



Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff. It is very important that everyone involved in the life of this school understands that harmful behaviour such as bullying (including cyber bullying) will not be tolerated. The school's aim, as well as that of the LA, is simply to 'End Bullying'.

Who the Policy Applies To

This policy was developed through consultation with the whole school community and applies to all members of the community. Members of our school community are:

- Pupils
- Teachers (permanent and supply)
- Teaching Assistants (permanent and supply)
- School nurse
- Office Staff
- Kitchen Staff
- Lunchtime Supervisors
- Caretakers
- Parents/Carers
- School Governors
- Volunteers

Aim and Objectives

Northcott School views bullying seriously. The principal aim is that it fosters an atmosphere where bullying is discouraged and is seen to be inappropriate and wrong.

- To raise the profile of bullying as an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- To educate pupils about behaviours that are classed as bullying of the effects of bullying on individuals; alongside exploration of groups of people who are often targeted by bullies through PSHE and SMSC.

- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all (governors, teaching and non-teaching staff, pupils and parents) have a responsibility for challenging bullying and to explain how we can meet our responsibilities.
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying incidents. (see Behaviour Policy)

Definitions

Bullying is defined by the DfE as:

“a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features.

- 1. It is repetitive and persistent — though sometimes a single incident can have the 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 bullying.**
- 2. It is intentionally harmful — though occasionally the distress it causes is not consciously intended by all of those who are responsible.**
- 3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.**
- 4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.”**

It can include incidents away from the school premises, but it excludes injury through accident. Head teachers have a statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspection act 2006. It is recognised that some bullying might be through individual incidents of a relatively minor nature but which assume a greater significance when viewed in context, perhaps through their frequency or reason.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding personal belongings, threatening behaviour, etc.).
- Physical pushing, kicking, hitting, punching, stealing / damaging someone’s belongings, or any use of violence.
- Racist racial taunts, graffiti, gestures.
- Sexual unwanted physical contact or sexually abusive comments.
- Homophobic because of, or focusing on the issue of sexuality.
- Verbal name-calling, sarcasm, spreading rumours, teasing.
- Electronic All areas of internet, such as social networking sites, internet gaming, e-mail & internet chat room misuse. Mobile threats by text messaging & calls.

Bullying is the abuse of power by one person over another. The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety

of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme significant harm (including self-harm) may take place. (Please see online safety policy)

Racist bullying is behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin. A racist incident is any incident which is perceived to be racist by the victim or any other person.

Sexist, sexual of transphobic bullying is when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms

Homophobic bullying is bullying that is motivated by a prejudice against lesbian, gay or bisexual (LGB) people.

Cyberbullying is defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, social media sites, deliberately to upset someone else'.

A child is defined as a person under the age of eighteen years in section 105 of the Children Act (1989).

A young person is defined as a person under the age of 18, but over compulsory school age i.e. 16, a mature minor.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

Procedures to Follow

Northcott School is committed to stopping bullying behaviour and to do this we need everybody's help. Where bullying occurs students and parents are encouraged to report it. All reports will be followed up and the school undertakes to:

- Operate a reporting and recording procedure through Behaviour Watch.
- Deal with all reports speedily, fairly and positively.
- Take account of the evidence and all views.
- Provide anonymity for the victim whenever possible.
- Offer advice and support to the victim.
- Offer advice and support to the person responsible.
- Ensure that all involved are kept informed.
- Operate a system of sanctions or punishments which will reflect the seriousness of the offence.

When dealing with bullying incidents a decision needs to be taken initially about the level of seriousness of the incident(s) concerned, before beginning the anti-bullying process (taking into account that sometimes behaviours are driven by the pupils' SEN not by the intent to bully another pupil).

