



Anti-Bullying policy

Source	Newlyn School
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I confirm that this policy has been reviewed and adopted by the Local Monitoring Committee of Newlyn School.	
Mr N Clark Chair of the LMC	Date February 2025

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 definition of bullying from the Anti-Bullying Alliance (ABA) is:

‘The repetitive and intentional hurting of an individual or group by another individual or group, where the relationship involves an imbalance of power. It can happen face to face or online.’

At Newlyn School, we use the following steps to identify if bullying is present, considering if:

1. The behaviour was intentional.
2. The behaviour was hurtful
3. The behaviour was repetitive.
4. The behaviour has a power imbalance.

At Newlyn School we use the acronym STOP to guide us in our understanding of the behaviours of bullying:
Several Times On Purpose

Although one off incidents' can bear many characteristics of bullying, such incidents do not always constitute bullying and could be defined as incidents of harassment or prejudice. These incidents may be equally as 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.

Bullying behaviour can be:

Physical	pushing, poking, kicking, hitting, biting, pinching, extorting personal items from an individual.
Verbal	name calling, sarcasm, spreading rumours, threats, teasing, belittling, shaming, 'banter/roasting' or the failure to accept/acknowledge the social, cultural, sexual or racial identity of an individual.
Emotional	isolating others, tormenting, hiding personal items, threatening gestures, ridicule, humiliation, intimidating, socially excluding, manipulation and coercion.
Sexual	unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate content etc
Online/Cyber	posting on social media, sharing photographs/videos, sending nasty text messages, social exclusion, creating/sharing embarrassing images/videos, trolling, sending explicit messages, inciting self-harm etc
Indirect	can include the exploitation of individuals/groups, creating fake profiles, voting against someone in an abusive poll.

Terminology:

- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games

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 one's 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.

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

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 can impact seriously upon school attendance.

The various strategies seen in Newlyn School's Behaviour and Relational policy aim to foster a positive behaviour culture with acceptance and tolerance at the root of our shared school vision.

Strategies for the Prevention of Bullying

- An inclusive and proactive school culture using Restorative Practice as a tool to ensure all children have the opportunity to be heard, listened to and valued. This approach is adapted to the age or need of the child to ensure that this strategy has maximum impact.
- 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, led by peer facilitators as well as adults; using upper Key Stage 2 children as restorative justice advocates to help to support conflict resolution.

We directly explore bullying related issues as well as diversity awareness through our carefully crafted curriculum, additional assembly foci including a safeguarding awareness timetable relating directly to our contextual needs. Jigsaw continues to be the spine of our PSHE curriculum, promoting a strong link to our school virtues and teaching of British Values. 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.

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, and respond to bullying if appropriate

School based support

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

- All staff will use Restorative Practice strategies to effectively manage conflict resolution.
- 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/Peer facilitators 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 and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school.
- The children will be encouraged to use the Worry Monsters in their classrooms if they find it easier to share with an adult this way.
- Explicit teaching of Zones of Regulation to manage emotional dysregulation effectively.
- School based mentors will be assigned to children (if required), offering a regular 'check in' adult to offer emotional support.
- Newlyn School have two qualified Drawing and Talking practitioners who can offer a targeted response, when needed, to support with individualised needs in relation to bullying and emotional distress.

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.

Reporting of bullying is actioned in a timely manner, through the use of CPOMS. Designated Safeguarding Leads and Deputy Designated Safeguarding Leads promptly respond to logged concerns. All reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

Should bullying be found to be present, the following procedures will be followed to swiftly resolve the targeted concerns:

1. Parents will be notified of the victim and the perpetrator
2. An Anti-bullying plan will be put into place (Appendix A), to monitor and effect change.
3. In line with other school policies, appropriate consequences will be communicated and effective reporting of these concerns logged with the relevant agencies.

Appendix A – This is reviewed in line with parental collaboration, to dynamically respond to any changing needs. The voice of the victim and the perpetrator is captured within each review to highlight online needs.

<i>Newlyn School Anti-Bullying action plan</i>	
People attending meeting:	Date:
Child it concerns:	
Concerns:	
Action:	
Date of next meeting:	
Signed	

