenge any behaviour that falls below this.

It is a basic entitlement of all children to learn in an atmosphere, which is caring and protective and is free from humiliation, oppression and abuse. If bullying is reported then it will be dealt with quickly. It will not be ignored.

#### **Our definition of bullying is:**

**‘Behaviour exercised by someone who uses strength or power to hurt or frighten other people over a sustained period of time.’**

This policy is reviewed annually by Governors.

#### **The Equality Act 2010**

- Northgate Primary School has a General Duty to:
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Head Teacher has a specific statutory power to discipline pupils for behaviour outside of the school premises. (Section 89(5) of the Education & Inspections Act 2006.) This can relate to any bullying incidents occurring anywhere off school premises, such as public transport, outside local shops, park, town centre.

### **Bullying may include hurtful behaviours such as:**

- Physical – hitting, kicking, taking or damaging belongings.
- Verbal – name calling, insulting, making offensive remarks..
- Cyber bullying - All areas of internet , sending hurtful messages by email/messenger services, sending texts/pictures on mobile phones, and misuse of social networking sites.
- Misuse of associated technology , i.e. camera and video facilities, Ipad, and games consoles,
- Indirect- spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Racial - racial taunts, graffiti, gestures

### **Some of the ways children describe bullying**

- Being called names  
Teasing
- Literature graffiti or  
insignia Being pushed or  
hit
- Being sworn at
- Having possessions taken or hidden  
Having rumours spread
- Being ignored or left out
- Being forced to hand over money
- Being attacked because of religion, race, colour, disability, gender or sexual orientation. Being sent threatening notes, emails, camera, phone bullying or text messages.
- Social media networking sites (Cyber bullying)
- Being taken advantage of
- Being pressurised by a gang.

**As a school we recognise that vulnerable pupils are at greater risk. It can seriously disrupt an individual's personal, social and educational progress and achievement.**

### **Those groups that are particularly vulnerable nationally are:**

- Children who have physical or learning disabilities
- Children who experience abuse or neglect
- Gay & lesbian young people
- Children from minority ethnic communities
- Children in care
- Children who are perceived to be different ie; those who wear glasses or their shape

**The following may indicate those pupils at risk:**

- Lack of friends
- Isolation
- Poor communication
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour.
- Choosing to stay with adults
- Illness and absenteeism
- Lateness
- Unpopular families
- Accents or racial differences
- SEN or child protection issues.

**Preventing bullying behaviours.**

**At Northgate we use a variety of methods to support children in preventing and understanding the consequences of bullying**

- Encourage children to talk to any grown up within the school.
- Have access to the school Vision and Assembly Themes
- Take part in E-safety Day
- To read advice boards on the Northgate Cabin, in the playground, on how to react to situations.
- Read advice posters in upper KS2 cloakroom.
- Have access to quiet areas in the playground and around the school path
- Have access to the buddy stops in the playground.
- Take part in an annual anti-bullying week/ Friendship week
- Pupil voice/ pupil surveys
- Writing class rules
- Take part in School Council
- Circle time sessions
- PSHE activities

**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 your School Council rep
- Tell the pastoral assistant
- Tell a teacher or adult in school whom you feel you can trust
- Write your concern down and give to an adult.
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given (posters are around the school)
- Visit the school website for ideas of what to do next.

### **When dealing with pupils who feel that they have been bullied:**

- Give assurance that it is an important matter
- Try and find out information in other ways other than by direct questioning.
- Show your trust and confirm your support will continue.
- Help the pupil to formulate their own views.
- Help the pupil to plan a response that is positive and realistic.
- Talk to parent/guardian.
- Record on the hurtful incident form (Appendix 1) and give to SENDCo, SLT or Pastoral support assistant.

### **Response to/ support for those who have bullied:**

Listen carefully to pupil/pupils accounts of incident.

Make notes of what is said

Discuss with pupil the hurtful behaviours that have been experienced by the victim

If appropriate initiate a dialogue between pupils to enable them to understand the consequences of hurtful behaviours.

Discuss with parent/ guardian and plan a response that is positive and realistic.

### **Use of Sanctions**

Sanctions are used to show any pupils who have bullied that their behaviour is clearly wrong. These measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities.

- Parents contacted
- Use of the Traffic Light System (being put into amber/red)
- Loss of playtime
- Loss of Golden time
- To have a behaviour plan in place that is specific to each child and their needs
- Withdrawal from non-curricular activities
- If deemed appropriate contact with Local PCSO
- Fixed period of exclusion

### **Records**

All Bullying/Racial Harassment/Homophobic incidents are recorded in the School Incident Book, which is kept in the Staff Room.

Staff complete 'Hurtful incident' form – (Appendix 1) and inform the Head teacher, Deputy Head teacher or SENDCo

All incidents are monitored termly and reported to the Governing body.

## Appendix 1

HURTFUL INCIDENT FORM	
Completed by name and role:	
Date:	
Name and role of individuals making the allegation e.g. pupil, parent/ carer,MSA:	
Form of referral e.g. verbal letter, e-mail, phone call:	
Details gathered to date: (please continue on separate page if needed).	
Actions to be taken:	

## APPENDIX 1

Summary of those notified and/or involved:

	Yes	No	Dates	Other information
Head teacher				
Chair of Governors				
Class Teacher				
SENCO				
'Target' parents informed by letter/telephone/in person				
'Target' parents notified by letter/telephone/in person				
Target' parents invited to the school.				
'Offender' parents informed by letter/telephone/in person				
'Offender' parents notified by letter/telephone/in person				
'Offender' parents invited to the school.				
County Hall (see County Guidelines on Bullying & Racial Harassment)				
Police				
Others (specify):				

### Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- ☐ **Incident was not bullying on this occasion because it was**
  - ☐ the first hurtful incident between these children
  - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
  - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
  - ☐ conflict that got out of hand (should not happen again)
  - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - ☐ Other \_\_\_\_\_

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		