



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



## Anti-Bullying Policy

### Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

### Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

**Policy Reviewed: May 2021**

**Next Review: May 2022**

At Nutfield Church (C of E) Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

This policy focuses on pupils and is part of our whole school development and improvement plan. This policy is to be read in conjunction with our SEN and Inclusion, Complaints, Equality, Behaviour, Whistle Blowing and Staff Conduct policies and documents.

We expect pupils to feel safe in school and that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

### Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children, and Wrap Around (The Ark) and is available on our school website and shared with all staff.

Pupils contribute to the development of the policy through Pupil Parliament, Children's Anti-Bullying Partnership as well as during class discussions and whole school events which take place throughout the year and are linked to our six whole-school values. The Pupil Parliament and Children's Anti-Bullying Partnership have developed a child friendly version of actions you can take if you think you or someone

else is being bullied which is displayed in classrooms, the playground and around the main parts of the school.

Parents/Carers are encouraged to contribute by: taking part in written consultations and, parent meetings/forums. Parents and pupils are encouraged to sign the home/school agreement which states expectations of behaviour and keeping safe from bullying. In addition, parents form part of our Anti-Bullying Partnership.

## **Roles and Responsibilities**

**The Headteacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Headteacher's responsibilities are:-

- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

The Headteacher as DSL and her DDSL team oversee incidents of bullying and communicate all 'record of concerns' in monthly meetings. The data gathered informs staff. In addition, a pastoral file is maintained which records all concerns from children, parents and staff. This file is shared with staff at weekly meetings.

The Anti-Bullying leaders in our school are Matthew Proffitt and Giuseppe Peluso.

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is Diane Martin.

The Anti-Bullying Partnership Governor is Jane Vorster.

The Leader's responsibilities are:-

- Policy development and review involving pupils, staff, governors and parents/carers
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing/coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Monitoring, in conjunction with the Learning Mentor, pupil notes in the TalkTime Box

All staff at this school have a responsibility to model respectful behaviours both towards pupils and towards other adults.

### **The Anti-Bullying Partnership Team are:**

Mr Proffitt – Year 4 Class Teacher (Lead)

Mr Peluso – Teacher Support (Lead)

Mrs Brooks – SLT

Mrs Hickey - Staff

Mrs Diane Martin Governor

Mrs Jane Vorster - Governor

Mrs Bellamy - Parent

Mrs Hargreaves-McCallum - Parent

Mrs Robson – Parent

## **Definition of Bullying**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007)*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic or transgender bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

At Nutfield Church, we recognise there are different types of Bullying:

### **Physical bullying** includes

- Hitting
- Kicking
- Tripping
- Pinching and pushing
- Damaging property

**Verbal bullying** may happen when a person or group are seen to be different in some way and includes:

- Name-calling,
- Insults
- Teasing
- Intimidation
- Verbal abuse,
- Homophobic, transgender or racist remarks (including a focus on religious or cultural difference), comments about a special educational need or disability.

**Relational bullying** can also be carried out behind a person's back. It includes:

- Lying and spreading rumours
- Negative facial or physical gestures, menacing or unkind looks
- Playing nasty jokes to embarrass and humiliate
- Mimicking unkindly
- Encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance
- Excluding people from groups

**Cyber bullying** is the use of information and communication technology, particularly mobile phones and the internet, deliberately to upset someone else. It includes:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Saying or spreading nasty gossip or rumours online
- Imitating others online or using their log-in
- Damaging someone's social reputation or social acceptance

- Excluding people from groups

### **At risk groups**

Some characteristics make it statistically more likely that an individual could experience bullying. This includes if a child:

- Has Special Educational Needs
- Has a disability
- Has Looked After Child status
- Comes from a minority
- racial, ethnic or religious group
- Is perceived as culturally 'different'
- Is newly-arrived
- Identifies as LGBTQ+

At Nutfield Church our Peace Makers' Charter states 'we are all different and we like it that way'.

### **Bullying around racism, religion and culture**

A person whose race, religion or culture, is different to the majority, may be adversely affected by negative attitudes or perceptions of difference.

