Nursteed Community Primary School

Anti Abuse and Bullying Policy

Policy adopted by the Governor Body on : 30.11.22

The Policy will next be reviewed: annually

Headteacher's Signature: _____

Chair of Governor's Signature: _____

Last amended		
By	**When**	**Main changes**
KV	23.11.21	Mentions Restorative Questions
KV	11.02.22	Following feedback from governors and parents
KV	13.11.22	Updated to include Child on Child abuse
KV	30.11.22	Included comment from AD
CA	14.10.25	Updated
CA	19.03.26	HT details updated

Anti Bullying and Abuse Policy

Nursteeed Community Primary School
fully recognises its responsibilities for
promoting positive behaviour and inclusion.

Policy agreed (date):	**27.11.24**
Policy published (including on website) (date):	**28.11.24**
Next review (date):	**Pending**

Key Personnel			
Role	**Name**	**Tel.**	**Email**
Head teacher	Hannah Duffy	01380 730538	head@nursteed.wilts.sch.uk
SENDCo	Amy Pretlove	01380 730538	amy.pretlove@nursteed.wilts.sch.uk
Pastoral Lead	Amy Pretlove	01380 730538	amy.pretlove@nursteed.wilts.sch.uk
Governor with responsibility for behaviour and safety	Peter Corbett	01380 730538	PCorbett@nursteed.wilts.sch.uk

Nursteed Community Primary School
Anti-Bullying Policy

Our Vision

In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

We have chosen the following key values to focus on to help us to achieve our vision.

Kindness

To ourselves
To others
To the world

Teamwork

Co-operation
Respect
Good Communication

Determination

Trying our best
Perseverance – keeping going when learning is tough
Resilience – managing our feelings when learning gets hard

Thrive

Academically
Physically
Emotionally
Spiritually

Introduction

At Nursteed School we want children to feel happy and safe. Our school values make it clear that we value differences, challenge prejudice and discrimination and aim to encourage tolerance towards one another. Through this policy we aim to help children and adults understand what abuse is, including bullying abuse, how to recognise it and what to do to stop it happening.

In line with our Equalities Policy based on the 2010 Equalities Act, we will ensure that prejudice against the protected characteristics is not tolerated and is addressed as part of this Anti Abuse and Bullying Policy. We will challenge any disrespectful language or name calling including sexist, racist homophobic or disablist language and will explain to the children why such language is unacceptable.

We are aware that children with Special Educational Needs or a disability are more vulnerable to abuse and bullying behaviour and we will foster a school environment where differences are celebrated and victimisation is not tolerated.

What is Child on Child Abuse?
This is when one child abuses another. Abuse is something which usually physically or emotionally hurts a child. One form of abuse is Bullying.

What is Bullying
In Nursteed Community Primary School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

- ***Hurtful*** **(it hurts physically or a person's feelings)**
- ***Repeated*** **over time**
- **Involves an *imbalance of power* – making those being bullied feel powerless to defend themselves**
- ***Deliberate*** **– done on purpose**

Types of abusive and bullying behaviour
- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Cyber or Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Sexist abuse – when someone abuses or bullies someone because of their gender – girl or boy or non binary
- Homophobic or bi-phobic - because of sexuality or perceived sexuality
- Transphobic - because of gender identity or perceived gender identity.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. We teach the children the difference between 'Friendship Issues' and Bullying.

Sexual Harassment
Sometimes, children can act sexually towards others and it might make them feel uncomfortable. This can happen online, on social media, through messages and face-to-face. It might make someone feel scared, embarrassed, uncomfortable or upset.

It could be:
- Someone making sexual comments, like telling sexual stories, saying rude things or saying sexual things about someone's appearance or clothes.
- Calling someone sexual names.
- Sexual jokes or teasing.
- Being physical, like touching which makes you feel uncomfortable, messing with your clothes, or showing pictures or drawings which are of a sexual nature.

- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.
- It might also be sexual threats or pushing you to do things you do not want to do such as 'Sexting'.

Sexting
This is sending inappropriate pictures, videos or messages – they can sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages. Pressuring someone into sending these pictures, videos and messages is abuse. It is ***illegal*** *to have these kind of pictures or videos of a person if they are under 18 years old, even if you are not the person who is sending them.*

Signs of Bullying
Pupils who are being bullied may be frightened, sad or upset. They may not want to go to school. They may show changes in behaviour, such as becoming shy and nervous, feigning illness, being increasingly absent. There may be changes in work pattern including lacking concentration. Staff will be alert to the signs of bullying and will act promptly in accordance with this policy, should they suspect bullying.

Why is it important to respond to abusive behaviour and bullying?
There is considerable evidence to show that abusive behaviour and bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Abusive behaviour and Bullying are unacceptable. Our school will respond promptly and effectively to reported incidents of abuse or bullying.

In our school community:
- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of abuse or bullying.
- Pupils who bully need to learn different ways of behaving and may need help themselves.

National research has shown that some groups of pupils are particularly vulnerable to bullying, these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

What do we do to try to prevent abusive and bullying behaviour?
The school will raise the awareness of the nature of abusive behaviour and bullying through all aspects of the curriculum and particularly through RE, assemblies, PSHE+C and Computing (with a focus on Online safety and cyberbullying).

