

## Anti-Bullying Policy

### Philosophy

At Newfield School we are committed to providing a caring, supportive and safe environment that allows all of our pupils and staff to flourish without fear in an environment where individuality is celebrated and everyone is able to work in a safe and relaxed atmosphere.

At Newfield School we believe that we can best safeguard people from bullying by:

- Ensuring that everyone is valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion, disability, physical appearance or learning needs.
- Making it clear to all pupils, staff, parents and the wider community what bullying consists of and that any form of bullying is totally unacceptable.
- Providing a system of support to the victim and bully, including where appropriate the involvement of outside agencies.
- Responding to bullying with an approach which deliberately avoids accusation, blame or punishment.
- Informing parents of bullies and victims of incidents and of developments during the investigation of any reports of bullying.
- Raising the value of the individual, rights and responsibilities and awareness of bullying from the viewpoint of both bully and victim in all subjects, and especially PSHE.
- Making all new pupils, staff and parents aware of the school's anti-bullying policy.

### Aims of the Policy

- To raise awareness of bullying and create a school ethos which supports the victims to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To minimise and, if possible, eradicate the incidence of all types of bullying.
- To ensure everyone understands the reporting processes for any instance of bullying type behaviours and support staff in handling them.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way which deliberately avoids accusation, blame or punishment, focussing on positive behaviour support.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To provide support for the bully whilst developing strategies to enable bullies to take control of their behaviour.
- To inform all stakeholders about the clearly defined procedures and designated people to support the anti bullying ethos in school.

### Definitions of bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time that involves an imbalance of power, and that causes any member of the school community to feel uncomfortable, threatened, frightened or distressed. Bullying can leave the victim feeling powerless to defend themselves or stop it from happening, even if the bully does not intend to be deliberately hurtful.

The main types of bullying can be identified as:

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- Physical – e.g. kicking, hitting, pushing, taking belongings
- Verbal – e.g. name calling, taunting, making offensive comments
- Emotional – e.g. teasing, shouting, mocking, ignoring, excluding
- Prejudice based bullying – e.g. SEN, sexual orientation, sex, race, religion and belief, gender reassignment, disability.
- Indirect - Excluding people from groups and spreading hurtful and untruthful rumours
- Cyber bullying - The use of text messaging, emailing, videoing and internet usage deliberately designed to perpetrate any of the above

#### Education to tackle bullying - Anti Bullying content in the curriculum

The school is committed to addressing the issue of bullying through the curriculum. In order to educate the pupils about, and prevent bullying, the issues around it are covered in all years through:

- PSHE
- Positive Behaviour Support
- Creative learning
- Circle time activities
- Whole school assemblies
- School Council
- RRSA Steering Group meetings
- Multi agency working
- Buddies
- Outreach activities including community and local school & college inclusion visits
- Collective Acts of Worship
- Group and individual sessions with the school counsellor
- Anger management sessions
- Disability awareness and understanding sessions
- Body Awareness Sessions
- PREVENT – Educating children to avoid radicalisation and to promote tolerance and understanding
- A commitment to the UNICEF Rights Respecting Schools Award, with content delivered via lessons and events

#### Specific links between the RRSA and anti-bullying at Newfield School

Newfield School holds the Gold level of UNICEF UK's Rights Respecting Schools Award (RRSA). The RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils.

This anti bullying policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Children have the right to get and to share information as long as the information is not damaging to them or others.

Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

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Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures

Article 39: Children who have been neglected or abused should receive special help to restore their self respect.

In order to create an environment where bullying is not acceptable, we educate our children and staff about the rights of children and appropriate ways of behaving. This includes the creation and review of a whole school charter, as well as individual class charters, based on the UN convention on the rights of the child.

Pupils and staff draw up these charters together, following reflection on aspects of:

Getting on and falling out - Work on prejudice and exclusion and bad treatment due to difference, which are explored as rights issues; listening to others' views and respecting differences of opinion.

