

Newham Community Learning - Anti-bullying Policy

Last updated: December 2021, with additional revisions in May 2023

Applies to: Newham Community Learning - Primaries

Approved by: Deputy CEO, December 2021 and May 2023



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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
1/11/16	Initial release as a Selwyn Policy (with a very similar version issued by Portway)	1.0
08/01/18	<p>Review with reference to the DfE updated guidance; Preventing and tackling bullying – Advice for headteachers, staff and governing bodies, July 2017.</p> <p>Updated school reporting procedures and included a more comprehensive definition of bullying.</p> <p>Selwyn and Portway policies have now been amalgamated into this Leading Learning Trust Policy, which is applicable at both schools.</p>	2.0
Nov 2019	Review undertaken; no additional updates	2.0
Nov 2021	<p>Reviewed in light of updates to Keeping Children Safe in Education - September 2021</p> <ul style="list-style-type: none">- Section 2.1 - addition made re explicit, up front reference to both (a) child protection and (b) behaviour policies- Section 2.10 - added appendix 1 with list of inappropriate behaviours as per KCSiE- Section 2.11 - added appendix 5 which describes our zero tolerance approach to sexual harassment and sexual violence (this appendix is replicated in our updated anti-bullying policy)	3.0



Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
	Also note that the Trust's behaviour policy was updated at the same time, in line with KCSiE updates.	
May 2023	Additional revisions to reflect current practices	4.0

1.2. Review and approval

The Policy applies to the primary schools in the Trust. It is reviewed by the Executive Team (and/or their delegates) and is then approved by the Deputy CEO (and Primary Lead).

It is reviewed in line with the Trust Policy Review Schedule.



2. Newham Community Learning - Anti-bullying Policy

2.1. Introduction and purpose

At Newham Community Learning primaries, we believe that every member of our school communities should feel safe and respected. This policy is designed to support children, staff and parents to recognise, report and address any bullying issues across Selwyn Primary School and Portway Primary School. We aim to promote a caring environment where every child matters and support is given to both victims and perpetrators of bullying.

This policy explains the ways in which we work together to ensure a consistent approach to tackling bullying behaviour and developing a school ethos in which bullying is regarded as anti-social behaviour and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at schools.

This policy should be read in conjunction with the Trust/School:

- Behaviour Policy
- Child Protection and Safeguarding Policy

2.2. Aims

- Produce a safe and secure environment where all can learn without anxiety and this is at the forefront of school improvement planning;
- Encourage a positive and caring ethos between adults and children where all feel safe to report any incidents of bullying, know they will be taken seriously and issues dealt with appropriately;
- Raise awareness of the different types of bullying and reasons for becoming a victim;
- Help children, staff and parents understand the reasons why a child or group of children may become bullies;
- Raise awareness of early signs of distress;
- Ensure all members of the school community are clear about their responsibilities with regard to the eradication of bullying in our school, and
- Have a consistent approach to bullying throughout the school making clear what is and what is not bullying behaviour.

2.3. What is bullying?



Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (see below) and is often motivated by prejudice against particular groups for example on the grounds of race, religion, gender sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The chart below details some of the main types of bullying.

Type of Bullying Behaviour	Signs of Bullying Behaviour
Physical	Hits, pinches, kicks, jostling, damages belongings, steals
Direct Verbal	Threats, insults, nasty teasing, intimidation, racist or homophobic remarks
Indirect Verbal	Rumours, social exclusion
Cyber	Internet, mobile phone - or any other connected device

2.4. Who might be victimised?

There are many, complex reasons that children may be particularly susceptible to bullying. Some reasons might include:

- Race
- Gender
- Religion or Culture
- SEN or disabilities
- Appearance or health conditions
- Home circumstances or family crisis
- Sexual orientation
- Sexist or sexual
- New child in school



Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

2.5. Who might the perpetrators be?

Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in others and the power they may gain.