### **Homophobic bullying**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

### **Bullying involving Children with Special Educational Needs (SEN) and Disabilities**

Children with SEN and disabilities may be adversely affected by negative attitudes to disability and perceptions of difference. They may find it more difficult to resist bullies, not understand that what is happening is bullying and have difficulties telling people about bullying.

### **Sexist, Sexual and Transphobic bullying**

Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying is bullying behaviour that has a specific sexual dimension and may involve suggestive sexual comments. Transphobic bullying stems from a hatred or fear of people who are 'transgender', which describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- children
- children and staff
- staff
- individuals or groups

## Reporting and Responding to Bullying

### Point of contact: Class teacher or Headteacher.

Our school has a clear and well publicised system to report bullying for the whole school community (including staff, parents/carers and, children). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Research has clearly demonstrated that bystanders play a significant role in bullying. Bystanders provide a crucial perspective, which can help 'unravel' a situation. Bystanders can help by:

- Telling the person being bullied that you don't like the bullying and asking them if you can do anything (tell someone or go with them to tell someone)
- Telling the children doing the bullying that you don't like it and to stop doing it (but only if this feels safe to do)
- Choosing not to watch and walking away (taking away the audience)
- Spending time with the person being bullied
- 'Scooping up' the child by taking them by the arm and saying something like 'Come on, we need you for our game' (again, only if it feels safe to do so)
- Saying 'No, we don't like that' is very effective in the Early Years and Key Stage 1. Children are taught to put out their hand to sign 'stop' and act and speak assertively together
- To witness and validate the bullied child's experience after the event will reassure them that they were supported
- Opportunities to contribute to the Anti-Bullying culture of a school through creating posters, stories or films
- Exploring supportive 'standing by' behaviours in circle time or PHSE sessions

The school response to an incident of bullying may vary according to the type and severity of the incident. We regularly discuss with pupils the actions they could take if they felt they or someone else was being bullied. As a school the following actions have been agreed by all and displayed throughout the building. Awareness of Cyber-bullying is taught through our Wellbeing and Computing Curriculum and can also be reported in school using any of the systems outlined below.

If you see someone being bullied you could:-

- Tell an adult – you could tell someone who works in the school who would do something about it or an adult in your family
- Find a friend and talk to them about what is happening and what you should do
- Remind the children involved of the school rules
- Write a note and place this in the Talktime box

If you are being bullied you could:-

- Tell an adult – you could tell someone who works in the school who would do something about it or an adult in your family
- Find a friend and ask them to help you.
- Remind the children involved of the school rules
- Write a note for the Talktime box

If your child is being bullied you could:-

- Talk to your child and record what they say
- inform the class teacher
- Arrange an appointment to see the class teacher

- Maintain a regular time to see the class teacher until the matter is resolved

## **Communication**

The Headteacher communicates incidents of bullying in the termly Headteacher's report and encourages parents and carers to talk to Form Teachers regarding any bullying incidents. A 'Parent Meeting Form' will be completed by the form teacher and submitted to the SLT Team for review.

The Headteacher and Anti-Bullying Leader's maintain an ongoing update of policy which is particularly affected by changing legislation, parent view and comments. This year a particular focus will be on developing dialogue with parents and the wider school community through expanding the Anti-Bullying team. We welcome parents' comments and feedback at all times regarding the behaviour and welfare of our pupils.

## **Complaints**

Any staff member or parent who feels that an incident has not been dealt with to their satisfaction is encouraged at all times to discuss this with senior leaders and Governors. Should their complaint not be addressed they are directed to follow the procedures set out in the Complaints Policy.

The school will deal promptly with complaints in line with the complaints procedure.

## **Using a Restorative Approach**

This school promotes responsible behaviour and deals effectively and fairly with all pupils.

It involves expectations, agreed and understood by all, and consists of four distinct parts:-

- i) A concise list of rules for all pupils to follow
- ii) A systematic approach to positive recognition of good behaviour
- iii) A graded list of the consequences of failing to keep the rules.
- iv) A plan that seeks forgiveness and restoration

The five themes of the restorative approach will be followed:-

Theme 1 & 2 – What's happened/what is the matter? What were you thinking/feeling? (Each child)

Theme 3 – Anything to add? Who has been affected?

