



Northowram Primary School

Anti-Bullying Policy

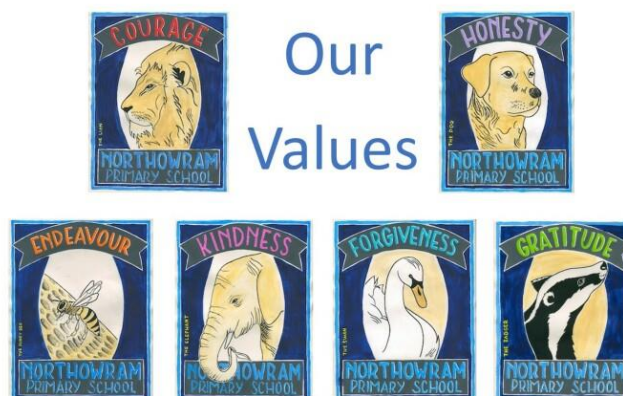
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'Pupils at Northowram Primary School are kind and polite. They enjoy coming to school and they enjoy learning. Staff and pupils show care and respect for each other. Pupils feel happy and safe at school.

Pupils behave well. In lessons, they are attentive and engaged. At playtimes and lunchtime, pupils' behaviour is extremely positive. Pupils say that bullying is rare and that they are confident that it would be dealt with by adults if it did happen. This is a very inclusive school. Pupils learn about diversity and different relationships. They value differences between people and are welcoming to pupils new to their school. They are well prepared to become active and positive citizens' (Northowram Primary School Ofsted report January 2023)

At Northowram Primary School, we aim to provide a supportive, caring and friendly environment which allows all pupils to learn and thrive in a happy classroom and playground environment. We encourage and expect our pupils to follow our school rules (We are Ready, We are Respectful, We are Safe) and to demonstrate our 6 school values (Kindness, Endeavour, Forgiveness, Courage, Gratitude and Honesty). We aim to ensure that our pupils and families understand the difference between relational conflict and bullying, know how to report and seek help if they are concerned that bullying is occurring and are confident that it will be dealt with promptly and effectively.



External References

This policy is based on DfE guidance 'Preventing and Tackling Bullying' (2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf.

It also considers the DfE statutory guidance 'Keeping Children Safe in Education' (2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

DfE statutory guidance for RSE (Relationships and Sex Education) is used to inform the curriculum pupils are taught including guidance on the teaching of healthy relationships

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

This policy is also underpinned by the Equality Act 2010.

Bullying, Relational Conflict or Aggressive Behaviour?

Bullying, relational conflict and aggressive behaviour are all taken seriously by our school and all need swift action to prevent them from recurring. This policy sets out procedures related to allegations of bullying. Relational conflict and aggressive behaviour are dealt with in our behaviour policy which can be viewed on our school website or a paper copy can be requested from the school office.

Bullying

There is no legal definition of bullying but our school definition of bullying is:

Repetitive, intentional hurting of one person or a group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, sex, sexual orientation, disability or appearance. It is often motivated by actual differences or perceived differences. In a relational conflict situation, both parties will have contributed to disagreement or argument (verbal or physical) whereas in a bullying scenario the target will not usually have done anything to warrant negative behaviour from another.

Relational Conflict

Bullying is distinct from relational conflict that children may experience. Relational conflict is disagreement or argument in which both sides contribute and have equal power whereas bullying is negative behaviour directed by someone exerting power and control over another person. Relational conflict between pupils is dealt with under the behaviour policy and reconciliation will be supported between pupils.

Aggressive Behaviour

Incidents of aggressive behaviour may include physical and verbal aggression towards another pupil which is not targeted or repeated. Aggressive behaviour is serious and is dealt with under the behaviour policy.

An Anti-Bullying Culture – Preventative Measures

Children at Northowram Primary School are taught directly about healthy relationships, managing friendships, types of bullying and the impact that bullying can have on individuals through our **PSHE** (Personal, Social and Health Education) and **RSE** (Relationships and Sex Education) curriculum in the strand of 'Family and Relationships' taught in the first half of Autumn term:

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change

Pupils are also taught about online bullying through our **PSHE** (Personal, Social and Health Education) and **RSE** (Relationships and Sex Education) curriculum in the strand on Safety and the Changing Body in the second half of each Autumn term:

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)

National Anti-Bullying Week: Direct education about bullying is further enhanced by an annual whole school focus on anti-bullying during the national Anti-Bullying Week run by the Anti-Bullying Alliance (usually in November) where whole school and class assemblies are focused on aspects of bullying from prevention to methods of reporting and the role of bystanders when bullying occurs. In recent years, the following themes have been explored during anti-bullying week:



Reporting bullying and seeking help

We aim to make it easy for pupils to report bullying and to seek help.

