Nonsuch Primary School

This policy is embedded in our school's mission statement of,
'Working Together We All Achieve'.

Policy	Anti-Bullying Policy
Date	September 2024
Date for review	September 2025

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Working Together We All Achieve

Introduction

At Nonsuch Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any otherconduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic andpeople who do not share it.

At Nonsuch Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as achild protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. These expectations are also aligned to

This policy is closely linked with our Positive Behaviour and Learning Culture Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Most of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not. In line with Keeping Children Safe in Education (2024) this policy includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

<u>What is Bullying?</u>

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Nonsuch Primary School is considered to be "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time.

We develop our principles through our vision 'Working Together We All Achieve.'

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Nonsuch Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Types of Bullying

<u>Cyber-Bullying</u>

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

<u>Racist Bullying</u>

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, trans or queer (LGBQT+) children, young people, and adults.

Prejudice-based Bullying

This refers to when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

Discriminatory Bullying

This occurs then unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are, or perceived to be gay, lesbian, bisexual or transexual (LGBTQ+)

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E- safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Positive Behaviour and Learning Culture Policy

Nonsuch is committed to the emotional health and wellbeing of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or a senior member of staff and written up on our behavior log, CPOMS.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and witnesses.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s),and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Working Together We All Achieve

Children with Special Educational Needs and Disabilities (SEND)

Special Educational Needs' and Disabilities SEND) is a legal definition and refers to children with learning needs or disabilities that make it harder for them to learn than most children the same age. At Nonsuch, we make reasonable adjustments to ensure that our children with SEND have the same access to the same learning experience as all other children.

At Nonsuch we understand that behaviours are a form of communication. If a child with SEND is involved in an incident, it will be carefully managed on an individual basis that reflects any needs the child may have. This will link closely to the mental health provision for all children within the school. This provision will range from key adults, one to one school support, small group support and external mental health and wellbeing support services.

LGBTQ+ children

Children who are, or who are perceived to be LGBTQ+ should have a safe space and a named member of staff who they can share any worries or concerns they may have.

Child on Child Sexual Violence and sexual Harassment Abuse Policy

At Nonsuch all staff understand the importance of challenging inappropriate behaviours between children and that can be abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. This type of behaviour will not be tolerated or go unaddressed.