Theme 4 – What do you need so things can be put right/to move on?

Theme 5 – What can you do to stop this from happening again?

## **Repeated incidents action plan**

In the highly unusual event that bullying incidents persist after initial intervention from staff, involvement with parents and use of restorative approach the Headteacher, senior leaders and Governors will contact the LA. Suspensions and even exclusions are possible at this stage. It should be noted that the school's ethos does not reflect these actions and would only be used in a last case scenario.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. Our school will:-

- First report of bullying - Interview all parties, either separately or together, depending on the needs and feelings of those involved. The children involved will be invited to bring a staff member to support them.

- Repeated report of bullying by the same perpetrator – A restorative meeting with all involved parties with the staff member supporting them. Parents will be informed.
- A third report will culminate in a restorative meeting with parents involved.

During these meetings a decision will be made on the consequences and school sanctions agreed. These will follow the appropriate response to the situation: - solution focused, restorative approach, circle of friends, individual work with the children involved, and referral to outside agencies if appropriate. Support will be provided for both the victim and the bully and followed up by a member of the leadership team with feedback to the person who reported the situation and parents/carers.

For children who repeatedly require support as a result of their actions, the following should occur in order:

1. Reduce the number of corrective actions
2. Have an individual behaviour plan negotiated with parents
3. Involve the SENCO/Inclusion team in developing a further behaviour plan with parents
4. Involve outside agencies in a Pastoral Support Plan
5. Temporary exclusion
6. Fixed term or permanent Exclusion.

Occasionally, it may be necessary to involve the police.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be reviewed by the Anti-bullying leaders and stored in the Headteacher's office. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the Headteacher's report.

The policy will be reviewed and updated every year. All incidents of bullying will be recorded on record of concern forms or electronically through CPOMS. All DSL's (Designated Safeguarding Leads) and Deputy DSL's (Deputy Designated Safeguarding Leads), teaching and non-teaching staff will be informed through the pastoral section of their meetings, or via email.

### **Bullying outside of school premises.**

While the schools may not be directly responsible for bullying that occurs off the premises, we recognise that Head teachers have the legal power to make sure pupils behave outside of school. This includes responding to bullying that happens anywhere off the school premises, for example on the journey to and from school, or online via a mobile phone. Bullying could be carried out by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent reports that bullying is happening outside of the school premises we will:

Talk to pupils and their parents about how to avoid or handle bullying outside of school.

Talk to the Headteacher of another school whose pupils are bullying.

Talk to the police if this is deemed necessary.

### **Strategies for Preventing Bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Nutfield Church (C of E) Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

## Proactive strategies

Planned and 'on the hoof' opportunities exist within the whole day curriculum for promoting an ethos of Anti-Bullying

- Anti-Bullying events throughout the year, including Anti-Bullying Week each November
- PSHE/citizenship Pupil voice
- Parent information events/information
- Staff training and development for all staff
- Peer mediation (new team trained for playground)
- Pupil Parliament
- Anti-Bullying Partnership Team
- Parent forums
- Collective Worship
- Achieving the Anti-Bullying Charter Mark, gold award
- School values
- Playground activities led by MDMS team
- Learning Mentor regularly meets with vulnerable pupils

## Reactive strategies

- PSHE / Wellbeing Curriculum – including circle time
- Restorative Justice
- Counselling by Learning Mentor
- Talktime box
- Parental involvement with the Family Link Worker
- School values
- Friendship Bench

Each half term, tied in with the school value, we focus on a particular aspect of Anti-Bullying which we wish to promote in school:

 <b>Anti-Bullying Half Termly Foci</b> <b>2020 / 21</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Community	Peace	Wisdom	Hope	Dignity	Joy
Anti-Bullying Focus	Acclimatising to school life.	Peace Makers Charter	One Kind Word Valentine's Day Event	Planting an anti-bullying tree	Mother's Day	Random Acts of Kindness
Activity	Buddy system	Anti-Bullying Week - Odd Socks	Ourselves/Others/The World		V.E Day togetherness project (w/c 8 <sup>th</sup> May)	Rainbow Colour Run – Standing up against

