



Newtown C of E Primary School

Anti-Bullying Policy

Ratification Date:	February 2017	Signed:	Miss Emma Lee (ACTING HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Date Reviewed:	March 2020	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	March 2024	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next Review	March 2027		

School Vision

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At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)

- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. 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 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 a member of staff.

2. What is Bullying?

DFE guidance (2012) defines bullying as *“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”*. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is a difference between bullying and the ‘falling out’ that both children and adults can experience, where friendships are soon restored. Bullying is the systematic and persistent use of aggression with the intention of hurting another person.

Bullying can be:

- | | |
|--------------------------------------|--|
| ☐ Emotional- | being unfriendly, excluding, tormenting |
| ☐ Physical- | pushing, kicking, hitting, punching or any use of violence |
| ☐ Racist- | racial taunts, graffiti, gestures |
| ☐ Sexual- | unwanted physical contact or sexually abusive comments |
| ☐ Homophobic- | because of or focussing on the issue of sexuality |
| ☐ Verbal - | name-calling, sarcasm, spreading rumours, teasing |

3. Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of

behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

4. Prevention

The systems in school encourage appropriate behaviour and this is supported by our Personal Development Learning (PDL) Programme, our collective worship opportunities and our Worry Boxes. There is regular analysis of CPOMs entries which helps to identify potential bullying/ patterns of bullying.

5. The Role of Governors

The Governing Body supports the Headteacher and the Senior Leadership / Management teams in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

6. Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is;
- All governors, teaching/ non-teaching staff and volunteers will know what the school policy is on bullying, and follow it when bullying is reported;
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises;
- That as a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying in any shape or form is not tolerated.

7. Signs and Symptoms

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

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide

- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned to say what's wrong;
- Gives improbable excuses for any of the above.

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

8. Procedures

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low key manner to avoid further distress. Children understand that being a bystander or bystander behaviour is unacceptable and this will be dealt with in line with school policy. Incident may be dealt with in the following way:

- Face to face talks;
- Taken as a theme in a class PDL discussion if the bullied child is more at ease with this.

Should other incidents occur, the following procedure will be used progressively to address the problem:

1. Restorative justice conversations with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible suspension of the perpetrator.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported.
6. Attempts will be made to help the perpetrator/s and/or bystander to change their behaviour.

Please refer to School's Anti-bullying Protocol which is detailed in the appendices.

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place.
2. If possible, the pupils will be reconciled.

3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

At Newtown C of E Primary School, staff understand that many children will communicate their concerns or worries with an adult at home. If parents wish to raise any concern or allegation of bullying, the procedure is outlined in appendix 1.

9. Conclusion

Through this policy, bullying will be minimised. In the exceptional circumstances where it does occur, the victim will be protected and a clear procedure will be followed consistently.

Appendix 1: Procedure for responding to allegations of bullying



Allegations of bullying – the procedure at Newtown C of E Primary School:

Where we have an allegation of bullying, parents fill out an Allegation of Bullying Form:

- They feel heard
- Allegation is clearly expressed in writing
- Allegation is in one place rather than being verbally expressed/emailed to multiple staff in multiple places

Staff fill our Part 2 of the form

- Clear path of investigation
- Other children's views are formalised and recorded in writing. For children who present with barriers to communication, this might be explored through comic strip conversations.
- Next steps are decided IF allegation is found to be substantiated

Possible next steps

- Observation of child by staff on a formal lesson observation form
- Restorative conversation to take place between peers, led by staff
- Log book - child logs any further incidents with support from a key adult
- Discussion with perpetrator
- Strategy for support – this is discussed during Inclusion meetings and can include liaising with PBS and/or an ELSA referral
- Perpetrator's parents informed

We can then discuss next steps with parents so that they are clear on what is being done IF the allegation is substantiated.

We then have a clear log of UNsubstantiated allegations, all of which have been correctly investigated following the same procedure. We can speak to parents if a stream of unsubstantiated allegations is received.



Appendix 2: Alleged bullying incident form:

This form can be completed by school or staff or parents and given to the child's teacher or the Headteacher.

I believe that _____ (child's name) may be the victim of bullying.

Today's date:

Name of person submitting form:

Bullying is when someone is verbally or physically threatened, hurt or upset by another child or group of children **over and over again**.

Describe your concerns here, using a separate page if needed. Try to give specific instances, with dates if possible.

Name(s) of alleged perpetrator(s):

Completed by school staff

Your name:							
Date alleged perpetrator's account:							
Target's account, feelings and wishes:							
Alleged perpetrator's account:							
Bystander's or others views:							
Is this a prejudice related incident? If so, it must be recorded on CPOMS and direct to the Headteacher.							
Was the bullying found to have taken place?							
Action taken (please tick all that apply):							
 Monitoring book/log established	 Discussion with perpetrator	 Restorative justice conversation	 Comic strip conversation	 Perpetrator's parents informed			

Appendix 3: Pupil observation form

Name of pupil	
Class	
Lesson or session timing	
Staff present	
<u>Observations</u> Does he/she show interest in being part of a group? Does he/she cooperate well with others? Is he/she able to work independently? Does he/she interact on a one to one, small group and whole class basis well?	Does he/she share and turn take? How do others react to him/her? Are the other children willing to play and respond to him/her? Does he/she show resilience and perseverance?
Who did the child interact with?	
Signed	Date