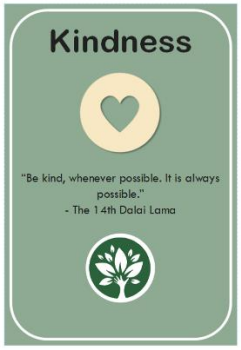
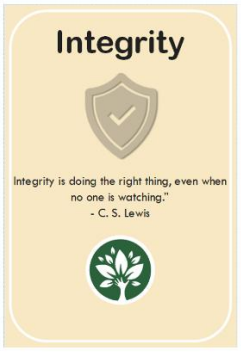
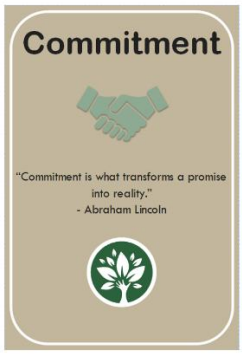
NEWHALL
PRIMARY ACADEMY

Anti-Bullying Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	
Other related policies:	Teaching and Learning, Behaviour, E-safety, Equality, SEND, Child Protection, Attendance, Health and Safety
Policy owner:	Headteacher
Policy model:	Newhall
Review:	Autumn 2027
Version number:	5







Introduction

We are committed to providing a caring, inclusive and safe environment where all pupils feel valued, respected and able to learn. Bullying of any kind is unacceptable at our school and all concerns will be taken seriously and responded to promptly and effectively.

We are a TELLING school. This means that pupils, staff and members of our school community are encouraged to speak to a trusted adult if they experience, witness or become aware of bullying.

Objectives of this policy

This policy aims to ensure that:

- All members of the school community understand what bullying is and how it may present.
- Staff and governors understand their responsibilities and follow agreed procedures when bullying is reported or suspected.
- Pupils and parents/carers know how to report concerns and understand how the school will respond.
- Bullying is taken seriously and responded to promptly and consistently.
- Children affected by bullying are listened to, supported and reassured, while children displaying bullying behaviour are supported to make positive changes.

What Is Bullying?

We do not accept unkind or harmful behaviour in our school; however, not all unkind behaviour is bullying. We regularly teach and talk to children about the difference so that they can recognise bullying and know when and how to seek help.

Newhall Academy has adopted the following definition of bullying from the anti-bullying alliance:

"The repetitive, intentional hurting of one person or 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."

For children, we define bullying as '**several times on purpose**'.

Bullying may include:

- Emotional
- Physical
- Verbal
- Online/cyber
- Racist, homophobic, sexist or other discriminatory behaviour
- Sexual behaviour or harassment

All staff should be aware that children can abuse other children at any age. This may occur in school, outside school or online. Staff should be alert to indicators of child-on-child abuse and know how to identify, report and respond to concerns. Further information can be found in our Safeguarding and Child Protection Policy.

Why is it Important to respond to bullying?

Bullying can have a significant impact on a child's wellbeing, sense of safety and ability to learn. Every child has the right to feel safe, valued and respected. We will respond promptly and

appropriately to bullying concerns, supporting children who experience bullying as well as helping children who display bullying behaviour to make positive changes.

Any discriminatory behaviour, including racist, homophobic, sexist, disablist or transphobic behaviour, will be taken seriously and responded to appropriately.

Signs and symptoms

Children may show changes in their behaviour or wellbeing when experiencing bullying. Adults should be alert to possible indicators and explore any concerns sensitively.

A child may:

- Become reluctant or anxious about attending school, including changes to their usual journey or routine.
- Show changes in emotional wellbeing or behaviour, such as becoming withdrawn, anxious, distressed, aggressive or unusually quiet.
- Show changes in learning, attendance or engagement, including reduced concentration, declining attainment or increased absence.
- Have unexplained injuries, damaged belongings or missing possessions or money.
- Show changes in physical wellbeing, such as disrupted sleep, nightmares, changes in appetite or regularly feeling unwell.

Important: This list is not exhaustive, and these signs do not necessarily mean that bullying is taking place, but changes in a child's behaviour or wellbeing should be noticed, explored sensitively and taken seriously.

If a child feels that they are being bullied, they should tell a trusted adult as soon as they can.

Procedures

When bullying is reported or suspected, the school will:

1. Investigate promptly and appropriately, with the class teacher and/or a senior member of staff speaking to those involved.
2. Record the incident on CPOMS, using '*Allegation of Bullying*' while concerns are being investigated and '*Bullying*' where the policy definition has been met. While concerns are being investigated, Appendix 1 will be completed. Any discriminatory behaviour will also be recorded under the appropriate category.
3. Inform and involve parents/carers of the children involved, as appropriate, particularly where bullying has been substantiated or concerns are serious.
4. Take appropriate action to stop the behaviour, including consequences in line with the Behaviour Policy and support to help the child displaying bullying behaviour make positive changes.
5. Monitor and review the situation, sharing information with relevant staff to prevent recurrence. Serious or ongoing incidents will be escalated appropriately, including to the Safeguarding Lead and, where necessary, external agencies such as the police.