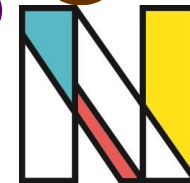
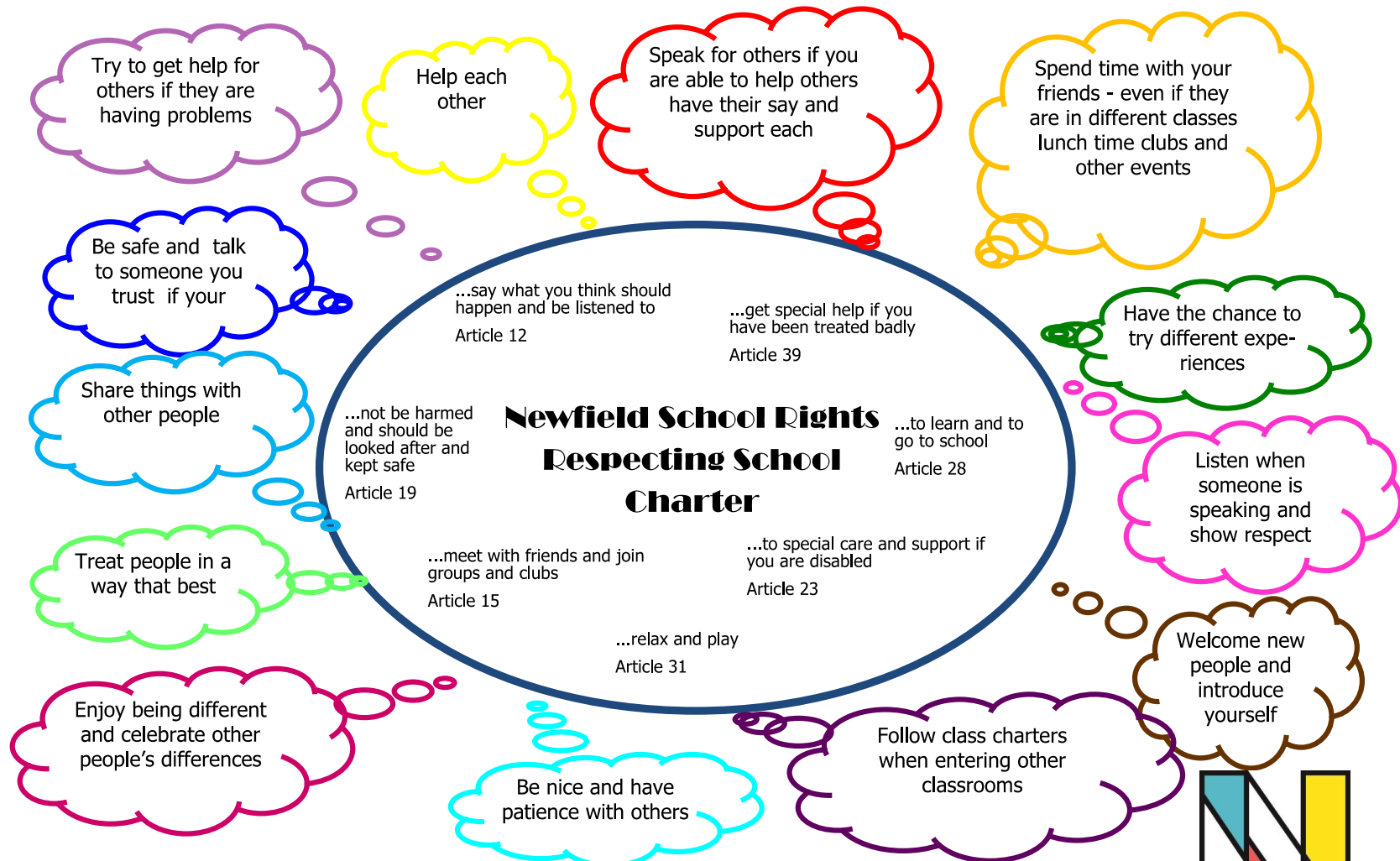
Say no to bullying - Consideration of how best to respond to instances of bullying, with reference to children's rights; work on rights denial when one person holds power over others in a group.

