



Anti-Bullying Policy

This policy applies to all pupils at the school, including those in the EYFS.

Definition

Bullying is:

- deliberately hurtful behaviour
- often repeated over a period of time
- difficult for those being bullied to defend themselves.

Bullying can take many forms but three main types are:

- Physical – hitting, kicking, taking belongings, destroying belongings.
- Verbal – name-calling, insulting, racist, sexist or homophobic remarks or comments about a person's religious or cultural background.
- Indirect – spreading nasty stories about someone, excluding someone from social groups, abusing the use of mobile phones, social websites and associated technologies.

Types of bullying can include, but are not limited to, racial, religious, cultural, sexual/sexist, homophobic or relating to a child's special educational needs or disability. It may also include bullying related to gender issues or where a child is adopted or a carer. 'Cyber' bullying can include the use of social websites, mobile phones, text messages, photographs and email.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Aims

- To prevent bullying of any kind taking place.
- 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 right to talk to someone.
- To heed parents and keep them informed of actions taken in response to a complaint.
- To conduct a full investigation following any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To ensure that school has clear policies which are communicated to parents, pupils and staff, and create an environment of good behaviour and respect, with helpful examples set by staff and older pupils including the celebration of success.
- To involve parents and make sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Preventing Bullying at Newcastle Preparatory School (NPS)

At NPS we believe that no child should be bullied. We therefore aim to reinforce a caring and cooperative ethos where everyone in school feels happy and safe. We do this in the following ways (see also Good Behaviour and PSHE policies):

- Using form periods, circle time, assemblies, drama and PSHE lessons to discuss and encourage positive relationships.
- Providing children with positive role models via the various aspects of the Buddy System.
- With constant care and vigilance from staff, ensuring that all children in our care are happy.

Strategy for Dealing with Bullying

In dealing with suspected bullying, staff at NPS 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.

Strategies have been introduced at NPS to help prevent bullying. These strategies cover raising awareness about bullying and the Anti-bullying policy, increased understanding and teaching pupils how to manage relationships in a constructive way and the implementation of a playground “Buddy Squad”, trained in peer-mediation and problem solving skills, at break times (See Buddy System Policy).

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.

Following a complaint of bullying, the discipline procedures of NPS 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 Senior Teacher.

1. Discuss the nature of the bullying with the ‘victim’ at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses
4. Discuss the incident(s) with the alleged bully/ies. 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 bully owns up, make it understood that bullying is not acceptable at NPS and what effect it has on the education of the victim 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. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
 - a. Withdrawal from favoured activities, for example school visit
 - b. Loss of break times for an agreed period
 - c. Fixed period of exclusion from school

9. Provide a Pastoral Support Programme for the victim with a mentor/named person 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 bully. 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.

In order to reduce incidents of bullying and recognise bullies, at NPS, all staff watch for early signs of distress in pupils. We listen, believe, act.

We are aware of the seriousness of bullying in causing psychological damage, which, in extreme cases, could lead to suicide.

Records are kept in accordance with the schools' Good Behaviour Policy and these are used to evaluate the effectiveness of the schools approach and to enable any patterns to be identified and to support children accordingly.

Anti-bullying Monitors, known as "Buddies", are there as a child's first contact point, if they feel they cannot tell an adult. These are children in Years 4 to 6 who have volunteered and have been trained in aspects of peer mediation and communication. They patrol the playground at break times, usually in pairs, in order to spot the early signs of any trouble and, if necessary, alert a teacher.

All children are aware that if they have a problem they can and should go to a member of staff or, if they prefer, to one of the playground "Buddy Squad" (See Buddy System Policy).

Bullying off the School Premises

Where possible, NPS will support pupils, who have been bullied, especially on their way to or from school or by other persons.

The following steps should be taken.

- Talk to the Head Teacher of another school whose pupils are bullying off school premises
- Talk to the Police about problems on local streets
- Talk to the local transport company, if bullying is occurring on school buses or on the metro.
- Talk to pupils about how to avoid or handle bullying situations

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

NPS will not tolerate bullying against anyone because of his or her race, gender, gender issues, where a child is adopted, where a child is a carer, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated at NPS and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults or makes comments about a person's religious or cultural background, a full investigation will be carried out and incidents will be fully recorded.

NPS has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PHSE and Citizenship lessons and in Religious Education lessons. NPS guarantees confidentiality and support for those being bullied. Racial incidents are reported for the Governing Body as required.

Cyber Bullying

NPS ensures that all access to computers, iPads and the internet are monitored. Appropriate filters are used on the School's computers and iPads.

Mobile phones are stored in the office from the moment children arrive at School until the end of the day. Therefore, children cannot send text messages during the School day.

To prevent bullying using technology out of School, the dangers of misuse of computers, laptops, iPads and mobile phones are outlined in the ICT curriculum and PSHE sessions.

Sexual Bullying / Gender Issues

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited

touching, sexual innuendoes and propositions (i.e. sexual harassment) and, in its extreme form, sexual assault or rape. A sexual assault will lead to the exclusion of the perpetrator from NPS.

Newcastle Preparatory School's strategies to deal with sexual bullying include:

- Recording incidents
- Developing understanding of gender relations
- Exploring sexism and sexual bullying in PHSE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Guaranteeing confidentiality and support for those being bullied
- Implement discipline procedures if the bullying warrants it.

Staff Training

Staff are made aware of all aspects of our Anti-Bullying policy through staff training days and, where appropriate, at weekly staff meetings. This training includes understanding the principles of the policy, legal responsibilities of the school and staff, actions to resolve and prevent problems and sources of support. Staff are aware that they can speak to any member of the Pastoral team and the Head Teacher with regard to any issue.

Where appropriate the school will invest in specialised skills to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Special Educational Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

NPS makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character (e.g. boys playing football poorly should not be told they play like girls) .

We try to make classroom activities and lessons sensitive to children's needs. We teach assertiveness and other social skills and teach victims to say "No" or to get help. A named mentor or "Buddy" is appointed for the pupil to confide in. Our younger children from Reception to Year 3 have older buddies (See Buddy System Policy).

If bullying is serious, NPS undertakes a full investigation, including a full discussion with witnesses, recording incidents in incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Further Information Sources

Name of Organisation	Telephone Number	Website
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
UK Government Website	Not available	www.direct.gov.uk
Newcastle LEA Website devoted to Anti-Bullying (& anti-bullying strategy)	Not available	www.newcastle.gov.uk

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