Procedure:

1. After the first known incident, both the bully and the victim should be counselled by the class teacher(s) and / or a member of S.L.T. A phone call should be made to the parents/carers of the victim and the bully. A record will be kept on Behaviour Watch. A record will be kept of incidents of bullying to ensure patterns and repeat incidents are monitored and addressed (by Assistant Head with responsibility for behaviour).
2. If the incident(s) continue, a meeting will be arranged with parents and a strategy developed with the consent of both sets of parents/carers concerned to deal with the problem.
3. If the incident(s) still continue, further meetings will be arranged between the parents and the head teacher. Further counselling will take place for both bully and victim. Additional external help may be sought for the bully and victim, through educational welfare/ psychologist or other suitable person.
4. As a last resort, if the incident(s) still continue, the exclusion process may begin.

Recording:

1. Bullied pupils should report all incidents to an adult and this written up on a serious incident slip on Behaviour Watch.
2. The slip must be printed out and given to the assistant head with responsibility for behaviour.
3. Discussions with both parties and actions should be recorded on Behaviour Watch as soon as possible after the events.
4. The parents/carers should be informed by staff and this will be recorded on a home school liaison through Behaviour Watch.
5. The parents/carers of the pupils should be asked to respond to the information.

Pupils must feel that they have confidence in us.

Children are not expected to tolerate bullying or to suffer in silence but they are encouraged to disclose problems in an environment in which they feel safe and have confidence.

Early intervention is important if behaviour is to be changed.

All staff (teachers / teaching assistants, lunchtime supervisors, etc.) are asked to be VIGILANT at all times.

Addressing Bullying / Anti-bullying at Northcott School

- All classes address the issue of bullying in PSHE and citizenship sessions, also in preparation for School Council Meetings. School assemblies led by Senior Management raise the issues of bullying on a regular basis, so that all pupils are aware of what bullying is.
- School Council Meetings provide the opportunity to discuss bullying at Northcott. Each tutor group gives suggestions to be incorporated into the anti-bullying strategy and the collection of ideas is published.
- Anti-bullying posters are prominently displayed in classrooms and in the senior school common room.
- There are worry boxes in the common room and dining room in case anyone felt they could not tell an adult and preferred to report an incident anonymously.
- Anti-bullying, on line safety, celebrating differences alongside other topics are regularly explored through whole school SMSC themes.
- Pupils across the school participate in a range of activities linked with Anti-Bullying Week every year. Input is differentiated to ensure work is at a relevant level of understanding. This includes workshops from outside agencies alongside specific activities during P1. All classes will address issues around bullying through discussion, role play, activities or stories at least once during Anti-Bullying week, alongside ongoing guidance and support from class teams.

School Strategies

- Anti-bullying involves the whole school - it has a high profile and we all must approach the problem consistently. Everyone is involved.
- Clear lines of communication are established so that those who are threatened should feel free to have someone to talk to. We must encourage children, through the tutor groups, not to keep quiet. Pupils should be aware that they can talk to tutors, head teacher, assistant heads or any other teaching/non-teaching member of staff about any incidents of bullying
- Any member of staff approached on a bullying matter must not ignore it. The S.L.T. must be informed.
- The school's physical environment, structure and routines are designed to not allow places where bullying can go on unnoticed.
- Parents / carers are involved in the process as soon as possible. Parents / carers and pupils should know that something is being done, and be clear about what action we are taking.
- Worry boxes are placed in the common room and dining room so that students who feel unable to talk to any staff can have a point of contact.

- All incidents are recorded and shared with staff through Behaviour Watch and monitored in an 'incidents file'. This will give an indication of patterns which may emerge of both bullies and victims.
- The school encourage a multi-agency approach where appropriate to help pupils to understand their actions and the consequences and effects their behaviour can have on themselves and others. This can include input from CAHMS, CTLD and PSCO.
- A staff training ensures staff at the school are aware of the signs, effects and reasons behind this incidents.

All staff share responsibility for ensuring bullying does not take place at Northcott School.

Reviewed: December 2018

Approved by Governors:

Next Review: December 2019