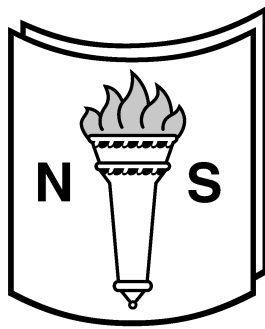


Newberries Primary School



Anti-Bullying Policy

Play Together, Learn Together, Achieve Together, Grow Together

Date of Review: June 2025

Next Review Date: June 2028

Rationale

Newberries Primary School is committed to a policy of inclusion, equality and justice. We believe that people won't bully if:

- They have secure relationships
- They feel good about themselves
- They have empathy for others
- They are emotionally literate

We pride ourselves in providing a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment.

We take all incidents of bullying seriously. No one deserves to be a victim of bullying. We believe that where bullying is investigated effectively, pupils will feel safe and happy and we will demonstrate a school that cares. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Newberries Primary School, we acknowledge that bullying can happen to peers as well as to adults in the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively, in accordance with our schools' antibullying policy.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

Our anti-bullying policy should be read in conjunction with our schools' behaviour policy.

What is bullying?

At Newberries Primary School, bullying is defined as follows:

Bullying is when an individual or group deliberately hurts another or makes them feel unhappy on multiple occasions. Bullying behavior will be repeated over a period of time and is difficult for the victim to defend against. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of a learning or physical disability for example. Bullying may also be racist, sexist, or homophobic.

Any of the following behaviours, if repeated on more than one occasion within a close proximity of time (and targeted to one specific child), are recognised as bullying.

- Physical – hitting, kicking, spitting, theft
- Verbal – name calling, insults making racist, sexist, homophobic or offensive remarks.
- Indirect – excluding or 'blanking', spreading gossip, damaging property, offensive or abusive emails, text messages or posts on websites – known as 'cyber bullying'. We believe that bullying someone by email or text messages or via an online platform is still hurtful and will be dealt with in the same manner.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.



Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. It is the role and responsibility of all staff at Newberries Primary School to try to prevent and deal with any behaviour deemed as bullying.

We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. We continually reinforce the importance of our school core values and the teaching of valued behaviours through our behaviour curriculum, Zones of Regulation as well as Jigsaw PSHE curriculum.

The implementation of this policy will create an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in. All members of the school community have the responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

Within Newberries Primary School we want:

- All children to feel safe to learn, play and enjoy the company of others.
- All children and adults to be treated fairly, with respect and dignity.
- All adults to feel happy and safe in the workplace.
- Everyone to listen carefully to what children and adults have to say and treat all accounts with due seriousness.

To achieve this, Newberries Primary School will:

- Meet the legal requirements for all schools to have an anti-bullying policy in place.
- Work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.

In addition:

- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will know what the Federation policy is on bullying.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PSHE lessons, implementation of the Behaviour Curriculum, etc.) will be used throughout the school week to reduce opportunities for bullying to occur.
- Provide a positive, caring ethos will be created within the school environment where everyone can work and express themselves free from fear of being bullied.

Signs and Symptoms of bullying

<i>Signs and Symptoms</i>	
• <i>avoiding interaction</i> • <i>avoiding eye contact</i> • <i>bite marks, bruises</i> • <i>cries easily</i> • <i>refusing to attend school</i> • <i>refusing to say what's wrong</i> • <i>quietness</i>	• <i>staying behind to help/chat</i> • <i>upset tummy, feeling unwell</i> • <i>personality changes</i> • <i>unexplained injuries</i> • <i>changes in behaviour</i>

NB this is not a definitive list but suggests some of the signs and symptoms. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Strategies is school for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout Newberries Primary School to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class rules
- Raising awareness through assemblies, work in PSHE lessons and circle time discussions.
- Setting up circle of friends support network to support individuals experiencing difficulties.
- Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Use of playground improvements and initiatives, e.g. Play Buddies
- Using praise and rewards to reinforce good behaviour.
- Involving parents and the wider community.
- Multi agency work – working with social services, police etc.

In addition, staff need to feel safe in order to help make the children feel safe. Staff are aware of procedures to follow in such an instance or they can contact their union for advice and support

Implementation

The following steps may be taken when dealing with incidents.

Staff

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of any incidents will be recorded and given to a member of the Senior Leadership Team
- a member of staff will investigate all concerned;
- relevant staff will be kept informed and involved;
- parents will be kept informed as appropriate, ensuring confidentiality for those involved;
- consequences will be applied in line with the school's Behaviour Policy;
- Supportive measures will be implemented to support the SEMH (Social Emotional Mental Health) of the bullied
- Supportive, restorative measures will be implemented to support the SEMH (Social Emotional Mental Health) and prosocial behaviour choices of the bully

Pupils

Help for children who feel bullied	Help for children who bully
• Don't ignore • Listen and talk • Ask child for suggestions • Find out about feelings • Agree next steps / way forward • Build self-esteem and confidence • Praise and reinforce reporting • Develop and practise appropriate responses • Ensure not isolated, peer support • Practise skills	• ask for explanation • explain why behaviour unacceptable • criticise behaviour, not child • awareness of impact and consequences • seek to repair relationship • seek ways to change behaviour • believe in change • praise change and appropriate behaviour • meet attention and esteem needs • ensure not isolated, peer support • practise skills

Race Equality/Inclusion Statement

The policies, system and practices at Newberries Primary School set out to promote community cohesion and to provide a high quality educational experience for all children.

We do not tolerate any form of prejudice. The following protected characteristics identified in the Equality

Act 2010 are particularly relevant in this context: age, disability, gender/sex, gender identity, race/ethnicity, religion and sexuality. These dimensions have legal protection because they expose individuals to particular vulnerabilities within our society and within our schools.

Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges.
- Responding to children's diverse needs.
- Overcoming potential barriers to learning.

We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.