Going for goals - Includes opportunities for emphasising the importance of making the most of your right to education; consideration of the impact of one's own action on others

Good to be me/All about me - Includes discussion of standing up for what you believe to be right, even when this is a minority view

Relationships - Knowing when something is your fault and taking responsibility for your own behaviour, when a human rights framework can be used to make moral judgements; work on stereotypes, which can be linked to rights entitlement and denial.

Changes - Includes opportunities for empathy with others who might be being denied their rights; opportunities to highlight how a framework of human rights contributes to community bonds, a sense of security and solidarity.



The School Council and RRSA steering group developed this charter, by choosing the most important articles for our school which are written in the middle. They then decided what all the pupils and staff need to do in order to make sure that these rights are respected by all - these things are written in the coloured clouds. The groups will look at this charter every year to make any changes needed.

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## Newfield's whole school response to bullying

Children and staff have many ways of alerting others to bullying and getting help, some of which are detailed below. Reports of bullying will be investigated by a member of SLT as soon as they are received and appropriate action taken to reassure the victim, listen to the bully and prevent any future recurrence. Following initial investigation, any parties may receive where appropriate 1:1 counselling time, mediation or any other intervention which is felt to be supportive of them in order to eradicate bullying in school and protect all children and staff.

In addition to the curriculum work that is completed to address the issue of bullying, specific strategies are used to support the school's commitment to addressing bullying.

These include ensuring that:

- Children are protected by vigilant staff who are alert to the different forms of bullying and understand the children's possible responses to bullying
- Children understand that they have a right to complain if they are bullied themselves – they have their own 'complaints procedure'
- Children are encouraged to act as advocates for other children who may not be able to complain about being bullied themselves
- All incidents can be reported confidentially eg through the school counsellor, AI forms, HR team, SLT
- Victims of bullying are encouraged to report what has happened
- Victims are reassured that it is not their fault
- Professionals work together and in collaboration with parent/carers when appropriate all involved in the incident are listened to empathetically by professionals, parent/carer and peers based on an approach which deliberately avoids accusation, blame or punishment.
- The school includes a procedure for parental complaints (see complaints policy)
- CPD
- Parents are in regular contact with class teachers, and are encouraged to report concerns that their child may be being bullied, or if they suspect that their child may be the perpetrator of bullying,
- Parents are encouraged to support the schools anti bullying policy and actively encourage their child to be a positive member of the school.

## Procedures for reporting incidents of bullying

Newfield School has a clearly defined procedure for the reporting of bullying, along with clearly designated people to carry out specific roles, in terms of investigation, recording, reporting and supporting children and their families. The procedure, and specific responsibilities are outlined below.

### Roles and responsibilities

#### Role of all staff

- All staff are responsible for reporting any incident via CPOMS, or on an AI form, to be passed on to the relevant Deputy Head.
- Where possible, when an incident occurs in the morning, it should be reported by lunchtime at the latest, and in the afternoon, before the staff member goes home – this allows investigation and any required action to take place promptly.

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- Where an incident of bullying is reported through pupil disclosure to a member of staff, the staff member will explain the issue of confidentiality and sharing of important information to the pupil. The staff member will then complete a report via CPOMS, or an AI or disclosure form (see Child Protection/Safeguarding policy) as appropriate.
- All staff understand that once this reporting process has taken place, the responsibility for investigation and action passes on to the deputy head – see ‘role of designated senior people’ below.
- Where a child informs a member of staff that they wish to make a complaint, the child will be assisted to complete a ‘pupil complaint form’, which is then passed on to the Head teacher – see Pupil complaints procedure.

