

Anti-Bullying Policy including policy related to racism

November 2023



**Reviewed: November 2023
Next review: November 2024**

Anti-Bullying Practices

Bullying is a serious form of unacceptable behaviour. Our BeSMART Code reminds children to tell an adult if they suffer from, or witness any form of bullying, either physical, verbal or online, or if they feel threatened in any way. All reported instances are treated seriously, and priority is given to finding the cause. Parents are invited to discuss any incidents with the teacher, pastoral team and / or member of the Senior Leadership team.

All staff work hard to ensure that disagreements are resolved and that both sides have their opinions and views aired. All instances of bullying are recorded on a detailed bullying incident log (Appendix A). This log is handed to a Designated Safeguarding Lead (DSL) who carries out a thorough investigation. The incident is then uploaded onto our online recording system (CPOMS).

Sometimes the term 'bullying' can be used for one-off, minor disputes and we therefore invest time into fully investigating the incident and educating the children and parents in what the term actually means e.g., through assemblies and our annual 'Behaviour at Newdale' parent leaflet (Appendix B).

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, e.g. 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, sharing of pictures without consent)

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

At Newdale, behaviour is embedded within our curriculum to support children in making good choices. Within our curriculum and assemblies, we teach all children about bullying and how we deal with it, ensuring those who may be more vulnerable to bullying are aware. We ensure that 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**'.

The subject therefore forms part of our on-going Citizenship/SMSC/PSHE/RSHE '**Life Learning**' 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 focus on our BeSMART code, safeguarding and British Values. These assemblies include themes around what bullying is and how to deal with any incidents should they arise. We find that role play during assemblies seems to be the best way that children 'know and remember more' about what bullying actually is and how to deal with it should it occur.

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

- *Poor attendance*
- *Child or young person appearing afraid*
- *Social exclusion of certain children and young people*
- *Sudden Underachievement*
- *Children or young person appearing upset*
- *Graffiti insulting individuals or groups of children and young people*
- *Frequent name-calling*
- *Child and young person not willing to approach adults to discuss problems*
- *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*

Our system for dealing with bullying is:

1. Child / parent / friends report bullying to a staff member, 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. Bullying incident log (see appendix) is completed by the member of staff directly involved. Log handed to a DSL to further investigate. Incident uploaded onto CPOMS by the DSL.
4. Sanctions are considered / applied as appropriate.
5. An action plan / targets are agreed between the children involved. This could be via Report Cards or a Circle of Friends. Targets sometimes encourage children working / playing together in school. This depends on the nature of the incident and the comfort levels of the children involved.
6. 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.
7. Parents / Carers are informed of progress (daily if needed).
8. 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 the appropriate agencies.
9. 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.
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. Buddy Bear – Friendship champion high profile around school with regular visits.
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:

- Telling someone, i.e., a teacher or other 'trusted adult' in school, friend, someone at home, as part of the BeSMART Code
- E-mailing our Pastoral Team or sending them a note into the post box outside their office
- 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 Safeguarding Champions
- 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

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 Autumn 2023. Children were also involved through our regular pupil voice activity (latest November 2023).

Please also refer to our Child-on-child abuse Policy 2023 and Behaviour Policy 2023.

The role of Governors in tackling bullying in school

- 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). Governors also proactively eliminate harassment related to any of the protected characteristics.
- 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 RECORDS:

Reporting period September 2022 – September 2023

During the last reporting period, **no** homophobic bullying incidents were reported. We have an ongoing Bullying incident record Contextual Information Summary (CIS report) containing details of any incidents.

Racist Incidents:

Racial abuse is not tolerated in any form or kind – a Racist incident record contains all details should an incident occur (CIS report).

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 ‘**Life Learning**’ 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 Headteacher 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:

There have been 0 incidents of racist bullying they academic year.

