



# Anti-Bullying Policy 2024 v1

This policy was approved by the governing body on 16<sup>th</sup> December 2024 and is reviewed every 2 years, or before, as required.

Signed: \_\_\_\_\_ Chair of Governors

Date: 16<sup>th</sup> December 2024.

This policy is reviewed and amended by the whole school community, as required.

### **Aims of our Policy**

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To deal with parents' concerns and keep them informed of actions taken in response to a complaint.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year.
- To fully investigate any report of bullying and ensure detailed records are kept of incidents, reports and complaints.
- To help those who are victims and perpetrators of bullying.

### **Bullying**

Bullying is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'. At Newcroft, staff and children also define bullying as something that happens **Several Times On Purpose**.

It is, therefore, important to maintain records to be able to identify the extent of the child displaying bullying behaviours and whether the frequency can be defined as 'several times'. The Head teacher and Deputy Head teacher are ultimately responsible for deciding whether the behaviour is persistent enough to qualify the behaviour as 'bullying'.

Staff, parents and children at Newcroft work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical, cyber or emotional, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the children themselves, their friends, their parents, or other interested people.

### **Friendship fall outs**

The school recognises that friendship fallouts are a normal part of growing up and that children need a safe space to learn how to deal with these conflicts and to resolve them. In instances where children have friendship fallouts, staff will support children by talking with them and those involved, in addition to offering a range of support opportunities. These may be: restorative approach discussions, ELSA, buddies, role models, social support, friendship groups or adapting the curriculum (for example, additional PSHE lessons). These are aimed at providing children with the skills to resolve conflicts together and to prevent them from developing into repetitive, intentional hurtful behaviour of a person or group.

### **Help for targets and those who demonstrate bullying behaviour**

The purpose of this policy must be to provide help for both the targets of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters, it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the child displaying bullying behaviours should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

The school has a Pastoral Support Team and children are regularly reminded of how they can access support in this manner. Our pastoral support team can offer support for both the target and child displaying bullying behaviours. If a member of the pastoral support team feels a child has been bullied, they must refer this to the Head teacher, Deputy Head teacher or an Assistant Head teacher. These are the people who have lead responsibility for anti-bullying.

### **The Rainbow Rules**

At Newcroft we have devised a set of rules that we encourage the school community to consider at all times during the school day. The Rainbow rules are a simple, consistent approach which give every child the chance to be successful. The Rainbow Rules for behaviour are displayed in every classroom in child-friendly language and pupils are taught them and staff refer to them in every year group across school. We do not use golden time or bribes to encourage pupils to behave. Simply, we set high standards and expectations. Every child starts each day afresh and positive reinforcement and praise are the most important aspects of securing good behaviour.



### **Types of bullying behaviour**

Bullying behaviour can take various different forms, including those listed below:

- Physical (including kicking, hitting, taking and damaging belongings)
- Verbal (including name calling, taunting, threats, offensive remarks)
- Emotional (including spreading rumours, gossiping, excluding from social groups)
- Cyber (including abusive texts or emails, deliberately excluding others online or in instant messaging services). This also includes social media, apps, AI and gaming.

### **Forms of bullying**

Bullying can be because of prejudice against particular characteristics as directed by The Equality Act 2010: Age; Disability; Gender Reassignment, Marriage and Civil Partnership; Pregnancy and maternity; Race (including colour, nationality, ethnicity or national origin); Religion or belief; Sex; Sexual Orientation. All bullying, whatever the motivation or method, is unacceptable and is not tolerated at Newcroft. All bullying incidents, based on any of these following characteristics, will be given equal importance.

**Bullying based on disability (disablist)** – is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen

as different to typical gender norms. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying is based on the targets skin colour, culture, language, ethnicity or national origin.

**Bullying based on religion or belief** – is where the motivation for bullying relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender

### **Definitions for other forms of bullying**

**Bullying based on appearance or health conditions** – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

**Bullying based on home circumstance** – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

### **Bullying of school staff**

Incidents of alleged bullying of staff will be managed through the school's Dignity at Work Policy and through the Head Teacher seeking advice from the Trust.

### **Reporting bullying**

If a child feels that they are being bullied, they should report their concern to a member of staff or to their parents, who should speak to the school immediately. At Newcroft children can do this by speaking to any member of staff, or by posting their concern into their classroom 'Worry Box/monster.' The School Council should be another forum in which children can report bullying. If a parent is concerned that their child is being bullied, they can report their concerns by speaking to their child's class teacher.

All members of the school community have a responsibility to report bullying and children are educated within school about the role of the 'bystander'. In order to reduce incidents of bullying and recognise bullies, all staff at Newcroft watch for early signs of distress in pupils. We listen, we believe, we act.

