Newlyn School Anti-Bullying Policy

All forms of bullying are unacceptable in the school.

The definition of bullying in our school is;

"wilful or conscious desire to hurt, threaten or frighten an individual or group."

The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic/ transphobic, and disablist bullying;
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible;
3. We use the **STOP** acronym "Several Times on Purpose"
4. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it;
5. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Although one off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved.

It is also possible for members of staff to be bullied by the children in their care.

Types of Bullying

Bullying may take various forms, including:

Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)

Verbal/Psychological

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying. Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises

- Failing to actively discourage such material from within the school community.
- Refusing to use ones chosen name or personal pronoun.
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual.
- Continued association of a word/ term which is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

Sexual

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material.
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

Gifted / Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include

- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones, etc
- Interfering with e-mail accounts

We aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.
Our ICT support company is able to monitor all e-mail accounts and saved files. This allows us to check for inappropriate activity. We filter internet access and websites to which the children can gain access.

Where reported by a parent or pupil bullying should always be treated seriously. The school will where possible seek to;

- Investigate (using the process given detailed above)
- Record
- Where bullying is believed to have taken place the Headteacher should always be informed as a fixed or permanent exclusion may well be considered to be the appropriate sanction.
- Take the appropriate action (including communication with parents, class teachers etc.) within one working day

We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school.

Bullying will always be taken seriously. Bullying will never be tolerated.

The Effects of Bullying

The impact and severity of bullying may vary. Bullying always makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bully themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

The various strategies of our behaviour policy aim to encourage good behaviour and consideration towards others. If the behaviour policy is implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. We recognise that no school is ever completely void of bullying

incidents and our aim is to achieve a minimum of such occurrences which are swiftly and effectively dealt with.

Our behaviour policy promotes a positive whole school approach to behaviour. This is done by:

- enhancing the self-esteem of all members of the school community
- clearly stating the boundaries of acceptable behaviour (rules)
- reinforcing positive behaviours (rewards)
- encouraging personal responsibility
- developing interpersonal skills
- responding promptly, firmly and consistently to pupils who test those boundaries (sanctions)
- striving to understand that children understand and experience the world in different ways.

When children become aggressive and threaten their own safety, that of others or persistently disrupt the discipline and learning of the class, reasonable force may be used in accordance with our restraint policy. This will be recorded in a securely bound and numbered record, which is kept in the school office. Staff who express a desire to do so, or whose job role makes it necessary, will be trained in Team Teach techniques. Children who are considered likely to require such intervention will have a specifically designed Behaviour Support Plan which will detail how we can best support them when in crisis.

Strategies for the Prevention of Bullying

- An inspiring approach to teaching and learning will help to engage all children, build self-esteem and make children feel that they are valued and recognised as part of the school community. We consider different learning styles and provide a curriculum that aims to inspire and motivate all children.

- We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others.

- We raise an awareness of bullying and its effects both on the victim and on the bully through; circle time, assemblies, role play, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issue as well as diversity awareness raising work. Such work must be regularly embedded in the general curriculum, in order that such messages are not forgotten and we do not see a repeat of previously demonstrated behaviours.

By raising awareness, we aim;

- to create a culture where bullying is not accepted and does not happen
- to encourage those who are bullied to tell an appropriate person
- to help individuals cope with bullying
- to help individuals to respond to bullying

Our curriculum is inclusive of the seven legislated strands of equality and, through such inclusion, we encourage open questioning and exploration of each individual self. We believe that by creating such an ethos, bullying is less likely to occur as children are routinely taught that difference of all kinds is not something to be feared, but something to be embraced and valued.

Children will be specifically told on a termly basis that which constitutes Phobic / Racist bullying, and that this is unacceptable within our school. This will include a particular emphasis on the use of the word 'gay' as a negative.

All of those strategies which are set out in our behaviour policy to promote good behaviour will help to prevent bullying.

