



## **Anti-Bullying Policy including policy related to racism**

March 2020



Reviewed: March 2020  
Next review: March 2021

## **Anti-Bullying Practices**

Bullying is a serious form of unacceptable behaviour. Our SMART Code reminds children to tell an adult if they suffer from or witness any form of bullying, either physical or verbal, or if they feel threatened in any way. All reported instances are treated seriously, and time is given to finding the cause. In addition to the sanctions mentioned above, parents are invited to visit school to discuss the plans with the teacher and / or Head teacher. Teachers work hard to ensure that disagreements are resolved and that both sides are seen to have their opinions aired. All instances of bullying are recorded on our online recording system (CPOMS), as well as in a paper Bullying Log. Sometimes the term 'bullying' is used for one-off, minor disputes and we therefore invest time into educating the children and parents in what the term actually means.

## **Definitions of Bullying:** **WHAT IS BULLYING?**

*Building on the definition given by <https://www.gov.uk/bullying-at-school/bullying-a-definition>*

*There is no legal definition of bullying.*

*However, it's usually defined as behaviour that is:*

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation*

*It takes many forms and can include:*

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)*

*All bullying can make an individual feel threatened, humiliated and unsafe.*

At Newdale we inform all children, including those with Special Educational Needs/Disability (SEND) about bullying and how we deal with it. As seen in our SEND report, we currently have pupils in each of the four categories of SEND as outlined in the Code of practice. We ensure we use a range of anti-bullying strategies to support all children regardless of need. Initiatives such as having Safeguarding Champions from each class, the use of 'Buddy Bear' and having pastoral teams working throughout break and lunchtime, are just some of the ways we support more vulnerable children.

The Newdale team define bullying as ‘**repeated and intentionally harmful physical, emotional or verbal abuse irrespective of children’s culture, ethnic, social and religious background, physical or learning abilities, sexual orientation and family background**’.

Children (through our bullying survey) tell us that bullying constitutes:

- Spreading rumours (repeatedly)
- Punching and physical violence (repeated)
- Being nasty to someone and getting others to be nasty too
- Calling names, swearing at someone and getting others to join in

The subject therefore forms part of our on-going Citizenship/SMSC/PSHE curriculum so that children understand what bullying is, can recognise it if it happens to them and know how to deal with it and gain support. Assemblies very often are themed around what bullying is and how to deal with any incidents should they arise.

**All staff are aware of the possible signs that bullying may be taking place within school:**

*Graffiti insulting individuals or groups of children and young people*  
*Underachievement*  
*Frequent name-calling*  
*Poor attendance*  
*Child or young person appearing afraid*  
*Child and young person not willing to approach adults to discuss problems*  
*Social exclusion of certain children and young people*  
*Some children and young people being by themselves at break times*  
*Certain graffiti on school books*  
*Work being torn and destroyed*  
*Loss of school, sports equipment etc by certain children and young people*  
*Sudden underachievement*  
*Children or young person appearing upset*

**Our system for dealing with bullying is:**

1. Child / parent / friends report bullying to a member of the teaching team, or bullying is noted by a member of the team.
2. Children’s views are listened to (parents may be involved) to ascertain the reasons for such behaviour.
3. Sanctions are considered / applied as appropriate.
4. An action plan / targets are agreed between the children involved. This could be via Report Cards or a Circle of Friends. Targets usually encourage children working / playing together in school.
5. Regular (in some cases hourly) checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.
6. Parents / Carers are informed of progress (daily if needed)
7. Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, action plans and Individual Education Plans will be shared, as a matter of course, with parents/carers at all Parents’ meetings. Discussions during these meetings will

- remain confidential unless safeguarding issues are raised and need to be referred on to appropriate agencies.
8. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies / exclusion) are considered. These agencies and support mechanisms are shared with parents.
  9. The school's anti-bullying statement or charter is clearly displayed around the school along with helpline numbers and DCSF 'Don't Suffer in Silence' documentation.
  10. Regular circle time, enabling children to talk about their feelings, their own and staffs' perception in terms of use of language/insinuation/interpretation and all other concerns in a safe environment and to enable them to share their concerns about bullying.
  11. Poster campaigns around the school.
  12. Developing playgrounds and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.
  13. Raising the self-esteem of children who have been bullied and teaching assertive techniques.
  14. Providing a bully/worry box where a child or young person can leave a note of an incident of bullying, if they feel unable to tell someone directly.
  15. Providing children and young people who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal.
  16. Empowering the targets of bullying by allowing them to decide how they would like the incident to be dealt with

Children tell us that they know they can get help by:

- E-mailing our Pastoral Team or the Head teacher
- Telling someone, i.e. a teacher or other adult in school, friend, someone at home, as part of the SMART Code
- Trying to ignore it, e.g. name calling...but getting help when they need it!
- Trying to sort out 'fallings out' with Circle of Friends or Playground Buddies
- Telling the bully to stop!
- Leaving a message for an adult in the Worry Box
- Sharing worries with Buddy Bear, writing a note, drawing a picture or emailing – [buddythebear@outlook.com](mailto:buddythebear@outlook.com)

Children who had attended other schools prior to Newdale tell us that bullying was a problem at previous schools, but not here.

This policy was reviewed with the teaching team Spring 2020. Children were also involved around activities such as identifying and reporting bullying (in assemblies and PSHE time, using the SMART Code as a prompt) and running a 'Friendship Week' to celebrate children's good relationships.

**Please also refer to our Managing Allegations against other Pupils Policy 2019**

## **The role of Governors**

- Determine and keep under review a statement of principles that shapes the school's behaviour policies.
- Publish and keep under review a behaviour policy to include bullying policy.
- Proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it.
- Be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.
- Consult the whole school community around policy and procedure.

