



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	No
Local Changes	
Customisation*	
Originally Adopted	December 2020
Last Review Date	Spring 2024
Next Review Date	Spring 2027
* 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
Spring 2024	5	Removed additional learning mentor and added 'ELSA practitioner'	Changes in pastoral team structure.
	5	Removed reference to Diana Award	No longer subscribing to this initiative
	8	Amended flowchart to incorporate use of safety plans	In line with recent practice

1 Rationale

The aim of the staff at Nova Primary School is to create a warm and nurturing environment where children can be supported in addressing their educational, emotional, spiritual and social needs and strive towards reaching their full potential. Bullying, of any type, will impede this aim and can have lifelong implications for children. Therefore, it will not be tolerated at Nova Primary School. Strategies and systems are in place to prevent and address bullying at all levels whilst providing opportunities for change for both the victim and the bully. There is a clear expectation that all staff proactively tackle bullying robustly and consistently, in line with this policy.

This policy complies with the Equality Act (EA) 2010 which outlaws less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, maternity, religion and belief, race, sex and sexual orientation (the protected characteristics). In particular, it pays due regard to the need to eliminate discrimination, harassment, victimisation and other prohibited conduct, to advance equality of opportunity and foster good relations between those who share a protected characteristic and those who do not.

This policy aims to provide clarity about what bullying is and our stance on tackling it.

It should be recognised that 'bully' and 'victim' are labels that describe behaviour and not the whole person. These behaviours can change; bullying behaviour is learned so can, therefore, be unlearned.

2 What is Bullying?

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time- it is 'Several Times On Purpose' (STOP)'. It is different from an isolated, unpleasant incident.
- Bullying makes those being bullied feel powerless to defend themselves.
- Bullying is a form of peer on peer abuse. Peer on peer abuse is any form of physical, sexual, emotional and financial **abuse**, and coercive control exercised between children, and within children's relationships, friendships, and wider peer associations.
- Anyone can experience bullying, and this includes when it involves using a protected characteristic, whether they have that protected characteristic or not.

3. Why is Nova Primary School against bullying?

- Bullying is harmful- all children have a right to be safe and happy.
- Bullying stops children achieving their best- all children have a right to learn.
- Bullying grows if it is not challenged- we must deal with it swiftly and effectively.
- Bullying is wrong- all children need support in eradicating it from their lives.

4. What types of bullying are there?

- Emotional (e.g. Being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or use of any violence)
- Extortion (demanding money/goods with threats)
- Cyber (all kinds of internet contact including email, social media platforms, chatrooms, text messaging or calls)
- Racist (racist taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic or biphobic (because of perceived, actual or the issue of sexual orientation)
- Transphobic (because of perceived, actual or the issue of the gender identity)

5. Where can bullying happen?

At Nova Primary School we understand that bullying can happen anywhere and everywhere, including:

- In the classroom;
- On the playground;
- In corridors, toilets, teaching spaces and other communal areas;
- Online via social media, calls or texts;
- On the way to and from school.

6. How does bullying make the victim feel?

At Nova Primary we recognise that anyone can be bullied and anyone can bully. Children being bullied experience and have to cope with a range of feelings:

- They can feel scared and their hearts may beat faster;
- They can feel sick;
- They can feel worried;

- They can ache because their bodies are so tense;
- They might not be able to sleep at night.

7. What are the signs and symptoms of bullying?

A person may indicate that they are being bullied by displaying one or more of the following signs:

- Being frightened of walking to or from school- they may change the route;
- Asking to be driven to school;
- Does not want to come to school (school-refuser);
- Begins to truant from school;
- Becomes withdrawn, anxious or lacks confidence;
- Becomes aggressive, abusive, disruptive or difficult to reason with;
- Starts stammering;
- Threatens or attempts suicide;
- Threatens or attempts self-harm;
- Threatens or attempts to run away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Performance in school work begins to drop;
- Comes home with clothes torn, property damaged or missing;
- Asks for money or starts stealing money;
- Has money continually lost;
- Has unexplained cuts and bruises;
- Comes home complaining of hunger;
- Bullying others;
- Changes in eating habits;
- Is frightened to say what is wrong;
- Afraid to use the internet or mobile phone;
- Nervous or jumpy when a cyber-message is received;
- Gives improbable excuses for their behaviour.

It should be noted that these signs and symptoms could indicate a range of issues aside from bullying, but it is vital that they are taken seriously and that bullying is considered as a potential issue. Give parents details of school attendance in newsletters.