2.6. What signs might indicate that bullying is taking place?

Bullying is complex, and every child will necessarily react differently. The following are a (not exhaustive) list of behaviours that could indicate that a child is being bullied. However, staff are also aware that these behaviours may equally be as a result of a variety of other factors, therefore careful investigation is always undertaken. Signs might be:

- Withdrawing
- Progress deteriorates
- "Made up" illnesses
- Isolated
- Desires to stay with adults
- Irregular attendance
- General unhappiness/anxiety/fear
- Poor time-keeping
- Bed wetting

In all cases, it is a *change in the behaviour typical of the individual* that staff are trained to be aware of and investigate accordingly.

2.7. Implementation

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and children. A successful policy is widely available, and understood by all stakeholders: our policy is published on our school websites, and is also available internally.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.



2.7.1. School 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 the incident will be recorded, on safeguard software where it will be actioned by the safeguard team
- the adult will interview all concerned and will record the incident;
- class teachers will be kept informed and if it persists they will report it immediately to a member of the Leadership Team and/or a Learning Mentor;
- parents will be kept informed;
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Furthermore, in support of the school ethos, staff will:

- Use Together Time RSHE curriculum, assemblies and group work to disseminate information about bullying and , encouraging children to be caring, co-operative and make good friendships with one another;
- ensure adequate supervision in the playground;
- Use the Wellbeing Line to provide tailored and specific support to groups and individuals
- be consistent in following the formal and informal procedures to deal with bullying issues;
- be aware of the distress signs and, listen and respond to any concerns children or adults bring to your attention; and
- support subject co-ordinators to work towards achieving nationally recognised awards.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in RSHE, ICT (E-Safety), Together Time, collective worship and the Topic, Anti-Bullying Week, as appropriate, in an attempt to eradicate such behaviour.

2.7.2. Children

Children are encouraged to report any incidents of bullying to an adult in school or at home, whether or not they are directly involved. This can be done verbally or by writing down their concerns. Clearly displayed visuals of key senior members of the safeguarding team are on display throughout the school, additionally SLT have assigned Phases and through Phase meetings, Phase assemblies, teaching, learning walks, break and lunch duties will establish



relationships with the students in their allocated Phase.

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the child;
- offering continuous support, and
- restoring self-esteem and confidence.

Children who have bullied will be helped by:

- discussing honestly what happened and work with the adult to resolve it;
- discovering why the child became involved;
- establishing the wrongdoing and need to change;
- show that they understand and display appropriate behaviour at all times;
- informing parents or guardians to help change the attitude of the child, and
- offering continuous support.

The following disciplinary steps could be taken:

- Step 4 or 5 based on the discretion of the Headteacher and SLT and through discussions with the affected students and families.
- This could result in:
- Behaviour report that is monitored by Class Teacher and SLT (Step 4)
- Fixed period of missed breaks/lunches (Step 4)
- Fixed period of loss of school responsibilities like Sports Leader, Eco Warrior or Arts Ambassador (Step 4)
- minor fixed-term suspension (Step 5);
- major fixed-term suspension (Step 5), or
- permanent suspension (Step 5)

2.7.3. Parents and carers

At our primary schools, we work closely with parents and carers; this area is no exception. In particular, we ask that parents and carers:

- support the school's anti-bullying policy, displayed on the school website and to actively encourage their child to be a positive member of the school;
- discuss friendships and problems that their child tells them about;



- be aware of early signs of distress;
- support their child and not simply say, "Boys will be boys" or "Go and hit him/her back" (if the complaints are frequent);
- speak to their child's class teacher or any member of school staff about any concerns they have;
- support the school's sanctions if their child has bullied;
- feedback to the school following incidents of their child being bullied or has bullied, and
- take opportunities to attend training organised by the school and subject co-ordinators to support their understanding of school policies and bullying in a wider context.

2.8. Other relevant policies

Our Trust's schools all have comprehensive Behaviour policies, which follow the principles laid out in the Behaviour Principles Statement available on the [Policies Page](#) of the Trust website. These are published on each school's website, and are reviewed on a regular basis.

2.9. Monitoring and review

Our Headteachers, supported by their respective Leadership Teams, review this policy on a regular basis and, if necessary, they make recommendations for further improvements. Our Trust Behaviour Principles are approved by the Trust Board; when working up local behaviour policies following these principles, our schools ensure that these are reviewed and approved by their respective local governing bodies.

Any incidences of bullying are reported to the local governing bodies and to the trust board each term through the Trust's reporting processes.

