



Policy: Anti-Bullying

Ratified: 24th May 2022

Review Date: 24th May 2025

(Every 3 years)

Non-Stat Policy

All children and young people at Northborough Primary School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy which is communicated to all pupils, school staff and parents.

Under the Equality Act 2010, the school has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:

- Under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.

Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There is a zero tolerance policy in place at Northborough Primary School. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What is bullying?

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs but frequent and happen over a period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

What does bullying look and sound like?

Many different kinds of behaviour can be considered bullying. Bullying can be related to almost

anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be:

- Emotional deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.
- Physical any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, imitating, swearing, making threats
- Cyber online threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.). This covers all areas of the internet, such as email and chat room misuse, mobile threats by text messaging and calls and misuse of associated technology ie. camera and all members of the school community should be made aware of the school's Anti-Bullying Policy.

The school will implement its restorative justice system to support and resolve any conflict with their peers.

As and when appropriate, other actions may include:

- Agreeing a set of school and class rules
- Reading stories about bullying or having them read to a class or assembly
- Writing stories / poems or drawing pictures about bullying
- Making up role-plays
- Having discussions about bullying and why it matters
- Small group support with either the class teacher or member of SLT
- Circle time and P4C
- The school takes part in annual anti-bullying activities, with a specific emphasis, and ongoing development of pupil understanding of friendship, bullying and how to prevent it.

School support systems for transition and vulnerable groups

Transition systems exist for children entering Nursery and there are well established procedures for home visits in addition to the settling-in procedure. There is a further system for transition to Reception, including time for the children to visit their new classrooms and for Reception staff to get to know children in the nursery.

Transition from Reception to Year 1 is similar to that of Nursery to Reception and the curriculum has been modified to ensure children settle well. Throughout the school, where children move classes, there is time to visit the classroom and meet their teacher. Information is passed between staff and this includes both academic and social issues. This is done in the Summer term.

At transition to secondary school, information on vulnerable pupils in Year 6 is managed by the Year 6 class teacher and SENCo who liaises with secondary schools to ensure that they have a full picture of individual children. Within this procedure, she also arranges a series of individual visits where appropriate.

Pupils who arrive during mid-phase receive an induction programme run by the Admin Team, SLT and the Senior Inclusion Officer. This includes a tour of the school, setting up a buddy system and follow up visits/discussions to ensure that the child has settled in well. Information on these children is passed to the class teacher and a photo and brief non-confidential information is posted on the staffroom notice board to alert all staff to new children joining the school (see appendix 1).

Signs and Symptoms

A child may indicate, by signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on a public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged

- has possessions which are damaged or go missing
- asks for money or starts stealing money
- has monies continually lost
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- Is leaving messages in the worry box

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

Where bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the incident. A clear account of the incident will be recorded in written form and given to a member of the senior leadership team who will then log it and check for any patterns of similar incidents / victims / perpetrators.

The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.

- The victim, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed, for example by texting.
- If a pupil is injured, take the pupil immediately to the nurse for a medical opinion on the extent of their injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.
- Inform all pupils concerned that they must not discuss the interview with other pupils. Class teachers and relevant staff will be kept informed, monitoring the situation and advising the leadership team of any changes. Parents will be kept informed and may be asked to come into the school to discuss the problem.

Punitive measures will be used as appropriate and in consultation with all people concerned.

Appropriate action to deal with the bully:

- If satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance (detentions, service-based activities etc.) and future sanctions if the bullying continues.
- If possible, try for reconciliation and a genuine apology from the bully. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion should be used here - victims should never feel pressured into a face-to-face meeting with the bully.
- Make them realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Try to reach an agreement on reasonable long-term behaviour e.g. Report card
- Prepare the bully to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. Face-to-face meetings may be appropriate.
- Staff should informally monitor the pupils involved over the next half-term.

Appropriate actions to support the victim:

- Staff should informally check whether the bullying has stopped on a weekly basis for a month after the complaint of bullying.
- The Assistant Headteacher for the phase should formally check whether the bullying has stopped the week after the bullying, and again during the same half term.
- If necessary, break up group dynamics by asking staff to assign places in classes and in the form room.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.

If through analysis (of incidents, patterns of behaviour, nature of bullying, victims, and perpetrators) a change is required, this will be implemented by the SLT eg. more staff on duty outside, children leaving class in lesson times.

Follow-up After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. The progress of both the bully and the victim should be monitored by the Assistant Headteacher for the phase. One-on-one sessions to discuss how they are getting on may be appropriate.

If the incident was sufficiently serious, follow-up correspondence with parents a month after the incident may be necessary.

Pupils who have been bullied will be supported by:

- Being listened to and having an immediate opportunity to meet with a member of staff
- Being reassured
- Being offered continued support
- Being offered counselling where appropriate to restore self-esteem and confidence
- Inclusion in small group or individual self-esteem sessions run by the class teacher or SLT

Pupils who have bullied others will be supported by:

- Receiving a consequence to their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers to help change the attitude of the pupil
- inclusion in small group or individual sessions run by the Senior Inclusion Officer, covering issues as appropriate eg self esteem, anger management

The Worry Box

The school operates a worry box situated in the dining hall for all children to access at anytime. The worry box is to be discussed each year during assembly, anti bullying week and PSHE lessons for children to understand the system and share any concerns they may have. The worry box will be checked daily by a member of SLT and concerns directed to the class teacher or SLT member depending on the severity. Concern slips to be logged on behaviour file and reviewed regularly.

Bullying incidents outside of school

Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops, or in the street.

Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

The Headteacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Staff training

Staff training is a focus during anti-bullying week. During this time, staff are expected to take the opportunity to plan specific activities using materials made available by the Anti-bullying Alliance and www.beatbullying.org. Informal feedback is also taken where staff have had to deal with a bullying situation.

Parent's advice

Parents are able to access either the class teacher or any member of the SLT for advice and support if their child is either a victim or a perpetrator.

Help organisations:

Childline 0800 1111

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Monitoring, evaluation and review

The school will regularly review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Analysis of bullying incidents and any patterns that emerge are discussed between SLT and shared with staff. Procedures and practices are changed where necessary.

Appendix 1 – Bullying report form

This form should be sent or handed to the Headteacher upon completion.

Name of person reporting incident (optional):	
Name of pupil(s) being bullied:	
Male/female:	
Year group:	

Incident details

What happened?
Where?
When?
Who was doing the bullying?
Did anyone else see it?
How long has the bullying been going on?
How often does the bullying take place?

Impact of the bullying

How did being bullied/seeing the bullying make you feel?
Was anybody physically hurt?
Did anybody need medical attention?
Have you informed anybody else about the bullying?
If so, who did you inform?
If you have not informed anybody else, what has put you off asking for help or informing someone?

Help and support

What sort of help or support can we provide for you?

If you witnessed the bullying, what sort of help do you think should be offered to the victim?

What more do you think we could do to help prevent bullying?