Prevention

We recognise that preventing bullying is as important as responding effectively when it occurs. We promote a safe, respectful and inclusive school culture by:

- Promoting our core values of Kindness, Integrity and Commitment, recognising and celebrating behaviour that reflects these values.
- Setting and reinforcing clear expectations for respectful behaviour, ensuring these are understood and consistently modelled by staff.
- Creating an open culture where bullying is discussed, helping children to recognise bullying, speak up and feel confident reporting concerns.
- Promoting equality, diversity and inclusion, ensuring every child feels welcomed, valued and respected.
- Teaching children about healthy relationships, bullying and celebrating difference through the PSHE curriculum, assemblies and wider school opportunities.

Advice to Parents and Carers

If you are concerned that your child may be experiencing bullying:

- Report your concerns to your child's class teacher in the first instance so that the school can investigate and provide appropriate support.
- Avoid approaching another child or their parent/carer directly, as this can make the situation more difficult to resolve.
- Encourage your child to seek help rather than retaliate, reassuring them that bullying should always be reported to a trusted adult.

Working together with the school will help ensure concerns are addressed appropriately and that all children involved receive the support they need.

Appendix 1: Nursery

The principles of Newhall Academy's Anti-Bullying Policy apply equally to children within our Nursery. We are committed to providing a safe, caring and inclusive environment where all children feel valued, respected and able to play and learn.

In the Early Years, children are still developing their understanding of relationships, emotions, communication and the impact of their behaviour on others. Not all unkind, physical or hurtful behaviour constitutes bullying. Practitioners will consider the child's age and stage of development, the context of the behaviour, whether it is repeated or persistent, and whether there is an imbalance of power.

All concerning behaviour will be taken seriously. Staff will support children to develop positive relationships, regulate their emotions, understand the feelings of others and learn appropriate ways to communicate and resolve difficulties.

Rough and Tumble Play

Rough and tumble, superhero and imaginative play can be a normal part of children's development and is not necessarily aggressive or bullying behaviour. Staff will:

- Observe and monitor play to distinguish appropriate imaginative play from behaviour that may cause harm or distress.
- Establish clear and consistent boundaries to ensure play remains safe and enjoyable for everyone involved.
- Support children to recognise the feelings and boundaries of others, including when another child wants play to stop.
- Use play, stories and discussion to explore positive relationships, choices and alternative ways of managing conflict.

Hurtful Behaviour

Young children are still developing their ability to regulate emotions, communicate their needs and understand the perspectives of others. At times, this may result in physical or verbal behaviour that causes distress to another child.

When hurtful behaviour occurs, staff will:

- Respond calmly and consistently, ensuring the immediate safety and wellbeing of all children involved.
- Support children to recognise and express their emotions in developmentally appropriate ways.
- Help children understand the impact of their behaviour and develop alternative ways to communicate, respond or resolve difficulties.
- Use age-appropriate opportunities, including play, stories and group activities, to develop empathy, emotional literacy and positive relationships.
- Monitor repeated or concerning patterns of behaviour and provide additional support where required.

Responding to Bullying Concerns

Where bullying is reported or suspected within Nursery, staff will follow the principles and procedures outlined within the main Anti-Bullying Policy:

1. Investigate – Concerns will be explored promptly and sensitively, taking account of the children's age, development, communication and understanding.
2. Record and respond – Concerns will be recorded appropriately on CPOMS. Where the definition of bullying is met, appropriate action and support will be put in place for all children involved.
3. Inform and monitor – Parents/carers will be involved as appropriate, and the situation will be monitored to ensure that concerns are resolved and behaviours do not become repeated or persistent.

The Role of Nursery Staff and Leaders

Nursery staff and leaders will:

- Promote a safe, inclusive and respectful environment, reflecting the school's values of Kindness, Integrity and Commitment.
- Model and reinforce positive relationships and behaviour, supporting children to develop empathy, communication and emotional regulation.
- Take all concerns seriously, intervening appropriately and identifying patterns of repeated or concerning behaviour.
- Record and share concerns appropriately, following the school's CPOMS, safeguarding and anti-bullying procedures.
- Work collaboratively with parents/carers and relevant professionals where additional support or intervention is required.

Working with Parents and Carers

Parents and carers are important partners in supporting children's social and emotional development.

If a parent/carer is concerned that their child may be experiencing or displaying bullying or repeated hurtful behaviour, they should speak to their child's key person or the Nursery Manager.

We will work collaboratively with families to:

- Listen to and explore concerns sensitively and appropriately.
- Share relevant information about behaviour and strategies being used within Nursery.
- Agree consistent approaches to support children's social, emotional and behavioural development.
- Monitor progress together where concerns are ongoing or repeated.

Bullying Allegation Form

Appendix 1

Pupil	
Year Group and Class	
Date	

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out Spreading rumours		Possessions/ taken or damaged	
Physical/being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)			
Other (please specify)			

	Initials of individuals	**Gender**	**Age**	**Role***
1				
2				
3				
4				
5				
6				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Logging Of Incidents		
Date / Time	**Incident Summary**	**Actions**

What needs to happen now?		
Action	**By who?**	**By when?**

Factors to help determine if incident(s) constitutes bullying

☐ Incident **<u>was</u>** bullying (all 4 indicators agreed)

- ☐ **Repeated:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- ☐ **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- ☐ **Targeting:** Bullying is generally targeted at a specific individual or group.
- ☐ **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations, whereby the victim feels they cannot defend themselves, or that the perpetrator is exploiting their power (size, age, popularity, abusive language, labelling, name calling etc.)

☐ Incident **<u>was not</u>** bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other _____

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Sex		
Transphobia/charact identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		