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Newark Hill Primary School



Anti-Bullying Policy

At Newark Hill Primary School, we believe that bullying consists of doing anything intentionally hurtful to other children, either physically or emotionally.

- Our school will not tolerate bullying of any kind, whether physical, emotional or through the media of technology.
- Everyone connected with our school, in any capacity, will be tolerant of others, regardless of gender, age, size, race, religion, interests, abilities or disabilities.
- Anyone witnessing bullying should inform a member of our staff or Senior Leadership Team at once.
- Everyone connected with our school will be vigilant and on the lookout for instances of bullying, involving children inside or outside the school.
- Children are encouraged to discuss their worries or concerns with members of staff and to seek help when it is needed.

This policy will be reviewed regularly by the Governors, to ensure that our strategies are effectively monitored and implemented. The guidelines contained in this policy should be read in conjunction with the Positive Behaviour Policy, which contains a clear explanation of the action to be taken.



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Anti-bullying policy is seen as an integral part of the positive behaviour policy. Pupils are included for un-acceptable behaviour, including bullying. This is also considered in cases of severe and persistent bullying.

The Senior Leadership Team give a clear lead so that staff know what to do when a bullying incident is reported. This involves ensuring that the disciplinary processes set out in the positive behaviour policy are followed correctly. We recognise that all staff need to act consistently and carefully when handling incidents of alleged bullying; fully investigating incidents and maintaining an impartial stance irrespective of any past history of pupils involved.

At Newark Hill Primary School, we recognise that there are **many** opportunities to promote the anti-bullying policy. These include:

- assemblies and collective worship.
- curriculum teaching and pertinent links in daily teaching.
- PSHE / Circle Time / SEAL related links.
- role plays or stories which indicate what pupils can do to prevent bullying.
- alluding to current affairs issues, which might re-enforce the anti-bullying approach.
- the annual anti-bullying week, when specific information is shared with both parents and pupils.

At Newark Hill Primary School, we recognise the importance of parental support and involvement, in addressing issues relating to bullying and in supporting us in creating a positive ethos and environment in which bullying is seen to be neither accepted nor tolerated.

All incidents of bullying should be reported to a member of the Senior Leadership Team, who will be able to clarify under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. Records of bullying incidents will be kept in a secure place in the administrative area of the school. Where incidents of bullying occur, accurate records of incidents and the school's response should be kept to help with proceedings and protect the school from legal action. Monitoring by a key member of staff identifies progress and enables follow-up, showing whether our policy is really effective.

Bullying should be discussed, when relevant, as part of the every day curriculum, but teachers should also use the general strategies described below to address the problem. Whilst these strategies will be effective in most instances, we recognise that in the more serious and persistent cases stronger measures are needed.

Where all other strategies do not resolve the problem, the Head teacher may decide that permanent exclusion is justified in the most serious and persistent cases, particularly where violence is involved. The DCSF updated guidance for local education authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

prevent bullying.

to have some problem with bullying at one time or another
schools anti-bullying policy is essential in helping to reduce and

At Newark Hill Primary School, we define bullying as actions which are:

- deliberately hurtful (including aggression).
- repeated often over a period of time.
- difficult for victims to defend themselves against.

We believe that bullying can take many forms, but recognize that the three main types are:

- **physical** - hitting, kicking, taking belongings.
- **verbal** - name calling, insulting, making offensive remarks.
- **indirect** - spreading nasty stories or pictures about someone, exclusion from social groups, being made the subject of malicious rumours.

Name calling is the most common direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour or perhaps due to some form of disability.

Bullying might also include the following:

- name calling and teasing.
- threats and extortion.
- physical violence.
- damage to someone's belongings.
- leaving pupils out of social activities deliberately and frequently.
- spreading malicious rumours.

of the action that is taken by staff in dealing with incidents of bullying.

- never ignore suspected bullying.
- don't make premature assumptions.
- listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth.
- adopt a problem-solving approach, which moves pupils on from justifying themselves.
- follow-up repeatedly, checking that bullying has not resumed.

Strategies for reducing bullying:

In common with many schools, at Newark Hill Primary School we have found that the best approach for tackling bullying is to use a combination of strategies, which can be drawn on and adapted to fit the circumstances of particular incidents. We recognize that a single strategy on its own is unlikely to provide a complete solution to the problem.

By ensuring that bullying issues are regularly brought to pupils' attention we can help to ensure that an anti-bullying culture develops throughout the school. As such, at Newark Hill Primary School, bullying issues or incidents might be addressed or pre-empted through the following ways:

The Curriculum

The curriculum can be used to:

- raise awareness about bullying and the anti-bullying policy.
- increase understanding for victims, and help to build an anti-bullying ethos.
- teach pupils how to constructively manage their relationships with others.

Circle Time / PSHE / Aspects of the SEAL Curriculum

Such activities and opportunities can be used to:

- create a safe time and space to explore issues of concern.
- explore relationships with adults and peers.
- enhance effective communication.
- recognise individuals' strengths and enhance self-esteem.

that can be used to build relationships around a vulnerable pupil. This should only be used after consultation with the SENCO, who will arrange for any necessary support for the child prior to commencement. The Circle of Friends is explained to the pupil and their parents, whose agreement and support are essential. Circles will be led by a fully trained and experienced TA, in order to:

- improve the level of acceptance and inclusion of the pupil.
- help the pupil to make friends inside or outside the Circle.
- increase insight into the pupil's feelings and behaviours.

Playground Pals & Sports Leaders

Playground Pals are used in both KS1 and KS2, where elected members of the School Council act as 'befrienders' to those children whom teachers have identified as needing support within social contexts. They also watch out for those children who might go to 'The Friendship Stop' because they are feeling lonely. Should they notice the same child at 'The Friendship Stop' on more than 2 or 3 occasions, then this is referred to an adult. Sports Leaders initiate play, encourage involvement in games and take responsibility for playground equipment.

Playground Pals:

- need friendly personal qualities.
- give support with emotional and social problems (e.g. newness to school, difficulty making friends, upset at separation or loss or where children are identified as being bullied or socially excluded.)
- may share a common difficulty - for example bereavement

Mediation by adults

This strategy is used throughout the school. The aim is to focus on pupils who have been bullying others regularly for some time, as well as those being bullied, and by establishing ground rules it will enable the pupils to co-exist at the school.

The aims of mediation is to:

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first get agreement with each that the bullied pupil is unhappy and that they will help improve the situation.
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying.
- check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying.
- check whether the bullying starts again or targets another pupil. If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or as a last resort, a change of class.

Behaviour of certain pupils can contribute to bullying, though it is hard to concentrate in class, are hyperactive, or behave in ways that may irritate others. They may get angry easily and fight back when attacked or even slightly provoked. They may also bully weaker pupils.

It is **essential** to follow-up after an incident to check that the bullying has not started again. (Whilst immediately after intervention we recognise that the bullying is likely to stop, research shows that bullying can be very persistent and may recur.) Therefore, if pupils expect a follow-up, we recognise that they are less likely to start bullying again.

Involving parents

At Newark Hill Primary School, we recognise that parental support is a key to the success or failure of anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages. The majority of parents support anti-bullying measures and are keen to participate. As such, we recognize that parental consultation and involvement is important in helping to create an ethos in which positive behaviour is encouraged, and bullying of any kind is considered unacceptable.

Parents reporting bullying

At Newark Hill Primary School, it is important that all staff know the school policy on Anti-bullying and recognise when to refer parents to someone from the Senior Leadership Team.

Good practice includes:

- recognising that the parent may be angry and upset.
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs.
- remaining calm and understanding.
- making clear that the school does care and that something will be done.
- explaining the school policy, making sure that procedures are followed.

When a case is referred to them, senior teachers will:

- ask for details and record the information.
- alert ALL staff through the alert board, to ensure close and continuous monitoring.
- make a further appointment to explain actions and find out if it has stopped.
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented.

Whilst some claims of bullying may turn out to be false or exaggerated, regardless of the victim's previous history, all claims of bullying should be treated seriously and should not be dismissed without further enquiries being made.

many initiatives to improve children's time in the playground. It has been agreed and all staff have received training in behaviour management. There are clear guidelines for managing pupil behaviour during breaks and lunchtimes. These involve all staff, especially Midday Supervisors, as well as pupils. The Senior Midday Supervisor has regular meetings with the Head teacher.