		Week (15 <sup>th</sup> -19 <sup>th</sup> Nov 2021)  &  One Kind Word		2022)	all forms of bullying (19 <sup>th</sup> July 2021)
Displays	Odd Socks Display – Photo collage and One Kind Word display.	One Kind Word Display – We will take photos of the Valentine’s Day morning and add one kind word messages to our wall.	V.E Day Display with an anti- bullying bias	Colour Run Photo Montage	
Focus	Love Projects	Online Safety Cyber Bullying	Brooklands (Dignity)		

This aims to ensure all children and staff are aware of the key resources we have available in school and how children can access help and support if they need it. Ball games, lunchtime clubs, resources for the quiet area and trained Peer Mediators from Year 5 and Year 6 are on the playground to reduce bullying during playtimes. Areas that are hot spots are identified and fenced off, if appropriate.

Staff are trained in the restorative approach and a PSHE Consultant has delivered training on Peer Mediation to our Mrs Bainbridge, our Learning Mentor. Child Exploitation and Online Protection (CEOP) training has been undertaken by our Computing Lead, Miss Mitchell. Our Learning Mentor supports children who have been bullied or who bully, using the restorative approach.

### **Links with other policies**

Behaviour Policy

Safeguarding and Child Protection Policy

On-Line Safety and Acceptable Use Policy - Cyberbullying and internet safety

Equality Policy

PSHE and Citizenship Policy

Complaints Policy and Procedures

Staff Behaviour (Code of Conduct) Policy

Whistleblowing Policy

If you are unhappy with the outcome, please refer to the complaints procedure policy accessible on the school website.

### **Reference Documents and Related Policy/Guidance**

#### **National Documents**

- DfE – Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies
- DfE – Cyber bullying: advice for headteachers and school staff
- DfE – Advice for parents and carers on cyber bullying
- Preventing and Tackling Bullying (July 2017);

- KCSIE; Working Together to Safeguard Children (September 2018)
- Cyberbullying Advice for Headteachers and school staff (Nov 2014)
- Advice for Parents and carers on cyberbullying (Nov 2014)
- Childnet International - Young People and Social Networking Sites (Leaflet) - A guide for parents, carers and teachers about the safe and responsible use of social networking sites.
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### Surrey documents

- Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy;
- Resources and Support;
- Safer Surrey;
- Prevent Guidance,
- PSHE Guidance (Page 1)

### School documents

- Anti-Bullying Policy
- Children's Anti-Bullying Policy
- Behaviour Policy
- Cause for Concern Form / CPOMS;
- Behaviour Support Log;

### Helplines

- **ChildLine**: is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.
- **Direct Gov**: Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.
- **EACH**: EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.
- **Victim Support**: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

### **School Council's Peace Makers' Charter**

This policy should be read in conjunction with the School Council's Anti Bullying Policy which is underpinned by the children's Peacemakers' Charter. This Charter sets out the children's vision for Nutfield Church and sets out a 'Nutfield Church Way'.

### **Nutfield Church Primary School's Anti Bullying Slogan**

Keep calm and use kind words, use encouraging words, use well thought through words started as a mantra in Year 2. However, the Anti-Bullying team recognised the power of the words and were quick to adopt it. Each classroom will display this message and teachers will be able to refer to it and remind children of how they should be addressing each other.

## Nutfield Church Peace-Makers' Charter

We're a good school and so  
no one should be bullied.

Treat others as you would like to be treated and try to  
show others the grace that God shows to us.

All bullying will be noticed and  
together people will put a stop to it.

We do not think it is cool to be a bully.  
At Nutfield Church we are all different  
and we like it that way.

Choosing to be kind is helpful and necessary.



# KEEP CALM

USE KIND WORDS,  
USE ENCOURAGING  
WORDS,  
USE WELL THOUGHT  
THROUGH WORDS.

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