### **BULLYING & RELATIONSHIP DISPUTES RECORD:**

During the last reporting period, no homophobic bullying was reported. We have an ongoing Bullying incident folder containing details of any incidents. Since September 2019, we have had one incident of bullying, which has been resolved and is still closely monitored.

### **Racist Incidents:**

Racial abuse is not tolerated in any form or kind – a Racist incident folder contains all details should an incident occur.

Our aim is to work proactively with children, enabling them to learn about, celebrate and be tolerant of the views, faiths and cultures of others both in school and in the wider community through our Citizenship/PSHE and R.E. / Collective Worship programmes. We are proud of the work that we do, through our SMSC provision, to teach children how to become model British citizens. We teach all children how to behave in society, what our contribution to society is and how the laws of the country are made and affect us.

Nevertheless, racial incidents are taken seriously and all incidents are reported to the Head teacher and the LA and are followed up in terms of reviews with the victim and perpetrator.

All incidents require the involvement of all children and their parents concerned. Action may require a range of strategies including establishing peer support, regular monitoring by the teaching team (Report Cards), supporting children to work together and if required sanctions (ultimately exclusion if necessary).

The Head teacher records details of any incidents, the actions taken and outcomes gained, to assess and monitor potential trends and identify any repeated or prolonged racist behaviour. A summary of records of incidents are passed to the LA and DfE annually.

### **Racist incident log:**

Between the period September 2019 and March 2020, there has been no incidents of racism.

**Policy reviewed and shared with Governors:**

March 2020    Next review: March 2021

## Appendix

An example of what is sent to parents annually for their information.

# Say 'NO' to bullying.



At Newdale we take great pride in the behaviour of our pupils. Very often we get comments from visitors to the school, or from people out of school, saying how impressed they are with the behaviour and attitude of our pupils.

*Pupils are keen to share their knowledge and experiences, their enthusiasm for learning is infectious' (School Governor Autumn Term 2019)*

*'Pupils show their respect not only for adults, but also for their peers and they look out for each other' (School Governor Autumn Term 2019)*

*'I hope the children enjoyed the Library visit yesterday - We loved having you all in for the morning. Can you pass on to your Headteacher how well behaved the children were.*

*All of the staff here commented on how enthused, engaged and well-behaved the children were - it was a pleasure to have them here.*

*Hope to see you again soon.'*

*(Library Service & First Point Team Leader Autumn Term 2019)*

Just like any other school, we have children who get into scrapes and scuffles and we do all we can to ensure these children are supported.

All our children are very clear about our behaviour SMART code and they do try really hard to stick to the rules. Celebrating success is the key to good behaviour - stickers, certificates and house points are some of the strategies we use. Like anyone, children love to hear that they have done well.

It is useful when parents use our SMART code at home. Children are taught about how to behave at lunchtime with teachers working with them on discussing rules and what to do if anything goes wrong. It is important for you to know that we always act on any problem we hear about and try our best to sort it out quickly, fairly and with full understanding from all of the children involved.

# SMART CODE

Speak politely and listen carefully



Make school enjoyable for everyone



Act safely



Respect and care for each other



Tell someone your worries





## What is Bullying?

### Definition

The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as a **persistent, deliberate attempt to hurt or humiliate someone.**

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

### Types of bullying

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### What we do in order to prevent bullying.

- \*We teach children to behave in a respectful and polite way - we do this through our lesson time, assembly time and through celebrating our successes.
- \*We have the clear and simple SMART code for children to follow - we encourage all staff and parents to use this same code so that children have consistency.
- \*Through the use of the 'Cloud' and 'Good to be Green' behaviour systems, we ensure children are all very clear about the boundaries and what happens if they misbehave.
- \*We teach children to understand what 'bullying' means and what forms of bullying exist, including Internet safety.
- \*We teach children to look out for the signs of bullying and what to do if they feel they are being bullied.
- \*We carry out bullying surveys so that we can work out if we are successful in our anti-bullying work.
- \*We work closely with parents and act quickly on any information we are given.
- \*We use computer safety software to ensure children are safe when using ICT.
- \*We join in with the national 'Anti-bullying' week with an emphasis being on the importance of 'friendship'.
- \*We train up Year 6 playground leaders, along with playground friends, to support younger children if needed.
- \*We allow the children to go to a daily, indoor lunchtime club run by Mrs Powell.
- \*We provide a Worry Box, that is checked daily, for children to tell us if there is something they are worried about.

### **Bullying survey results**

We recently surveyed all children in school and 100% of the children could give a clear and correct definition of bullying. An example definition from Year 4 was 'bullying -someone being mean to you, cyberbullying - someone being nasty online, racist bullying - someone being mean to you because of the colour of your skin.' All children could list what they would do if they were being bullied at school, with the top answer being to tell a trusted adult.

The children could identify what bullying might look like and also identify the different types of bullying, including physical, social, racist and online bullying. Children in Year 6 could also identify homophobic and homosexual bullying. 80% of KS2 children could explain what cyberbullying is, which is 18% higher than when asked in the previous year.

When asked if they had been bullied at school, children said that when problems occurred they were quickly sorted out so the situation didn't turn into bullying. 87% of children felt that behaviour issues are well dealt with at Newdale.

### **What to do if you think your child is being bullied.**

\* Get all the facts you can from your child.

\* Pass on these facts straight away to your child's teacher, to Mrs Powell or to Miss Cook.

We will listen carefully to what you have to say, take time to find out more, act on the information we gain and then let you know what we are doing about it.

You could also email buddy bear:



[buddythebear@taw.org.uk](mailto:buddythebear@taw.org.uk)

Please remember that we want all children to be happy in school and will do all we can to ensure this is the case. If you hear of anyone who is unhappy with anything that is going on, please tell them to come and speak to us! We will sort it out.