8. How can we prevent bullying?

We are a committed anti-bullying school. We do not tolerate bullying in any form and we have a variety of systems in place to support this:

- Friendship and trust are two of our school values that permeate everything we do at Nova Primary School.
- We raise awareness of bullying and anti-bullying through regular assemblies.
- We participate in most anti-bullying weeks and every class contributes to a school display.
- This anti-bullying policy is available to staff, children, parents and governors.
- This policy is also available in a simplified leaflet format for children so that it can be easily understood.
- All classes have a worry box. Children can write any concerns about bullying or any other matter and these boxes will be emptied weekly by members of the safeguarding team, with issues taken to safeguarding team meetings.
- We have a Lead Learning Mentor and ELSA practitioners. Part of their role is dedicated to supporting children who may be involved in bullying incidents.
- There is a strong and experienced safeguarding team; bullying is seen as a safeguarding issue so are discussed and actioned as part of the twice weekly meetings.
- The behaviour policy is robust and clear, with a strong emphasis on appreciation and recognition of good behaviour. It also sets out clear consequences for poor behaviour which includes bullying.
- The PSHEE (personal, social, health and economic education) curriculum is thorough and focuses heavily on healthy relationships. This is supported by books and resources that explore relationships and celebrate diversity.
- All staff are regularly updated on issues surrounding safeguarding- this includes peer on peer abuse and bullying.
- All staff give time and space when needed to deal with bullying swiftly and effectively.
- The safeguarding team stay up to date with new initiatives and practices.

9. What happens when bullying occurs?

Nova Primary school takes a graduated response when suspected bullying occurs.

1. Once the child has disclosed potential bullying, or it has been reported/witnessed by someone else, it will be taken seriously and recorded on CPOMs.

2. The class teacher and a member of the learning support team (Lead Learning mentor, ELSA practitioner or Learning Support Assistant) will sensitively speak to the child and make a record of all incidents.
3. A reflection session will take place with the child or children who are alleged to have bullied the child, to give them an opportunity to talk about their actions. The adult will help them consider how to restore the situation.
4. If appropriate, a restorative meeting will be held between the children. The children will be empowered to decide next steps together and consider how to monitor things moving forward. Next steps include: interventions to support relationship-building, boundary-setting or simply taking time to be mindful about the effects of one's actions. The adults will ensure both sets of parents/carers know what has happened and been decided.
5. For more persistent or more serious issues, the school may decide to set up safety plans for each child. These identify shared goals and how to achieve them over time, with timetabled points to review. These will be shared with parents/carers.
6. If bullying does not stop, the Inclusion leader and headteacher will:
 - Seek external support and guidance for the child who is bullying. This could be from the Primary Mental Health Team, Northstar Outreach or Bristol Inclusion hub.
 - Internal, fixed-term suspension or permanent exclusion may need to be considered, but only after all other avenues of support, through a graduated approach have been exhausted.

10. Pathways of help

Anti-bullying alliance- A national organisation with advice of current good practice

www.anti-bullyingalliance.org.uk

Childline -Help and advice about a wide range of issues.

08001111 www.childline.org.uk

Kidsmart- Learn about the internet and being a SMART surfer.

www.kidssmart.org.uk

Stonewall- Organisation for the campaigning for equality of LGBT people across Britain.

www.stonewall.org.uk

Bullying- Advice for parents

www.bullying.co.uk

NSPCC- Help and advice for parents

www.nspcc.org.uk

Barnado's

www.barnados.org.uk

Appendix 1- Restorative Conversations

Restorative approach to bullying

Restorative approaches help to develop a happier school where the focus is on learning and not conflict. It promotes telling the truth and taking responsibility. The approach helps to create a school community where all children feel safe and respected, enjoy coming to school and know that when things go wrong, the school will do everything they can to help put it right. Restorative approaches to behaviour encourage pupils to think about how their actions have impacted on others. It helps children to develop respect, responsibility and honesty.

How it works

This approach is used to help resolve incidents of bullying. Both children/group of children come together to discuss events which have taken place and how it has made the individual feel. A member of staff who is trusted by the victim (this is likely to be a learning mentor) conducts the conversation, using questions to help prompt discussion – *Tell me what happened? What were you thinking at the time? What have you thought about since? Who has been affected by your actions? In what way have they been affected? What do you think you need to do to make things right?*

Four R's of restorative justice

Respect – listening to other opinions and learning to value them

Responsibility – Taking responsibility for your own actions

Repair – Discussing how to repair harm

Re-integration – Working through a process to solve the problem

Restorative justice mind-set

- What happened?
- Who has been affected?
- What needs to happen to put things right?
- How can I support the individual to change behaviour and avoid further incidents?

Benefits of a restorative approach to behaviour

- Develop social, emotional and communication skills
- Increase empathy
- Develop conflict resolution skills
- Pupil takes accountability for their actions
- Reduces pupil conflict
- Supports school behaviour policy (Pivotal)

Outcomes for victim

- Confidence to tell the offender how they feel
- Can express how behaviour has affected them
- Have an opinion on how to repair the harm caused
- Receive an apology

- Able to ask the offender questions about the behaviour

Outcomes for bully

- Understand the consequences of their behaviour
- Learn how behaviour has impacted on victim
- Develop a plan to repair the harm/make amends