

# **Netherfield Primary and Pre-School**

## **Anti-Bullying Policy**

**Updated**

**October 2016**

Nurturing the potential of all, striving to be the best we can be.

Enjoy, Learn, Achieve

At Netherfield Primary School we believe in providing a safe, friendly environment where children and adults can learn together. In such an environment, children are able to learn effectively thus improving their life chances and inspiring them to maximise their potential.

We believe teaching and learning is about human interaction, it is about the transference of energy, enthusiasm, passion and learning. At Netherfield Primary School we seek inspirational people who are able to facilitate inspirational learning. We aim to nurture these characteristics in ourselves and our children to value them.

Our policy is that a pro-active, pre-emptive and therefore preventative approach to behaviour management is crucial. We always look to catch our children doing the right thing, whether in school or in our local community. Acting with integrity is modelled and celebrated at every opportunity. All adults will take every opportunity to model at all times, the behaviours we expect from our children.

**As a child we would expect to;**

- Feel safe in our feelings and our bodies
- Feel happy
- Have a clear set of rules and expectations which help us to make good choices
- Be with people we trust
- Be taught by adults who care for us and act as role models
- Be given learning opportunities which develop our skills to allow us to reach our dreams

**As a parent, we would expect our school to provide;**

- A place for our children to learn where they are safe emotionally and physically
- A caring learning environment where any kind of prejudice is not tolerated and challenged
- Challenging, well resourced learning opportunities which allow our children to reach their potential

Positive relationships are key – Netherfield is a NO put down area, that is no put downs even in joke from anyone.

**“The impact of bullying can be severe and long lasting because of the nature and extent of the bullying, or because it is combined with other factors affecting the social, mental and emotional health of the young person.”**

(Taken from Notts Anti-Bullying policy)

**Netherfield Primary School Anti-Bullying policy has the following aims;**

- To ensure the provision of a curriculum underpinned by Social and Emotional Aspects of Learning (SEAL)
- To promote our school rules with particular reference to;  
‘Treat others kindly or leave them alone’  
‘Everybody has the right to feel safe in their bodies and their feelings’  
‘Try your best to be the best you can be’.
- To nurture a school community that is based on care, respect and consideration towards other people.
- To minimise incidents of bullying in school and the local community
- To raise awareness of what bullying looks like and how to deal with the cause and impact of such behaviour in a way which shows an understanding of the needs of those involved.

## Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff - through discussions about behaviour e.g. in regular meetings, team meetings and as part of our Team Teach INSET.
- Governors – discussions at governors meetings, reports to Governors and Team Teach Training.
- Parents/carers – parents' questionnaire, home school agreement and 'Child Friendly' Behaviour Policy in Reading Diaries.
- Children and young people - a group of children will update the 'Child Friendly Behaviour Policy' which will be displayed around school and go in 2016-17 Reading Diaries.

This policy is available

- Online at [www.netherfieldprimaryschool.com](http://www.netherfieldprimaryschool.com)
- In the school prospectus
- From the school office (Policies Folder)
- Child friendly versions of the behaviour policy are on display and in home school diaries

## Roles and responsibilities

**The Head teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

**The Anti –bullying Coordinator** in our school is: **Paula Taylor (Deputy Head Teacher)**.

Their responsibilities are:

- Supporting individuals involved in bullying incidents; both victims, perpetrators and their families
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The nominated Governor with the responsibility for Anti- bullying (Behaviour)** is: Erica Cresswell

## Our School Definition of Bullying

**“The repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.”**

(Taken from Notts Anti-Bullying Policy and the Anti-Bullying Alliance)

To make this statement more accessible to the needs of all of our children, this can be summarised;

Several  
Times  
On  
Purpose

and if this is behaviour which is experienced or observed, children are taught to tell an adult they trust immediately.

Bullying differs from teasing and falling out between friends or other types of aggressive behaviour where;

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber bullying including sexual, racist, sexist and homophobic bullying. It will also be considered when those with disabilities are involved. If the victim might be in danger then intervention is urgently required. Bullying is the use of aggression with the intention of hurting another person and which results in pain and/or distress to the victim.

**There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.**

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including gypsy, roma and travellers
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

Schools and other public bodies now have to be more proactive and go beyond non-discrimination by advancing equality. We will record these types of bullying and report them to the local authority for monitoring purposes

#### Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

#### Prejudice Related Language

Homophobic, transphobic and disablist language includes terms of abuse used towards lesbian, gay, bisexual, transsexual young people and young people with a learning or physical disability. It is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

#### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

#### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in of school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudiced /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Reporting and Responding to bullying**

Our school has clear systems to report bullying for the whole school community. This includes those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

Systems of reporting include;

- Reports generated through the logging of incidents on Scholarpack
- Termly Head Teacher's report to governors
- Parents/carers informed of bullying incidents by class teacher or head teacher (Where appropriate)

### **Procedures;**

All reported incidents will be taken seriously and investigated involving all policies. The staff are aware of and follow the same procedures. These are;

- Interviewing all parties
- Informing parents (where appropriate)
- A range of responses appropriate to the situation which are solution focused e.g. Restorative Justice strategies being utilised, Circles of Friends, 1:1 work with the victim or perpetrator

**“The impact of bullying can be severe and long lasting because of the nature and extent of the bullying, or because it is combined with other factors affecting the social, mental and emotional health of the young person.”** (Taken from Notts anti-bullying policy)

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff using Scholarpack.

Prejudice related bullying should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August2014) **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk)**

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in the headteacher's report to governors.

The policy will be reviewed and updated every two years.

### **Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we at **Netherfield Primary School** have developed the following strategies to promote positive behaviour and discourage bullying behaviour

### **Strategies to Promote and Celebrate Positive Behaviour and Achievements**

- SEAL/PSHE is a school driver
- Taking part in Anti-Bullying week annually in November.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, Netherfield Parliament
- Peer Mediators and Circle of Friends
- Weekly Integrity Award for “Doing the right thing even when no one is looking”

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice
- Counselling
- Small group work/discussions

Support for parents/carers

- Parent groups (e.g. SEN Parents group)
- We offer an open door policy for parents who feel their child is being bullied.
- Parent information events/letters

Support for all school staff

- Staff training (including Team Teach) and development for all staff including those involved in lunchtime and before and after school activities

### Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
Acceptable use policy	Cyber bullying and e-safety
Equal Opportunities Policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
PSHE	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

### Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety