




Newfield School

Anti-Bullying Policy

Date ratified:	06 December 2021
Governors/Committee Meeting:	Full Local Governing Body Meeting
Signature of Chair:	
Date for review:	December 2023

Contents:

1. Aims
2. Definition
3. Signs and Symptoms of Bullying
4. Actions to Prevent Bullying
5. Roles and Responsibilities
 - a. Headteacher
 - b. Senior Leadership Team
 - c. All Staff – Teaching and Support
 - d. Pastoral Team
6. Investigating Bullying Incidents
7. Monitoring, evaluation and review

Preventing Bullying Policy

This policy should be read in conjunction with the Consistent Discipline Model (CDM) policy, and the School Exclusion Policy.

The policy follows the guidance and legislation set out in:
DfE guidance 'Preventing and Tackling Bullying: Advice for School Leaders and Governors'.

Newfield School Values

At Newfield School we passionately believe that achievement leads to opportunity and choice. Our school values underpin all we do and are as follows;

- We are high performing because we are curious and have a thirst for knowledge
- We are considerate and value our community
- We succeed through commitment and relentless ambition

Equality and Protected Characteristics

We are considerate and value our community and our values are built on mutual trust and respect for all, regardless of gender, race or ability. Our behaviour policy reflects this and this supports all protected characteristics set out in the Equalities Duty of 2010. Our behaviour policy is based on the principles of fairness, positivity, kindness and empathy.

1. Aims

The overall aim of this policy is the prevention of bullying. Should instances of bullying occur, this policy will help staff and students to deal with it effectively.

In this respect the school seeks:

- To ensure that students learn in a supportive, caring and safe environment, without fear of being bullied
- To ensure that everyone connected with the school is aware of the nature and types of bullying that may occur, both in and out of school; their causes and effects
- To ensure high expectations of students' behaviour, as detailed in the school's Consistent Discipline Model policy (CDM)
- To ensure that everyone connected with the school is aware that bullying is totally unacceptable
- To ensure that everyone is aware of their responsibilities in addressing bullying issues
- To develop effective strategies to prevent bullying
- To provide a consistent school response to any bullying and have clear procedures for dealing with incidents
- To use all students, staff and parents as a positive resource in the elimination of any form of bullying, drawing on peer pressure as a means of preventing bullying
- To provide support for both victim and bully

2. Definition

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying will not be tolerated at Newfield School.

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion
- Sexual/sexist - bullying based on something specifically linked to gender
- Homophobic - bullying based on sexual orientation
- Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Cyber-bullying via technology for example, internet/mobile phones, email, social networks, text messages, photographs
- Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games
- It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

3. Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to go to school;
- Is frequently absent from school;
- Changes his or her usual routine;
- Becomes anxious, withdrawn or is lacking in confidence;
- Attempts or threatens suicide or runs away;
- Frequently feels ill in the morning;
- Demonstrates changes in work patterns;
- Has possessions which are damaged or 'go missing';
- Asks for money or starts stealing money;
- Has unexplained injuries;
- Stops eating;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Is frightened to say what's wrong;

- Is evasive or gives improbable excuses in relation to any of the above.

These signs and behaviours could indicate other problems or circumstances, but bullying should be considered a possibility and should be investigated.

4. Action to prevent bullying

Staff have a range of appropriate strategies and opportunities to call upon to educate children on bullying. These may include:

- Skilled observation to recognise and respond to the symptoms noted above;
- Ready receipt of reports of bullying behaviour, which are then acted upon and the information relating to the alleged bully and their victims reported as appropriate;
- The school curriculum, and enrichment days embrace the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs;
- Use, of other elements of school life, including assemblies, tutor time, and school council
- Focussed training, for example in safe use of the internet (the school has an e-Safety policy);
- Availability of this policy on the school's website to enable parents to understand the school's approach and work together with staff;
- Close parent/teacher liaison to ensure that both home and school work together to help and support the victim and moderate the behaviour of the bully;
- Where appropriate, and following discussion with the appropriate Co-Headteacher, engagement with outside assistance, such as an educational psychologist, social worker or the police;
- Ensuring that staff are fully aware of times and places when bullying is most likely to occur; organisation of the school day and supervision arrangements reduce the likely incidence of bullying. This includes supervision and monitoring the use of toilets at all times and the regular coverage of secluded areas at break times by duty staff;
- All children given the opportunity to speak to a member of staff, usually their Form Tutor and/or Head of Year;
- Dove-tailing this policy with the school behaviour policy (CDM) so that all concerned are aware of the appropriate procedures and sanctions.

This policy only works if it ensures that the whole school community understands that bullying is not to be tolerated and understands the steps that will be taken both to prevent and to respond to bullying.

5. Roles and Responsibilities

All stakeholders of the school are expected to accept responsibility for the implementation of this policy and to uphold the school's efforts to eradicate bullying. It is essential that all members of staff contribute to create a school ethos which does not tolerate bullying and minimises the likelihood of incidents ever occurring.

It is essential that all adults in the school community know what to do when they suspect that a child is being bullied.

The Headteacher:

The Headteacher have a legal duty to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Senior Leadership Team:

- Manage and monitor practices to ensure alignment with the school anti-bullying policy and procedures;
- Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies;
- Ensuring that incident slips are completed by staff in all cases and that a copy is stored in the incident file;
- On a regular basis, analysis of data so that patterns and trends can be identified and used to improve policy and practice;
- Governors are made aware of the number and nature of bullying incidents (Community Committee);
- Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life.

All teaching and support staff:

All Newfield staff are expected to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is suspected or reported, the incident must be treated with the appropriate degree of urgency by the member of staff who has been approached.

Any suspicion or reports of bullying should be recorded in detail, logged using the school's incident reporting system and passed on to the appropriate Head of Year. In his or her absence, report the matter to the Head of Upper or Lower school.

Pastoral Team:

It is the responsibility of the Pastoral Team to investigate all reported incidents and/or suspicions of bullying, being mindful of the need to do so in a sensitive manner. In most cases this will be the Head of Year or the Behavior Manager. In some instances, a member of the Senior Leadership Team may lead an investigation.

The Deputy Headteacher for Inclusion must be made aware of any investigation so that the Pastoral Team are held to account. The Deputy Headteacher must inform the appropriate Headteacher of any pending investigation.

6. Investigating bullying incidents:

The following points need to be considered when conducting an investigation:

- The victim of bullying should be interviewed without undue publicity ensuring that dates and actual incidents are recorded accurately;
- The alleged perpetrator(s) should be interviewed as soon as possible after a report is received, without undue reference to the source of information already held if at all possible;
- During any investigation involving students there is a possibility that some students may be interviewed who actually have nothing to do with the situation;

- Where there is more than one alleged perpetrator, every reasonable effort should be made to ensure that they are interviewed separately without having the opportunity to confer first;
- Statements should be written ensuring that factual evidence is recorded accurately;
- When an investigation has reached a conclusion, all notes of meetings and communications must be filed and records placed on appropriate student records.

It is the responsibility of a designated member of the Pastoral Team to keep appropriate staff and parents or carers informed of the progress of the investigation through to its conclusion.

The senior leader for Inclusion must be made aware of the outcome of any investigation. The senior leader will report the conclusion of any investigation to the relevant Headteacher so appropriate sanctions are given in line with the school CDM policy.

7. Monitoring and Evaluation

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The effectiveness of this policy will be evaluated through;

- Student voice;
- Termly analyses of reported data;
- An annual review by Governors of the recorded incidents of bullying.

Information to support student, parents and staff

KIDSCAPE Parents Helpline 0845 1205 204

Childline 0800 1111

Parentline Plus 0808 800 2222

Bullying Online www.bullying.co.uk