



# ANTI BULLYING POLICY AND GUIDANCE

# STOP BULLYING

SEE IT - SAY IT - STOP IT

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Updated:	July 2023
Review Date:	Autumn 2024
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## 1. Rationale

Anti-bullying is a major priority in keeping children safe. All schools are required to have an Anti-Bullying policy and have a duty to respond to bullying issues.

## 2. Statement of Intent

Northwick Manor Primary School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our school community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Pupils should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Pupils should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

**We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.**



## 4. Review of policy

In line with all policies, this policy will be reviewed annually. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The stakeholders of this policy are the pupils, staff, parents and carers, School Advocates and people from other organisations involved with the life of Northwick Manor Primary School.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review.

## 5. Definition of Terms

Northwick Manor Primary School's definition of bullying is:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group - either physically or emotionally.

## 6. Intent and Objectives

### The intent of our Anti-Bullying Policy:

- To assist in creating an ethos in which attending Northwick Manor Primary School is a positive experience for all members of our school community.
- To make it clear that all forms of bullying are unacceptable at Northwick Manor Primary School.
- To enable everyone to feel safe while at Northwick Manor Primary School and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our school community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support pupils displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents / carers and other appropriate members of the school community.
- To ensure all members of our school community feel responsible for helping to reduce bullying.

### The objectives of our Anti-Bullying Policy:

- Our whole school community can evidence ownership of the school's Anti-Bullying Policy.
- To maintain and develop effective listening systems for pupils and staff within Northwick Manor Primary School.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.

- To involve the wider school community (e.g., lunchtime supervisors, part-time staff/volunteers) in dealing effectively with, and, if necessary, referring bullying incidents.
- To communicate with parents/carers and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and well-being across the whole school and for all members of our school community to role-model this in all situations.

## 7. Practice and Procedures

### A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- Be supportive of each other.
- Provide positive role models.
- Convey a clear understanding that we disapprove of unacceptable behaviour.
- Be clear that we all follow the ground rules of Northwick Manor Primary School.
- Be fully involved in the development of the anti-bullying policy and support anti-bullying practices.
- Support each other in the implementation of this policy.

All members of the school community are expected to report incidents of bullying to the Head or Deputy Headteacher.

Prevention & strategies to reinforce Northwick Manor Primary School's Policy on anti-bullying:

- Pupils are made aware of the strategies to deal with low-level issues and what to do in different situations, including situations of cyberbullying.
- Pupils participate in role-play work in class as part of PSHE+CMSC sessions.
- Making use of curriculum opportunities to raise pupil awareness e.g., through assemblies, RE, cross-curricular themes, drama, story writing and literature.
- A whole school reward system.
- Good quality role models.
- Adult modelling of appropriate responses to a wide range of scenarios.
- Pupils & parents/carers have a good knowledge of the policy and procedures.
- Pupils have a clear understanding of their rights & responsibilities.
- E-safety is frequently discussed and taught.
- E-safety training is offered to parents/carers.
- Use of Anti Bullying Ambassadors across the school.
- Buddy system.
- Assemblies
- Lunchtime clubs

**All Staff** have a vital role to play as they are at the forefront of behaviour management and supporting the pupils' sense of well-being. They have the closest knowledge of the pupils in their care, and should build up a relationship involving mutual support, trust and respect.

**Staff** have agreed to:

- Provide pupils with a framework of behaviour including rules which support the whole school policy.
- Empathise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE+C etc.
- Through the Headteacher/Deputy Headteacher, keep the School Improvement Board well informed regarding issues concerning behaviour management.

The **Headteacher** and **Deputy Headteacher** have a duty to:

- Implement the school Anti-Bullying Policy and ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying.
- Report to the School Improvement Board about the effectiveness of the Anti-Bullying Policy.
- Ensure that all pupils know that bullying is unacceptable behaviour.
- Ensure that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

- Lead the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.
- Provide a key staff member who is responsible for the monitoring of the policy.

#### The role of **parents/carers**:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, do not approach that child on the playground or their parents or involve an older child to deal with the bully. Inform school immediately and your concern will be dealt with following the school procedures.
- It is important that you advise their child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, discuss the issues with them and inform school. The matter will be dealt with appropriately.

#### The role of **children**:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable, save them and show them to a trusted adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Northwick Manor Primary staff will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

#### **What do you do if You Know Someone Is Being Bullied?**

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Staff will deal with the bully without getting you into trouble.
- Do not take direct action yourselves.

#### **Through the development and implementation of this policy, Northwick Manor Primary School trusts that all pupils, parents/carers and staff will:**

- Feel confident that everything is being done to make Northwick Manor Primary School a safe and secure environment.
- Know who can be contacted if they have any concerns about bullying.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

### **B. Reacting to a specific incident**

#### **Recording**

All incidents of proven bullying will be recorded on CPoms. Bullying is a standing item on the agenda for SLT meetings. The Headteacher or Deputy Headteacher will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents/carers of all pupils involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

#### **Dealing with an Incident**

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

i) The school community needs to be made aware that when a bullying incident has come to the attention of adults in the school, it has been taken seriously and action has resulted.