Pupils are encouraged to report any concerns about bullying in the following ways:

- To any adult in school (who will then report to our pastoral manager Jane Jennings, our Deputy Headteacher Alison Wild or our Headteacher Jane Scardifield)
- Directly to our pastoral manager Jane Jennings. Our pastoral manager is full time and is not class-based. Children know where her office is based and how to access support from her.
- Directly to our Deputy Headteacher (Alison Wild) or Headteacher (Jane Scardifield). Our headteacher and Deputy Headteacher are full time and have largely non-class based roles. Children know where their office is located and know how to access support from them.
- In addition to reporting concerns directly to adults in school, pupils are provided with post-boxes in each classroom where concerns can be raised privately by pupils who may feel more confident asking for help this way. Communication post-boxes are checked daily by adults in school

A form for reporting bullying with sections for name, feelings, and contact preferences.

My name is _____

I am feeling: Scared Not okay Worried Upset Angry Something else...

I would like to talk to an adult ☐

I'm okay, but please keep an eye on me ☐

- To their parents and/or families who should then inform school in the ways detailed below

Parents and families are encouraged to report any concerns regarding bullying behaviour in the following ways:

- To class teachers at daily 'meet and greet', by telephone or by making an appointment (booked by telephoning the school office on 01422 202704)
- To our pastoral leader Jane Jennings at daily 'meet and greet', by telephone or by making an appointment (booked by telephoning the school office)
- Directly to our Deputy Headteacher Alison Wild or Headteacher Jane Scardifield at daily 'meet and greet', by telephone or by making an appointment (booked by telephoning the school office)

Meetings requested regarding concerns about bullying behaviour will always be prioritised and we aim for appointments regarding bullying behaviour to be made on the same or next day after concerns have been raised.

Responding to Allegations of Bullying

All cases of alleged bullying should be reported by parents (and school staff if allegations are made by pupils or parents) to the Pastoral Leader (Jane Jennings), Headteacher (Jane Scardifield) or Deputy Headteacher (Alison Wild). When an allegation of bullying has been made, one of these key members of senior leadership team will then work to establish the facts, build an accurate picture of events and take swift action in order to improve the situation for the target of bullying behaviour as quickly as possible. For serious allegations, a formal bullying investigation may be carried out and led by any of these three leadership team members (to be completed within 5 working days of concerns being raised). This may include speaking to the alleged perpetrator(s), target(s) and adult witnesses as well as parents and pupil witnesses if necessary and appropriate. The team member carrying out the investigation will consider the information gathered and draw conclusions regarding whether the situation is bullying or relational conflict and draft a list of actions in either case to be put in place. This investigation will be logged and retained and parents/carers of all parties informed.

Outcomes

Following any bullying investigation where bullying has been found to have occurred, school will communicate with parents/carers of all pupils involved to go through the investigation and to discuss a plan for the future implementing actions from the following list:

- The pupil found to have been bullying may be asked to genuinely apologise after work to support them in accepting responsibility and understanding of the effects on the target that their behaviour has caused.
- Additional pastoral support (e.g. learning mentor) may be provided for both target and pupil found to be bullying.
- Appropriate consequences including removal of free time, internal or fixed-term suspensions will be considered and administered at the headteacher's discretion on a case by case basis taking into consideration the intent and level of understanding from the pupil bullying, the harm caused to the target of bullying, any previous occurrences and any previous support which has been given to the pupil regarding bullying behaviours.
- Wherever possible, the pupils will be reconciled with the use of restorative conversations. Restorative approaches seek to repair relationships which have been damaged by bullying or relational conflict. Frameworks will be used to scaffold and support conversations allowing the target (if they wish to and consent) to express their feelings and allowing the pupil found to be bullying to respond and take responsibility. A preferred future will be discussed and agreed by all parties creating a behaviour contract between all involved which will be recorded and retained. *This type of framework may also be used to support a restorative conversation between two pupils who are experiencing relational conflicts or in the case where a pupil has been affected by aggressive behaviour from another pupil.*
- Peer support/peer mentoring for both target and pupil found to be bullying
- Allocation of a key person/people in school for the target to report any further concerns to and a clear plan and methods for how to do this will be made with the pupil who has experienced bullying.

After a Bullying Investigation

Following any bullying investigation where bullying has been found to have occurred, a period of close (usually daily) monitoring will take place including welfare checks for the pupil who has been bullied. This will usually last for 3 weeks followed by a longer period of monitoring which may be weekly or monthly.

After actions have been taken from the list above both the target of bullying and the pupil found to be bullying will be supported to have a fresh start and the case will be considered closed.

Following any bullying investigation, parents and carers will be asked if they are satisfied with the steps that school has taken and if they are satisfied that the procedure has been in line with this policy. If parents remain dissatisfied, they can raise concerns with the headteacher (in the case where the Pastoral Manager or Deputy Headteacher has undertaken the bullying investigation) or with the Governing Body (in the case where the Headteacher has undertaken the bullying investigation). Northowram Primary School complaints policy detailing procedures is available to view on the school website or a paper copy can be requested from the school office.