As a trust, we aim to regularly consult with parents, staff, local governors and children. We use pupil and parent surveys to canvas their views on behaviour, bullying and being safe to inform reviews. All staff are given appropriate training and support and the coordinators will have access to specialist training. Coordinators will plan and lead an Anti-Bullying Week which will address misconceptions, terminology and decision making based around the different types of bullying.



2.10. Appendix 1 - Examples of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about



Type of bullying	Definition
	sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



2.11. Appendix 2 - Zero tolerance approach to sexual harassment and sexual violence

Cognisant of our primary settings, our schools will, nevertheless, ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please also refer to our child protection and safeguarding policy (published on our school websites) where abuse, sexual violence and sexual harassment are all covered. Sexual abuse is one of the 4 types of abuse referred to in the Department for Education's Keeping Children Safe in Education document.

Our child protection and safeguarding policy has been updated to include a separate section which addresses peer on peer abuse. The section addressing sexual violence and harassment has also been updated to state that '*sexual violence and harassment can occur between children of any age individually or in groups*'.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be managed the same way as other behaviours as outlined in Appendix 3.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy (published on the [Policies Page](#) of our Trust website) for more information.



2.12. Appendix 3 - Procedures for dealing with Bullying

1. If a member of staff suspects bullying is taking place, they need to inform a member of SLT immediately. This will trigger an investigation. The SLT member who deals with the concern will use Appendix 4 to structure the investigation. .
2. The victim and bully should be interviewed separately and the questions and answers recorded using Appendix 4.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied a pupil identified. The bully should be helped to recognise his/her unsociable behaviour and given support.
5. On some occasions it may be possible to sit both the victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and stay away from the victim.
7. In all instances the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged within 4 weeks of the incident being recorded, to find out whether the solution has been effective or not, and the situation monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
10. Step 4 or 5 based on the discretion of the Headteacher and SLT and through discussions with the affected students and families.
11. This could result in:
12. Behaviour report that is monitored by Class Teacher and SLT (Step 4)
13. Fixed period of missed breaks/lunches (Step 4)
14. Fixed period of loss of school responsibilities like Sports Leader, Eco Warrior or Arts Ambassador (Step 4)
15. Minor fixed-term suspension (Step 5);
16. Major fixed-term suspension (Step 5), or
17. Permanent suspension (Step 5)
18. The completed Bullying Incident Report Form should be completed during the investigation. The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident



was followed up. This will be recorded in both the victim and bully's Pupil File, and on Safeguard (our online safeguarding tool).



2.13. Appendix 4 - Bullying Incident Report Form

Reported by staff:	
Role:	
Alleged Victim's Name:	
Alleged Bully's name:	
Class/Classes:	
Name of Person conducting the investigation:	
Date(s) of Incident(s):	
Time(s) of Incident(s):	
Location(s) of Incident(s):	

Description Of Incident/s as provided by the Staff member:

(please specify who was involved, what happened during the incident)

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Description Of Incident/s as provided by the alleged victim:

(please specify who was involved, what happened during the incident)

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Description Of Incident/s as provided by the alleged bully:

(please specify who was involved, what happened during the incident)

Description Of Incident/s as provided by any relevant eye witnesses:

(please specify who was involved, what happened during the incident)

Outcome and actions based on the evidence provided by all parties:



Bullying Incident related to:

- ☐ Race
- ☐ Gender
- ☐ Age
- ☐ SEN / Disabilities
- ☐ Appearance
- ☐ Sexual Orientation
- ☐ Religion /Culture
- ☐ Other (define)

Checklist: Tick as appropriate:

- ☐ Have parents/carers been informed
- ☐ Had individual discussions with all
- ☐ Has follow up date been set
- ☐ Has action been agreed with victim
- ☐ Has action been agreed with bully

Other actions:

- ☐ Medical treatment required - attach Medical Tracker Report to this form
- ☐ Referral to other agencies - attach any relevant referrals to this form.
- ☐ Police involvement - attach any relevant referrals made to this form.
- ☐ Specific report from staff attached
- ☐ Report to governors - Date:

Any other information to be recorded:



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