School expects to support all involved by:

- Talking the incident through with all parties involved.
- Supporting the person who has been bullied to express their feelings.
- Supporting the person displaying the bullying behaviour to express their feelings.
- Discussing which rule(s) has been broken.
- Discussing strategies for making amends.

ii) Measures will be in line with the school's Behaviour Policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable.
- Reparation of damaged relationships.
- Time away from an activity.
- Meeting with staff, parent/carer and pupil.
- Missing another activity.
- Formal letter home from the Head Teacher/Deputy Head Teacher expressing concerns.
- Time out from the classroom.
- Joining a social skills group.
- Pastoral support plan.
- Fixed term exclusion.
- Permanent exclusion.

## **NORTHWICK MANOR PRIMARY SCHOOL OPERATES A ZERO TOLERANCE POLICY WITH REGARD TO BULLYING**

### **8. Relevant School Policies to support the Anti-Bullying Policy**

- Safeguarding Children Policy.
- Behaviour Policy.
- Disability Equality Policy.
- E-Safety Policy.
- Equal Opportunities Policy.

## **The Legal Context:**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Those measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives Headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act, 2010:

A key provision is a public sector Equality Duty. It requires public bodies to have due regard 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;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should follow the routines as detailed in the Safeguarding Children Policy.

### **Criminal Law**

Although bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence.

### **Bullying Outside School Premises**

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 Head Teachers the power to regulate pupils' conduct when they are not on school

premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises.

When bullying outside school is reported to school staff, procedures outlined within the school's Anti-Bullying policy apply.

### **What is meant by Bullying?**

Northwick Manor Primary School's definition of bullying is:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group - either physically or emotionally.

Bullying can include one or more of the following:

- Being hit, kicked, pinched, spat at or threatened
- Being called names
- Making a fool of someone
- Teasing or sending nasty notes
- Spreading rumours and malicious gossip about someone
- Deliberately destroying another person's property
- Repeatedly excluding a pupil by not talking to them, or not letting them join in
- Locking someone in a room
- Malicious texting, emailing, use of social media etc.
- Hurtful remarks about people's appearance

**BUT** it is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel.

Bullying can take many forms (e.g., cyber-bullying via text messages, social media or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

## **Being a Bully and Being a Victim**

### **Who is likely to be bullied?**

Young people who "stand out from the crowd", socially, culturally, physically – typical victims may be taller or shorter than average, have very high or very low ability, have a speech impediment or different accent etc.

### **Who is likely to bully?**

Characteristically bullies are bigger and stronger than their peers, may be older than their victims, are impulsive, and have a need to dominate others and control social situations. They are often anti-social in school and the community, and are generally aggressive with peers and adults, including parents.

The bully tends to have the following characteristics:

- Appears to be confident
- Assertive
- Physically strong
- Reasonably popular

Remember the bully isn't necessarily a bully all of the time. Their behaviour towards others may be a reflection of a difficult episode at home.

Victims of bullying can both bully others and are bullied themselves. The bully can sometimes push the victim into joining in another bullying episode, often as part of a gang, or the victim feels such anger and frustration that they in turn pick on someone else they perceive to be weaker.

### **Factors which contribute to bullying behaviour**

These fall into two main categories:

- Within-child characteristics – personality, temperament, ability, self-perception
- Environmental factors from home and school which may include:
  - parental attitudes
  - poor level of achievement

- low self-esteem
- lack of clear boundaries, expectations of behaviour, and undifferentiated consequences for unacceptable behaviour
- lack of support for victims of bullying – e.g., a culture of ‘not telling’
- the bully’s own experience – possibly having been bullied or abused
- the consequences of his/her bullying behaviour e.g., gaining status within a peer group, feeling powerful, being the dominant person in the group

### **Factors which reduce the likelihood of bullying behaviour**

Being popular and having social skills, such as an ability to communicate, help diminish the likelihood of being bullied. It is therefore suggested that children / young people with some of the following characteristics are less likely to be bullied if they are:

- physically robust
- extroverted
- socially sensitive
- unselfish
- flexible
- conforming to group norms
- give of themselves
- non-aggressive
- non-attention seeking
- modest

This is an important list, because if we can enhance some of these characteristics in children and young people who have few of them, then we will lessen the chance of them being bullied.

### **The Impact of Bullying**

#### **Those who are bullied:**

The damage from bullying can be far-reaching. Those who are subjected to it can suffer serious impairment to their self-esteem and sense of security. This may affect their ability to socialise successfully, their attainment at school and their overall capacity for realising their personal potential. In extreme cases, mental health issues, self-harm and even suicide are linked with sufferers of persistent bullying.

#### **Those who bully:**

Children and young people who display bullying behaviour can also be damaged by the experience. There is growing evidence to suggest that bullying can lead to involvement in gangs, being at risk of offending and school exclusion. We do not want our children and young people to learn that force and intimidation are successful strategies for getting what they want with associated feelings of gratification. Those who bully ‘successfully’ may go on to use such approaches in all their relationships and this creates a dangerous social phenomenon that can result in increased incidents of violence, domestic abuse and other crimes. Further to this, those who bully as adults impress such examples of behaviour onto their own children who look to their parents as their role-models.

