



# Anti-Bullying Policy

Article 3 – The best interests of the child must be a top priority in all actions concerning children

Article 14 – every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Nova Primary School Governor Information	
Model Policy	Yes
Local Changes	
Customisation*	
Originally Adopted	Spring 2016
Last Review Date	
Next Review Date	Spring 2017
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation

## **1 Rationale**

At Nova Primary we recognise that bullying does occur in schools and its effect on pupil well-being and achievement can be serious and long-lasting. As well as dealing with every incident sensitively and swiftly, we know that the key to eradicating bullying lies in its prevention. Children who feel confident enough to discuss, debate and reflect on difficult issues such as this, with their peers and a range of trusted adults, are less likely to experience or be responsible for bullying and flourish as learners. Our ethos, values, behaviour systems and curriculum come together to give children the toolkit they need to understand, prevent and deal with bullying, both now and in the future. We also recognise that bullying can occur between adults and the same duty of care applies to all members of the school community.

## **2. Aims**

- To keep children and adults safe and happy at school at all times
- To ensure that all stakeholders know that bullying will not be tolerated and how it is dealt with through sharing this policy and other means
- To ensure children and adults understand what bullying is in its different forms
- To help children understand their role in the prevention of bullying through upholding the school values and the rights respecting ethos
- To give children a range of strategies to use when unpleasant incidents occur
- To carry out procedures with rigour and speed and ensure when bullying occurs, the impact of actions are monitored carefully

## **3. Practice**

- Every class displays and upholds our school values of Trust, Friendship, Discovery and Success.
- The school curriculum takes every opportunity to teach children about kindness, peace and empathy in a variety of contexts, past and present. The symbol of the dolphin represents learners who can recognise and deal with both their own emotions, and those of others.
- The bespoke PSHE curriculum and programme of collective worship are rich with relevant, meaningful opportunities to explore, discuss and reflect upon well-being, relationships and living in the wider world. Children are empowered to make decisions about what is right for them and encouraged to develop healthy attitudes towards diversity and change.

- All 'lines of enquiry' have a rights respecting focus for children to learn about what children need to be safe and happy on a school, national and global scale.
- Anti-bullying is taught over the course of the year, and as part of a themed week. Displays around the school reflect this. They learn what bullying is, including cyber-bullying, at an age appropriate level and how to cope should it happen to them, or should they feel tempted to bully others. They have a child-friendly poster that describes the different types of behaviour that occur.
- The computing curriculum ensures children are taught about cyber bullying as part of each term's work.
- Children are taught to know and use the 'High 5' strategies: Ignore; Talk Friendly; Walk away; Talk firmly; Report. This guidance can be seen around the school and in the leaflet produced by Year 6, circulated to children. They know they must continue to report if bullying continues and that it will be dealt with- they have a right not to be bullied or to feel ashamed.
- The school enforces a consistent and fair approach when incidents of bullying occur with sanctions in line with the school behaviour policy. All incidents are recorded and monitored rigorously.
- The school puts into place bespoke packages of support for children who are persistently involved in unpleasant incidents and bullying, whether they are the victim or perpetrator.

#### **4. Monitoring and Evaluation**

- The school will closely monitor the number and frequency of bullying incidents and be responsive in bringing about necessary change to policy and practice should the need arise.
- All incidents will be recorded on our Internal Bullying Form and the Local Authority's Bullying/Harassment Monitoring form.
- Incidents will be followed up with regular monitoring, until the school feels that the children in question no longer need this. As a guide this may be checking for repetition every three weeks, for two terms, but this may vary according to individuals and circumstance.
- Parents/carers will be consulted, informed and updated, also with regularity.
- Parents/carers will also be consulted on a yearly basis about how well they think the school deals with bullying.

## **Annex to Anti-Bullying Policy**

### **Definition of Bullying**

Bullying is repeated behaviour by an individual or group towards another individual or group. Children understand that this is different from isolated, unpleasant incidents. Bullying can leave victims powerless and their families distressed. A bully, conversely, may feel an inflated sense of power and control that may lead them to repeat the behaviour. A bully may also have been a victim of bullying themselves. Bullying may include one or a combination of these:

- Physical acts such as hitting, pushing, writing notes, spitting, kicking, taking objects or hiding them
- Verbal acts of name-calling, teasing, mimicking, gossiping, racist, sexist or homophobic, intimidation
- Emotional acts such as spreading rumours, staring, isolation, exclusion from play or activities, attempting to control and manipulate
- Cyber-bullying which may include texting, group-texting, commenting on social media such as Snapchat and Instagram, sending photos or videos, emailing to intimidate, humiliate, alienate or frighten
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### **Signs of Bullying**

All members of the school community including parents/carers must be knowledgeable about and vigilant in recognising these possible bearing in mind that some children find it difficult to verbalise what might be happening to them:

- Tearfulness, sad expression
- Shyness, nerves, need to be with an adult- especially at playtimes
- Inability to concentrate
- Unwillingness to come to school or leave school
- Headaches, tummy aches, feeling unwell
- Bruising on face or body
- Requesting money
- Drop in attainment/slowing progress
- Deterioration/change in own behaviour

## **Responses to bullying by staff**

- Begin response as soon as disclosure made or sign identified
- Listen carefully and sensitively to the information disclosed
- Record immediately using internal referee form and give to Senior Leadership Team
- Senior Leadership Team to liaise with class teacher and learning mentor to decide future action in respect of victim and bully
- In dealing with incidents of persistent bullying ensure perpetrator and victim know:
  - It is not tolerated and must stop
  - All incidents will be recorded and dealt with individually with appropriate sanctions given- this may lead to exclusion in some cases
  - The school will work with the parents/carers to support the victim and change the behaviour of the bully through meetings and other correspondences
  - That revenge is not an appropriate strategy for dealing with bullying

## **Response to bullying by parents**

- Listen carefully and sensitively to any disclosure made by child, writing notes if appropriate
- Contact the school as soon as possible
- Encourage the child to talk to someone they trust at school
- Be as supportive as you can throughout the process so the child feels secure and listened to
- Insist upon and expect updates, negotiating how often and by what means of communication
- Continue to communicate with school until you feel the matter has been successfully resolved