All staff know that effective supervision involves moving around the grounds, talking briefly with pupils and anticipating potential difficulties. A suspected problem is promptly investigated. Staff rotas allow for at least two adults to be on the playground to allow for action to be taken when required. (For instance if a child is to be removed from the playground this can be undertaken by one supervisor whilst the other remains on the playground.)

Our school ensures that there is efficient communication between supervisors and those responsible for co-ordinating the behaviour policy. Training has been given to support the behaviour policy and there is a clearly understood definition of roles and responsibilities for supervisors and teachers when on duty.

Support and simple management structures are in place to ensure that supervisors' authority is not undermined when managing behaviour. They operate rewards and sanctions, refer an incident for further action if necessary, and know about follow-up paperwork. Teaching staff support them in exercising their authority and the behaviour policy further re-enforces their position.

Useful strategies used by our school include:

- senior teachers on the playground at lunchtime if supervisors require support.
- money found from the school budget to pay for training.
- a trained, experienced senior supervisor who deploys staff and looks after new recruits.

Guidance for bullied pupils

All pupils should be encouraged to adopt the following strategy when dealing with bullies and bullying. Every child should be aware of this strategy and reminded of it on a regular basis so that they are prepared should the problem occur.

If you are being bullied

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- use the school council procedure for reporting bullying
- don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

ng off the premises. This was recently confirmed in a Court judgment which ruled that the head's duty of care to prevent bullying only applied within the precincts of a school (Leah Bradford-Smart v West Sussex County Council). But a good deal of bullying takes place outside the school gates, and on journeys to and from school. The bullying may be by pupils of the school or pupils of other schools or people not at school at all.

A school's anti-bullying policy should encourage pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:

- ensure that the pupil's parents are aware of the problem
- talk to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- talk to the head of another school whose pupils are bullying off the premises
- map safe routes to school, and tell pupils about them
- talk to pupils about how to avoid or handle bullying outside the school premises

Parents and families

Parents and families have an important part to play in helping schools deal with bullying.

- First, discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence or aggression.
- Be aware of the school's anti-bullying policy. All schools should have an anti-bullying policy. It is a document that sets out how the school deals with incidents of bullying. You have a right to know about this policy, which is for parents as much as staff and pupils.
- Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

If your child has been bullied:

- calmly talk with your child about the experience



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particularly:

- what happened
- how often it has happened
- reassure your child that they have done the right thing by telling you
- tell your child that if it happens again they should tell a teacher immediately
- make an appointment to see your child's teacher or form tutor
- explain the problems your child is having to the teacher

Talking with teachers about bullying:

- try to stay calm.
- bear in mind that the teacher may not know your child has been bullied or may have heard a different version of what happened.
- be as specific as possible about what happened and give:
 - dates
 - places
 - names of other children involved
- make a note of what action the school intends to take.
- ask if there is anything you can do to help your child or the school.
- stay in touch with the school; let them know if things improve as well as if problems continue.

How you can help us deal with bullying?

As parents you have an important role to play in helping schools deal with bullying. Among the things you can do are:

- discourage your child from using bullying at home or elsewhere
- show them how to resolve difficult situations without using violence or aggression
- ask them to confirm your child's school has an anti-bullying policy
- watch out for signs that your child is being bullied, or bullying others
- parents and families are often the first to notice something is wrong
- don't dismiss your instincts or the situation
- contact the school immediately if you are worried

Why children sometimes bully:

Children sometimes bully others because:

the family whom they admire

- they haven't learnt other, better ways of mixing with school friends
- their friends encourage them
- they're going through a difficult time and acting out aggressive feelings

If your child is bullying other children:

Many children may be involved in bullying other children at some time or other. Often parents are not aware that their child is involved in bullying.

To stop your child bullying others:

- talk with your child: tell them that what they are doing is unacceptable and making other children unhappy
- discourage other family members from bullying behaviour or from using aggression or force to get what they want
- show your child how they can join in with other children without bullying
- make an appointment to see your child's teacher and explain the problems your child is experiencing
- discuss with the teacher how you and the school can stop them bullying
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people