

Anti Bullying Policy

Version 1

This policy applies to all primary NCLT institutions.



CONTENTS

Paragraph Number	Heading	Page Number
1.0	Introduction	3
2.0	This policy reflects the following guidance:	3
3.0	What is Bullying?	3
4.0	The Equalities Act 2010	3
5.0	Impact of Bullying	4
6.0	Some Signs of Bullying	5
7.0	What we will do as a school	5
8.0	How we will educate the school community	6
9.0	How will we work with parents and carers	7
Appendix 1	Support Agencies	8
Appendix 2	Bullying incident flow chart	9

1.0 Introduction

- 1.1 NCLT primary schools recognise there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.
- 1.2 We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.
- 1.3 Bullying of any kind is unacceptable at NCLT primary schools. If bullying does occur all incidents will be dealt with promptly and effectively. The schools actively implement the anti-bullying policy and have clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate.
- 1.4 All reported incidents will be actioned by the Head Teacher or other relevant SLT staff. Our Anti Bullying Advisor checks any records of incidents and has regular meetings to discuss incidents and actions taken, which are shared with the Advisory Board. We celebrate diversity and promote cohesion within our community.

2.0 This policy reflects the following guidance:

‘Preventing and Tackling Bullying’, Department for Education 2017
[Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Information from the Ofsted School Inspection Handbook
[School inspection handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

3.0 What is Bullying?

- 3.1 “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”
- 3.2 Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

3.3 Definition from Anti Bullying Alliance

‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.’

4.0 The Equality Act 2010

- 4.1 The Equality Act aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 protected characteristics, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:
 - disability

- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

4.2 The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

4.3 Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

4.4 The following are examples of bullying behaviours:

- **Verbal** e.g. *name-calling, making offensive comments, taunting*
- **Physical** e.g. *kicking, hitting*
- **Emotional** e.g. *spreading hurtful and untruthful rumours, excluding people from groups*
- **Cyber** e.g. *inappropriate texting/emailing, inappropriate use of social media e.g. sexting*
- **Written** e.g. *ridicule through drawings and writing e.g. on exercise books / planners/PC's*
- **Incitement** e.g. *encouraging others to bully*
- **Extortion** e.g. *demands for money or personal property*
- **Damage to Property** e.g. *theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

5.0 Impact of Bullying

5.1 Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

6.0 Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

7.0 What we will do as schools

- Ensure the whole school community has an understanding of bullying and its consequences
- Maintain a designated member of staff as anti-bullying officer.
- Set up a group of pupil 'Anti Bullying Champions' to organise anti-bullying events, assemblies and displays.
- Maintain an Anti-bullying report to Advisory Board
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Continue to maintain a consistent system for recording incidents of bullying, for example, using CPOMS
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Continue to employ a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy in consultation with the whole school community to ensure it remains current.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.
- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

7.1 How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

7.2 How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion
 - permanent exclusion (in extreme cases which may involve violence)

7.3 How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

7.4 Strategies we may use include

- Circle Time;
- Assemblies;
- Peer mentoring;
- P4C;
- Support from external agencies e.g. Anti-Bullying Alliance
- Sharing good practice with other schools;
- Participation in Anti-Bullying Week.
- Displays;

8.0 How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

9.0 How will we work with parents and carers

9.1 By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- every opportunity is given to parents/carers to share their concerns.

9.2 Where a parent/carer is dissatisfied with the schools handling of a situation then the Head Teacher will seek to resolve the situation informally.

9.3 In the event of a formal complaint then the schools agreed complaints procedure will be invoked.

Appendix A

Support Agencies we may consult

- Rotherham Council website [Bullying – Rotherham Metropolitan Borough Council](#)
- Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk
- Kidscape www.kidscape.org.uk 02077303300
- Childline – advice and stories from children who have survived bullying
- 08000 1111 www.childline.org.uk
- Family lives – parent and family support www.bullying.co.uk
- Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Useful sources of information