#### **Bystanders:**

Bullying is rarely an isolated event. Research by Peplar and Craig (1995) indicated that in 85% of bullying episodes peers are present. Children and/or adults who observe bullying often find it very distressing, but feel powerless to do anything about it, often for fear of being bullied themselves. Inaction by witnesses is often perceived by both the ‘bully’ and the bullied as colluding with the bullying, or ignoring it. A setting that encourages an active stance against bullying can provide clear guidelines for children, young people and adults who witness such behaviour. The emphasis on addressing bullying should be taken away from focussing on labelling a ‘victim’ or ‘bully’, and should explore the role and the responsibility of all parties, including ‘followers’ and ‘bystanders’. Pupils can be empowered by giving them opportunities for discussing strategies in various situations such as PSHE and C, assemblies, circle time etc.

Taking a proactive stance against bullying and actively not being a bystander can promote self-esteem, the avoidance of guilt or regret, and helps to promote better mental health and relationships in a community.

#### **Some Indicators that bullying may be taking place:**

- change in behaviour e.g., uncharacteristic withdrawal, moodiness, tearfulness, depression, secretiveness – reluctance to offer reasons for this
- items of clothing, property, schoolwork etc. damaged or lost
- deterioration in attainment
- reluctance to attend school
- money going missing at home / at school
- sleep problems/nightmares
- coming home hungry (lunch being taken)

- frequent injuries – bruises, cuts
- running away or absconding
- increased levels of anger or aggression
- headaches, stomach aches, reporting feeling unwell
- wanting to change normal daily routines unexpectedly
- increased internet / mobile phone use may indicate on-line / text bullying

### **Activities which can be used to explore issues of bullying**

- **Art**

Art is a subject which is particularly useful. Younger pupils can paint or draw pictures depicting bullying incidents. Others may be able to use drawings to represent the emotion. Older pupils could contribute to raising awareness by drawing posters or painting pictures that can be used to stimulate discussion. Posters displayed prominently give clear and permanent reminders that bullying is something which is not tolerated in your setting.

- **Drama**

Drama can help focus the mind on the behaviour associated with bullying. Both victims and bullies can play both the victim and bully roles. This allows each to see the behaviour from the others point of view. To some extent solutions to bullying can be explored through role play.

- **Creative Writing/ English**

This area creates opportunities to express feelings and experiences very powerfully. The poems or stories can be used in newsletters, displays or the basis for discussion. Opportunities exist for pupils to comment on difficult times of the day or problematic areas.

- **Dance**

This is a popular area for self-expression. It can create opportunities for exploration of issues and feelings.

- **School Assemblies**

This is an important avenue for delivering consistent messages concerning the school's attitude to behaviours such as bullying. Bullying / anti-bullying could be used as a theme for class assemblies or year group productions.

- **Circle Time**

This is an activity frequently used to share feelings and as a forum for conflict resolution. As part of a regular routine it can greatly enhance the feeling of belonging and mutual respect.

- **Personal, Social, Health Education and Citizenship**

Finding avenues for pupil voice through school councils, pupil discussions, questionnaires, etc. allows them to be involved in raising concerns and formulating solutions.

Further Sources of Information:

- **DfE: Behaviour and Discipline in Schools Guidance:**  
<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>
- **Safe Network - provides safeguarding information related to activities outside the home**  
<https://safenet.org.uk>
- **Make Them Go Away (SEND DVD)**
- **Let's Fight it Together (Cyberbullying DVD)**

### **Information for parents and pupils:**

<http://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>

#### **Legislative links:**

- School's duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
- The Equality Act 2010.

#### **Specialist Organisations:**

- The Anti-Bullying Alliance (ABA) – brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <http://www.anti-bullyingalliance.org.uk/>
- Restorative Justice Council – Includes best practice guidance for practitioners 2011. <https://www.restorativejustice.org.uk/>



**Cyberbullying:**

- ChildNet International – Specialist resources for young people to raise awareness of online safety and how to protect themselves. <http://www.childnet.com/>

**SEN/D:**

- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>

**Support for Victims and Bullies**

- Youthline: 01344 311200. Confidential helpline for young people. <http://www.youthlineuk.com/>
- Childline <https://www.childline.org.uk/get-support/>
- National Child Protection Helpline (NSPCC) Free phone: 0808 800 5000  
A 24-hour helpline for anyone concerned about a child at risk of abuse (including bullying), including children themselves.

**Mobile phone / Text Message Bullying**

Contact the phone company – it should be possible to bar calls from the offending phone.

**COMMUNICATION OF THIS POLICY**

- A parent/pupil friendly version of the policy is available.
- Class teachers talk to children about this policy at the start of the Autumn term and remind them as necessary over the school year.
- Members of the SLT conduct regular assemblies reinforcing how the behaviour system operates.
- In September 2023 all staff received training on the Behaviour & Anti-Bullying Policy.