



Neville's Cross Primary School & Nursery

Anti-bullying Policy

Date of policy: Oct 2022

Review date: Oct 2024

Neville's Cross is an inclusive family where all are nurtured to become happy, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.

Introduction

At Neville's Cross Primary School and Nursery, our priority is to create a safe and stimulating environment where everyone feels valued. Each person has the right to be treated with respect and has the responsibility to treat others in the same way. Through our teaching and inclusive ethos in school, children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that they will be listened to and that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform children and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

What is bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the bully, the victim and the whole school community and its culture of safety and wellbeing in the school.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression)
- repeated often
- often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

- physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, making offensive remarks
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- cyber-bullying (e.g. text messages, e-mail or social networking sites)

People may bully others because of varying perceived differences:

- sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend).

Our Approach to Bullying

We believe that if children are encouraged to be good citizens it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that

they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity. Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, be confident that an adult will listen and will offer help. Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, Anti-Bullying Week etc., our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Our Personal, Social and Health Education (PSHE) curriculum will ensure that each class has the opportunity to address issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the staff are investigated as soon as possible, using a restorative approach. Information is gathered from any children involved and any staff concerned. Any incidents are recorded using CPOMS, our online recording system and parents will be informed via a telephone call from the class teacher (or Head Teacher depending upon the seriousness of the incident).

We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe and listened to.
2. To support the child who has displayed bullying behaviours in understanding how their behaviour has impacted on others and to make 'better choices' in the future.

Signs of bullying

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes. There is a need to be alert to the possibility that bullying is occurring. These are some signs which need to be investigated sensitively: -

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- Have sleep or appetite problems.
- Have more difficulty in concentrating.
- Show variation in performance.
- Have cuts, bruises or aches and pains without adequate explanation.
- Request extra money or start stealing.
- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern of behaviour e.g. A sudden loss of interest in a previously favoured activity; changing times of coming to and going from the house; a reluctance to (or no longer wishing to) leave the home; a request to change school, youth club, etc. or a refusal to return to a place or activity

SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS

THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through regular review of bullying incidents recorded on CPOMS. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Monitoring the Policy

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective, CPOMS logs and strategies will be reviewed regularly. The anti-bullying policy is the governors' responsibility. They review this at SMSC meetings and with the Head Teacher. Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other protected characteristic/ background of all children involved in bullying incidents.

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