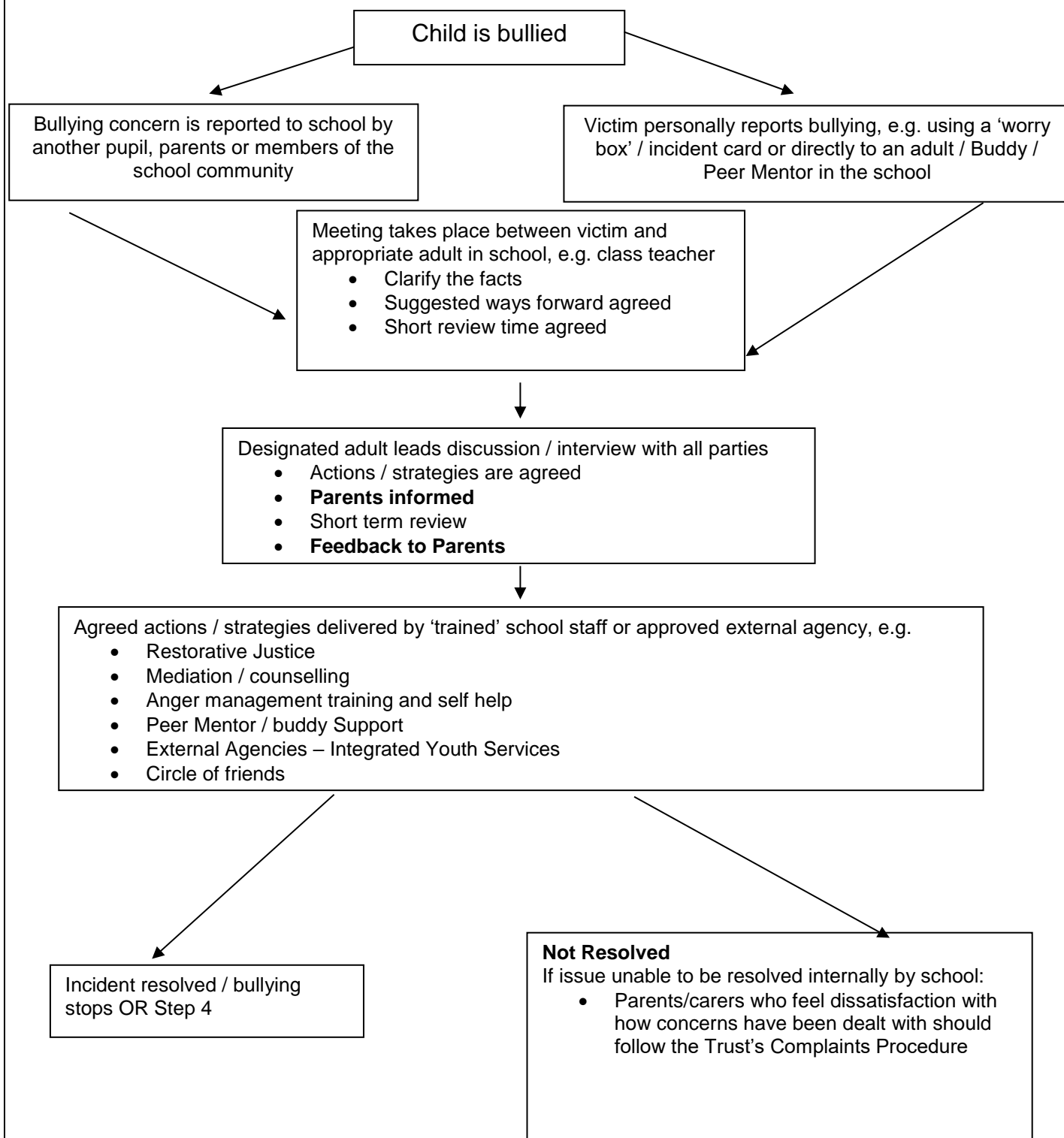
**NB: NCLT do not take any responsibility for the content of these*

- **Childline** Get help and advice about a wide range of issues, talk to a counsellor online. <https://www.childline.org.uk/>
- **Samaritans** Available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts. <https://www.samaritans.org>
- **Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk
- **Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents
- **Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk
- **Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Appendix B

Recommended procedures in school for reporting bullying: pathways of help

(All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis)



Policy Status

Policy Lead (Title)	Director of Primary Education	Review Period	Every 3 years
Reviewed By	C Suite	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Trade Union Consultation Date (if applicable)	Page No./Paragraph No.	Amendment
Version 1	15/04/2024	N/A		