### Role of the Head and Governing Body

It is the role and responsibility of the governing body to ensure that the school fulfils its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This responsibility is designated to the head teacher who ensures that:

- All staff understand that this policy applies to all stakeholders whilst they are under the direction of staff whether on-site or in the wider community.
- All staff are aware of the Accident/Incident reporting process via CPOMS
- All staff are given guidance in procedures through CPD, particularly in their Induction training, and on-going guidance through staff briefings / inset.
- The school responds to the legal obligation to report any single incident of racist, homophobic or sexual harassment bullying to the borough, by sending the borough individual reporting forms to the community cohesion team - Copies of this form are held by Administrative staff and on the intranet.
- There is a termly return sent to the borough to report any other incidents of bullying.
- The school regularly monitors incidents of bullying, via CPOMS and the head teacher reports to governors on a termly basis.

### Role of the designated senior people

- Once an incident has been reported via CPOMS or AI, one of the Deputy Heads will investigate and instruct staff with regard to any further action.
- The Deputy Head with responsibility for a child within their phase will usually investigate an incident, however, if this is not possible, one of the other deputies will investigate in order to keep investigation and action timely.
- Typically, investigation may involve speaking with children, or members of staff – see ‘Newfield’s response to bullying’ below
- Actions from an investigation regarding an incident of bullying often involve the Deputy Head arranging counselling for the victim and/or the bully and communicating the incident to parents/carers – see ‘Newfield’s response to bullying’ below
- Where necessary, assistance from outside agencies will be sought to support victims and/or bullies
- Following investigation and action, all incidents are recorded electronically on CPOMS.
- The Deputy Heads monitor incidents, investigating patterns of behaviour, to better inform them about the children’s needs and proactively avoid further incidents of bullying – see ‘procedures for monitoring bullying’ below
- The Deputy Heads endeavour to report back to staff and pupils, following investigation, in order to support them to cope with the emotional demands which they experience.

### Procedures for monitoring bullying

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The school will monitor and evaluate bullying by:

- Keeping records of all incidents through the Accident/ Incident CPOMS system or AI forms (see Appendix 1) which
- are available from the pupil services desk and should be returned to the appropriate member of SLT – these will be inputted to CPOMS by admin staff.
- A range of data from pupil and parent surveys
- Records of peer mentoring initiatives e.g. buddy schemes, outreach
- Information and evidence collected towards the Wellbeing Award for Schools (emotional health and wellbeing)
- Discussions at staff briefings and forums
- In the event of a parental complaint, the parent will be seen or contacted by a member of SLT to discuss their complaint and if appropriate, complaints are also referred to via the school 'Complaints' Policy (see complaints policy)
- Discussions with pupils
- Monitoring of the pupil complaints procedure

#### Dissemination of the policy

This policy informs stakeholders and the wider community of the anti bullying stance of the school. The school incorporates the anti bullying policy into staff and governor training (particularly induction training), the school curriculum and phase/whole school assemblies, as well as taking advantage of other opportunities to raise awareness e.g. anti bullying week, School Council and targeted group work as appropriate.

#### Links with other relevant policies

- Health and Safety policy
- Safeguarding policies
- Complaints policy
- Pupil complaints statement
- Counselling (Time to Talk) policy
- ICT/ safety/acceptable use policy
- Equality and diversity policies
- Community cohesion policy
- 'Whistle blowing' Policy
- PSHE policy
- Positive Behaviour Support Policy

#### Relevant legal guidance

- Children's Act 2004
- Education and Inspections Act 2006
- Race Relations Act (Amendment) 2000
- Disability Discrimination Act 2005
- School's Pay and Conditions Document 2006
- The Equality Act 2010
- Public Sector Equality Duty (PSED) 2011

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- Preventing and Tackling Bullying DfE 2011

#### Procedures for monitoring and evaluation of the anti-bullying policy

This policy will be reviewed annually by SLT working in conjunction with the School Council and RRSA steering group, who will share responsibility for the review and updating of the whole school charter annually.

#### Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

#### Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Rachel Kay, Head Teacher and Designated Senior Person for Safeguarding and Child Protection.