Co-operative behaviour is encouraged e.g. through Circle Time, The Virtues Curriculum Group Work, a Strong School Identity.

The development of a caring, supportive and trusting relationship between adults and children will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously.

Other people within the school also have an important role to play in the prevention of bullying:

- Our Well Being Team will use THRIVE and other techniques to uncover bullying and support the victims and perpetrators.
- Any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals who may be being bullied.
- Playground buddies may be appointed to work with a named child, encourage good play or intervene where children are being unkind or when a child needs a friend.
- Relevant access to outside agencies (e.g. the ABC Anti-Bullying Service) and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach them these vital skills.

We will continually evaluate our provision at playtime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

Circle Time and The Virtues Curriculum

The Virtues Curriculum and Circle time are an important part of preventing and coping with bullying at Newlyn School. Virtues Teaching and Learning and Circle time takes place in each class each week to:

- build unity
- create a safe place to explore issues of concern
- explore the handling of relationships
- enhance communication, both speaking and listening
- encourages understanding of the views of others
- invites tolerance
- encourages a problem solving approach
- affirms the strengths and enhances the self-esteem of each member

Reporting and Recording Bullying

Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents will be reminded to report any concerns that they have.

Support staff will be encouraged to refer incidents of bullying to a teacher or the Headteacher.

Reports of bullying among staff should be promptly reported to the Headteacher or Chair of Governors who will act or offer advice accordingly.

Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

All reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

It is essential that all bullying incidents of a phobic/ racist/ disablist nature are recorded in writing immediately in accordance with guidance provided by the Equality and Diversity Service. A copy of any such report must be given to the Headteacher.

We record all incidents of bullying and these are discussed at SLT meetings. It is the head teacher's responsibility to ensure that this is done.

Responding to Bullying – Children who exhibit bullying behaviour

If bullying does occur, all child/ children exhibiting such behaviour will be made aware that bullying will not be tolerated.

Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions or come across towards a victim as judgemental
- to listen carefully to all accounts (sometimes a written account will be more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and children involved
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- Note taking and record keeping where appropriate.
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
- class discussion in circle time (no names)

We believe that **all** children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement.
Therefore it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy
- discussion with parents, both to inform parents and to find a way forward together
- involvement of external agencies
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'. We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have

occurred, we must support all those involved. This should include allow each child ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting children who experience bullying

Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan 'Don't Suffer in Silence' will make this idea more memorable.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self worth of children at all times.

Bullying amongst Staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, moral and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among the staff body should be immediately reported to the Headteacher or Chair of Governors. If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

Roles and Responsibilities

Adults at school all have a part to play in preventing and responding to bullying. All have been consulted in the drawing up of this policy and should subscribe to it.

If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains, and sadness.

Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/ racist bullying. These may include the Behaviour Support Service, the Education Welfare Officer or staff from the ABC group which has been engaged by the LA to provide bullying advice to schools in Cornwall.

Such groups will also be approached to provide staff training as necessary.

Bullying Outside of the School Premises

The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to influence children's attitudes to help to decrease incidents of our children bullying outside of school.

Children will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee
- talking to children about how to handle bullying outside of the school's premises

Implementing the Policy

All staff, pupils, parents and governors have been consulted during the drawing up of this policy. The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

In line with the school's aims at Newlyn School we are working to create an ethos of respect for ourselves and those around us, and therefore racial harassment of any kind will not be tolerated.

Sanctions will be determined in line with the agreed Formal Sanctions Procedure, and will be determined by the nature of the harassment.

Any racism will be reported to the Headteacher.

The Headteacher will then act in accordance with the DFE Guidelines on Racial Harassment.

USEFUL CONTACTS

Equality and Diversity Service 01872 323628
csf.equalityanddiversity@cornwall.gov.uk

Anti-Bullying Cornwall 08005875991 abc@vscornwall.org.uk

Policy Monitoring		Governors Signature
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