Policy reviewed and shared with Governors:

November 2023 Next review: November 2024

Appendix A

Bullying incident log



CONFIDENTIAL

Individual Bullying Incident Report Form

Incident Date			
Incident Location (Tick more than one box if appropriate)			
Classroom	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Playground	<input type="checkbox"/>	School Hall	<input type="checkbox"/>
Other	<input type="checkbox"/>	If other please specify	
Type of Bullying Incident (Tick more than one box if appropriate)			
Verbal	<input type="checkbox"/>	Physical	<input type="checkbox"/>
Written	<input type="checkbox"/>	Prejudice-based	<input type="checkbox"/>
Other	<input type="checkbox"/>	If other please specify	
Other Parties informed by school (Tick more than one box if appropriate)			
School staff	<input type="checkbox"/>	Governing body	<input type="checkbox"/>
Victim's Parent/Carer	<input type="checkbox"/>	Perpetrator's Parent/Carer	<input type="checkbox"/>
Other	<input type="checkbox"/>	If other please specify	
Description of Incident			
<ul style="list-style-type: none"> • Reporter: Please include full details of the bullying incident. If the incident involves pupils from another school, please include the name of the school. Remember: clear, comprehensive, factual, relevant... check • Alerted: Where other Services have been contacted, please state the names of people contacted. Remember: action, follow up, resolution, outcome... check 			
Victimless Incident		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Number of Victims		Number of Perpetrators	
Details of Victim (s)			
Victim			
Pupil	<input type="checkbox"/>	Teaching staff	<input type="checkbox"/>
Parent/Carer	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Other Adult outside of school		<input type="checkbox"/>	
Gender	Male / Female <input type="checkbox"/>	Year	<input type="checkbox"/>
Repeat Victim	Yes / No <input type="checkbox"/>	Was the previous incident reported?	Yes / No <input type="checkbox"/>
Action Taken (Tick more than one box if appropriate)			
Apology	<input type="checkbox"/>	Contact with Parent/Carer	<input type="checkbox"/>
On-going support/monitoring from staff	<input type="checkbox"/>	Medical Treatment	<input type="checkbox"/>
Incident discussed with peers/class/ school	<input type="checkbox"/>	Other	<input type="checkbox"/>
If other please specify		<input type="checkbox"/>	
Details of Perpetrator (s)			
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	

Pupil		Teaching staff		Other member of school staff
Parent/Carer		Governor		Visitor
Other Adult outside of school				
Year				
Repeat Perpetrator		Yes		No
		Was the previous incident reported?		
Action Taken (Tick more than one box if appropriate)				
Apology		Contact with Parent/Carer		Counselling
Medical Treatment		On-going support/monitoring from staff		Incident discussed with peers /class /school
Referral to external agency		Other		
If other please specify				
Sanctions (Tick more than one box if appropriate)				
Detention		Isolation/ Internal Exclusion		Other school discipline
Fixed term exclusion		Permanent exclusion		Other Action
If other please specify				
Incident Reported by (Tick more than one box if appropriate)				
Victim		Governor		Parent/Carer
Another child/ young person		Visitor		Other Adult outside of school
Other member of school staff		Outside Agency		Teaching staff
Anonymous				
Incident Reported to (Tick more than one box if appropriate)				
Victim		Another child/ young person		Other member of school staff
Governor		Parent/Carer		Teaching staff
Visitor		Outside Agency		Other Adult outside of school
Anonymous				
Incident Dealt with by:				
Name of member of staff				
Role		Head Teacher / SMT / Class Teacher / Other		
Do you consider this incident resolved?		Yes		No
Review Period	1 Week / 2 Weeks / 1 Month / 2 Months / 3 Months / 6 months / 1 Year			
Form Completed by				
Signature				Date

Type of Bullying Incident

There is no legal definition of bullying.

However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example 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 (for example email, social networks and instant messenger)

Our school has its own policy to stop bullying

Verbal bullying could include the following:

- Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes
- Abuse or threats
- Derogatory name calling or insults
- Using racially offensive language (including racist jokes)
- Stereotyping comments based on cultural or religious differences e.g., food, music, language, way of walking, way of speaking or communicating etc.
- Innuendo (may not use overtly racist language but which derives some of its force from pupils' perceived 'race')
- Racially or culturally motivated mimicry (verbal or non-verbal)
- Abusive or obscene phone calls
- Teasing, taunting, mocking; insensitive or inappropriate use of terminology and language
- Incitement of others to behave in a racist manner

Physical

- Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes
- Pushing / jostling
- Physical intimidation
- Physical assault with weapon
- Violence (e.g. slapping / hitting / punching / kicking)
- Abuse of / damage caused to personal property including arson, spitting at property
- Using offensive gestures

Cyber incident

- Racist abuse via text message, instant messenger services or email
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones / camera phones.
- Using the school's computer systems to access or distribute racist material
- Intimidation using technology (e.g. misuse of social network sites)

Written

- Written derogatory remarks
- Drawings
- Racist or other graffiti
- Written material of another nature