### **Strategy for Dealing with Bullying**

In dealing with bullying, staff at Newcroft follow these fundamental guidelines:

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.

- Keep detailed records using online reporting. Online reports are then used for monitoring behaviour, finding trends in behaviour and then targeting areas of need for our school. This may be tailoring the curriculum to focus on something specific if we find a certain issue keeps arising.
- Data obtained from these records are shared with governors.

### **Responding to reported incidents**

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Newcroft should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head Teacher, Deputy Head teacher, or most senior member of staff in their absence.

1. Discuss the nature of the bullying with the target at length, recording all the facts. This will require patience and understanding.
2. Identify the child displaying bullying behaviours and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged child displaying bullying behaviours. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the child displaying bullying behaviours owns up, make it understood that bullying is not acceptable at Newcroft and what effect it has on the education of the target and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Following the investigation, separate discussions will be held with parents of the child displaying bullying behaviours and target.
8. Sanctions for the child displaying bullying behaviours include:
  - withdrawal from favoured activities
  - loss of breaktimes for a period to be determined by the Head teacher.
  - barred from school during lunchtimes (if appropriate as part of suspension) for a period to be determined by the headteacher.
  - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the target with a mentor/named person (usually a member of the Pastoral Support Team) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the child displaying bullying behaviours. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

### **Sanctions**

Graded sanctions will be applied depending on the severity, circumstance and persistence of the incidents. This will be carried out in line with the school's Behaviour Policy. Where a criminal offence may have been committed, the police will be informed.

### **Suspension**

A pupil may be suspended from our school at lunchtime if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines. This 'danger' could include the psychological effects of bullying upon the target(s).

If a pupil demonstrates persistent bullying behaviours in lessons and his/her behaviour is so serious that he/she either represents a danger to others, the Head teacher may need to temporarily suspend the pupil from the school for a fixed period of time. If a permanent exclusion is likely, the school will refer to the [Symphony Learning Trust policy on suspension and exclusion](#) and the school's Chair of Governors will be consulted.

### **Exclusion**

Permanent Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above. Our school has adopted [Symphony Learning Trust's policy on suspension and exclusion](#).

### **Bullying off the School Premises**

We will investigate any incidents of bullying or anti-social behaviour that is reported to school staff. If both the target and the child displaying bullying behaviours are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Teachers have the power to discipline pupils for misbehaving outside the school premises, as made clear in DfE guidance: [Preventing and Tackling Bullying 2017 \(p.6\)](#) *'to such an extent as is reasonable.'* The school will work in partnership with parents on this matter, with the Head teacher making the final decision on what is deemed as appropriate and reasonable.

It is important for parents/carers to note that the school will always assist with out-of-school behaviour issues but cannot be held responsible or accountable for them.

The school reserves the right to involve other agencies to support their stance on out-of-school behaviour issues (for example, the police). The school would be in immediate contact with such agencies if any aspect of safeguarding for the child/ren involved was being compromised by their out-of-school behaviour (including online).

### **Strategies for preventing bullying**

The school takes preventative action to reduce the likelihood of bullying incidents. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others.

In order to prevent bullying within our school, we take on a number of preventative strategies. These strategies include:

- Assessing bullying in school regularly (e.g. through pupil and parent surveys)
- Provide Anti-Bullying CPD training to all school staff, including lunch time supervisors.
- Working as a community (e.g. having visitors, such as the Police, visiting school to talk about behaviour and choices children have)
- Establishing a climate in which bullying is not acceptable (e.g. through the Anti-Bullying Policy, the School Charter and a clear system for reporting bullying)
- Building a safe environment for children, for example our ELSA calming room or sensory space located in the school library.
- Educating children about bullying and skills to intervene (through curriculum lessons, National Anti-Bullying Week activities, assemblies and school visitors)
- Educating school staff about how to prevent and deal with incidents of bullying (through training and staff meetings)
- Peer-led interventions and support (e.g. the School Council)
- Supporting children in developing positive social skills when outdoors through the use of Playground Buddies, Mental Health Ambassadors and Year 6 Pupil Ambassadors.



# STOP BULLYING

## HOW TO KNOW:

**SEVERAL  
TIMES  
ON  
PURPOSE**

## WHAT TO DO:

**START  
TELLING  
OTHER  
PEOPLE**

## 4 TYPES OF BULLYING:

**PHYSICAL**

**VERBAL**

**SOCIAL**



**CYBER**

## WHO COULD YOU TELL?

- A TRUSTED ADULT
- THE WORRY BOX

AT NEWCROFT, WE PLEDGE TO **STAND TOGETHER**  
**TO SAY NO TO BULLYING!**

