



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Anti-bullying policy

Governors' Committee:	Full Governing Body
Adopted by the Governing Body on:	July 2018
Signed: (Chair of Committee)	
Signed: (Headteacher)	
Proposed date of review:	July 2020

## A. RATIONALE

Most people have encountered bullying at some point in their lives, but all deal with it differently. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to in a timely and swift manner.

Bullying will not be tolerated and any sharing of information will be treated in a confidential manner as to safeguard the person reporting.

Castle Newnham School will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour.

This policy also links to the following school policies

Behaviour Policy  
Complaints Policy  
Confidentiality Policy  
Equality policy  
PSCHE Policy  
Values Policy

SIP / SEF

The recording of bullying and racist incidents

## B. AIM

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching 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.

## C. PRINCIPLES

Bullying is defined as **‘Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally’**.

Bullying can be short term or continuous over long periods of time.

Emotional	Being persistently unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments

Homophobic	Because of, or focussing on the issue of sexuality
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat; threats by text messaging and calls; misuse of associated technology , i.e. camera and video facilities, tablets, games consoles.

In addition to these issues, bullying may be related to any of the following:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, inc. Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place anywhere including in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites

There are numerous possible signs and symptoms for staff and parents/carers to be aware of as potential indicators that a child is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems

## D. PROCESSES – JOINT

All staff at Castle Newnham School remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, they do not wait to be told before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of understanding which means that they may be unable to realise what others may be doing to them.

Staff are aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

The ethos and working philosophy of the school means that all staff actively encourage children to have respect for each other and for other people's property – this is particularly relevant to the school's charter of the 3C's.

Staff will regularly discuss bullying - this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our focus on Values Education.

Staff follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

All incidents of suspected bullying should be reported:

- Staff should record relevant information and inform the relevant line-manager or member of staff.
- Parents/carers should inform either the class teacher or year leader.

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. For example, a parent being informed about their child's behaviour and a request that the parent supports the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg counselling / work with family and pastoral teams, police.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Key staff who oversee this policy and who should be contacted if there are specific concerns are:

Jim Balmbra – Head of Primary  
Nik Maund – Vice Principal (Pastoral)

## **E. PROCESSES – PRIMARY**

Children are involved in the prevention of bullying as and when appropriate, such as during Anti-Bullying week. The activities may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.

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 or Anti-Bullying Team
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Visit the school website for ideas of what to do next.

## **F. PROCESSES – SECONDARY**

In addition to processes in place with the Primary provision secondary staff use a variety of age appropriate methods to support children in preventing and understanding the consequences of bullying. This includes:

- Anti-Bullying Ambassadors – regular ‘drop-in’ sessions, assemblies, publicity
- Class/Year group assemblies
- PSHCE and Citizenship lessons – specific focus on positive behaviours
- e-Safety workshops – both for parents and pupils
- Anti-bullying week – visits from guest speakers and assemblies

Anti-bullying ambassadors are trained to help pupils have peer support where needed. The Ambassadors help to promote anti-bullying by:

- Running half termly awareness events.
- Holding assemblies to each year group about the negative effects of bullying.
- Daily ‘drop-in’ sessions for pupils to meet with the ambassadors should they wish
- Developing and maintaining a ‘pupil friendly’ policy that is shared across the school.

## **G. MONITORING, ASSESSMENT & EVALUATION**

The Head of Primary and Vice Principal share bullying/racist information with the Local Authority on a termly basis and use this information to help identify any further actions/support required.

The policy will be monitored and reviewed regularly with relevant information shared with governors on a termly basis.