Refusal

- Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, accent, ethnicity, religion, language, clothes or cultural differences
- Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)
- Non-co-operation / disrespect


Organised Activity

- Recruitment of, or attempting to recruit, others to participate in bullying behaviours
- Provocative behaviour such as wearing badges or insignia
- Possession, display or distribution of materials in school (e.g. computer software, leaflets, comics, books, magazines, CDs, DVDs, pamphlets/ cartoons, internet pages)
- Collusion with bullying behaviour of others


Location: It is useful to know which areas of the school and its immediate vicinity are prone to bullying incidents. School-based incidents are obviously the school's main concern, but it is also useful to note that incidents affecting pupils, which take place outside the school, may need to be dealt with by the school.


- Alleged Victim(s) and Perpetrator(s): this term covers anyone involved in these incidents, not just pupils.
- Written account provided: allows staff or others to indicate if they have provided details of the incident.

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




Behaviour at Newdale Primary School and Nursery






'Newdale Primary is an aspirational school. Leaders want the very best for every pupil. Pupils enjoy coming to school and love learning. They live by the school's 'BeSMART' code and behave extremely well. Bullying is not tolerated at this school. Teachers act swiftly to resolve any issues or concerns so there is no disruption to learning. Leaders make sure that pupils who need to improve their behaviour do so'.





Ofsted 2023



At Newdale Primary School and Nursery, we create a calm and orderly environment to enable pupils to learn effectively. The school prioritises inclusion and ensures that all members of the school community can enjoy school free from any discrimination. We create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. We foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork, and coordination. We endeavour to ensure that all pupils, staff, parents, and visitors always feel safe in the school environment through a high quality of care, support and guidance.



It is human nature to love to hear that you have done well. Celebrating success is the key to good behaviour: verbal praise and recognition, stickers, certificates, and house points are some of the strategies we use.

How do we minimise poor behaviour?

We treat all pupils fairly and staff follow our behaviour policy (a copy of which can be found on our website). We take account of pupils' educational and emotional needs, but ensure children have clear expectations and boundaries so that our school is a safe and respectful place to be. We react to incidents in a calm manner to de-escalate the situation. For children who need extra support we may set up individual behaviour systems for them. This is done with the child and their parent/ carer. Our pastoral team work to proactively support children with Social, Emotional and Behavioural difficulties. Parent communication is key; we work closely alongside parents to resolve any behaviour-related matters.

What our Children say...

'We learn about the different types of bullying and the importance of treating people with kindness.' Year 6 child

'I feel safe at school.' Year 1 child

'Our BeSMART code keeps us safe.' Year 3 child

Adults use positive language to explain expectations of behaviour to children.

Separating the child from the behaviour is key. By giving clear expectations of what positive behaviour is, we can minimise confusion.

YOUR WORDS MATTER

INSTEAD OF...	TRY
 Be quiet.	Can you use a softer voice?
 What a mess!	It looks like you had fun! How can we clean up?
 Do you need help?	I'm here to help if you need me.
 I explained how to do this yesterday.	Maybe I can show you another way.
 Do I need to separate you?	Could you use a break?
 Stop crying.	It's okay to cry.
 Do you have any questions?	What questions do you have?
 You're OK.	How are you feeling?
 It's not that hard.	You can do hard things.
 !?#!# We don't talk like that.	Please use kind words. WE ARE TEACHERS



Buddy Bear loves to hear how children at Newdale are getting on: sharing any worries, or sharing successes, such as winning an award outside of school. Children are encouraged to email Buddy Bear if they have something they want to share: buddythebear@taw.org.uk

What is Bullying?

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 necessarily 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 to do if you are worried about a behaviour incident?

- Get all the facts you can from your child.
- Pass on your concerns to your child's class teacher/teaching assistant or member of the pastoral team.
- If needed, other members of staff may be involved. Whatever happens, we will always find the facts out first and then deal calmly with the problem and inform parents.
- 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.

What to do if your child is bullied via the Internet.

The NSPCC website suggests that as well as supporting your child emotionally, there are practical steps you can take if the bullying has happened online (this could be via an app, gaming platform or website)

- Make sure your child knows how to block anyone who posts hateful or abusive things on the platform.
- Report anyone who is bullying your child to the platform that has carried the offending comments, audio, image or video.
- *Block'em* is a free app for Android users that blocks unwanted calls and text messages from specified numbers.

Remember to sign up to the Newdale website to get regular emails and E-safety top tips for parents.