

ANTI-BULLYING POLICY



Northgate Primary School

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| Approved by: | LPP Committee | Date: 14 th May 2021 |
| Last reviewed on: | 13 th May 2019 | |
| Next review due by: | Spring 2022 | |



ANTI-BULLYING POLICY

(To be read in conjunction with the behaviour policy)

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2020

School ethos

- Northgate’s community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential
- 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.

Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of Bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated overtime that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child protection policy
- Curriculum policies, such as: PSHE, citizenship and computing

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.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Verbal bullying including - name calling, insulting, making offensive remarks
- Physical bullying including - hitting, kicking, taking or damaging belongings
- Emotional bullying including - spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.
- Sexual bullying - unwanted physical contact or sexually abusive comments
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

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.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle

concerns including all forms of prejudice-driven bullying.

- Celebrate success and achievements to promote and build a positive school ethos.

In addition we use a variety of specific 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

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned. (see below)
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.

Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain

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)

Supporting pupils who feel that they have been bullied:

• Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.
-

Response to/ support for those who have bullied

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

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

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

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.

Monitoring and review: putting policy into practice

- Northgate will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into our action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

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: | |

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 | | |