We use the Jigsaw scheme of work for PSHE, and this incorporates a variety of work on celebrating differences and building friendships and relationships. It helps raise self-esteem and increases respect for others. This is a key area of the curriculum that helps children develop the necessary skills to live and work harmoniously with others. See the PSHE policy for full details.

Children are taught that it is important to talk to a trusted adult if they are being abused or bullying is taking place outside of school.

Parents are also encouraged to report concerns about abusive behaviour and bullying to the class teacher. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

What should children do if someone else is being abused or bullied?

- If you see someone else being abused or bullied, it is important that you help that person.
- You should never walk way and ignore the problem, because the person might keep upsetting them or someone else.
- If you can, and it is safe to do so, tell the person abusing you to stop, but never get angry or hit them.
- Tell a grown-up, such as a teacher, as soon as you've seen someone being abused.
- Grown-ups can stop the abuse and make that person feel happy again.
- You should never feel scared to tell someone about abuse.
- Sometimes, you might not see someone being abused, but you might be worried about them. Or, you might think they are being abused by someone you don't know, or someone they have told you about. It's really important you tell someone even if you are worried, but haven't seen any abuse.

What should the children do if they are being abused?

- The first thing you should do is tell someone you trust. This could be a family member, a friend or any adult in our school.
- You can also tell the person abusing you to leave you alone. If telling them to leave you alone would make you feel too scared or worried that they might hurt you, make sure you tell someone so they can help.

You should try not to:

- Do what the person says.
- Let what the person says or does upset you.
- Get angry or hit them.

Always remember that if you are being abused, it is not your fault and you are never alone. You shouldn't be scared to talk

Who can children talk to?

It is important you tell someone as soon as you are being abused or bullied, or you notice someone else being abused.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the abuse stops and doesn't happen again. There are lots of adults in school who you can tell including Your class teacher, TA, MDSA or Mrs Duffy.

How can children help stop abuse and bullying from happening?

We can all help stop abuse at our school by:

- Making sure we understand how we should act towards others.
- Helping others when they are in need.
- Being kind, friendly and respectful to others.

- Thinking about people's feelings before we say or do something.
- Taking part in school activities, like assemblies, PSHE lessons and circle time, which talk about child on child abuse, bullying and friendship issues.
- Talking to someone when we are worried.

What will school do if they suspect someone is being abused or bullied?

- Anyone reporting abusive or bullying behaviour will be taken seriously and the problem will be looked into.
- We will remind the person being abused or bullied that it is not their fault.
- The class teacher or headteacher will speak to the person who is being abused or bullied and the person accused of the behaviour, as well as any witnesses. Restorative Questions **(see Appendix A**) will be asked in line with our Positive Behaviour Policy.
- A clear account will be recorded on our electronic monitoring system CPOMs. We will use either the category 'Behaviour Related Incident' with subsequent subcategories, or the category Friendship Issues/Bullying
- We do not inform parents of every instance of discord between children, but if bullying is thought to have taken place the headteacher or her representative will speak to the parents of anyone involved – those accused of bullying and those who feel they have been bullied.
- Often the fact that anti-social behaviour has been noticed and challenged is enough to prevent its reoccurrence. In addition a consequence may be given which may include:
    - A warning that the identified behaviour is considered abuse or bullying and must stop or further consequences may be applied.
    - Missing break time
    - Exclusion from certain parts of the school (eg part of the play ground, or the classroom) or certain parts of the day (children may not be allowed out at lunch time if they are using this opportunity to bully another child.)
- For serious or sustained periods of bullying the following consequences will be considered:
    - A short term exclusion
    - A longer term exclusion
    - Permanent exclusion

What should parents do if they think their child is being bullied?

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Nursteed School and will monitor the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should refer back to the headteacher, but if this is not successful then parents should follow the School's complaints policy.

How will the school support people at this time?
Pupils who have been bullied will be supported by:

- Being listened to and taken seriously.
- Being reassured that they are not at fault.
- Being assured that the bully will not be allowed to continue to behave in this way.
- Ensuring there is a network of support available to help the person who has been bullied – this will include liaising with the child's parents or carers.
- For children who experience prolonged or more serious bullying we will offer ELSA support.

Pupils who bully will be supported by:

- Being given opportunities to talk about why they have bullied.
- Being encouraged to see that their behaviour has had a negative impact on someone else.
- Being encouraged to see that there are consequences for their actions.
- Their parents being informed so that they can support them at home.
- For any perpetrator of prolonged or serious bullying, support with be requested from Behaviour Support.

Recording Bullying Incidents

- All incidents of significant poor behaviour are recorded on CPOMS. When it becomes clear that an incident involved bullying, the subcategory can be changed to show this.
- Following an incident the child who has been bullied will be spoken to daily until the incident is resolved and then approximately 6 weeks after the initial discussion to ensure that the bullying has stopped and has not started up again. The calendar on CPOMS will be used to set reminders. Records of this follow up will be kept.
- CPOMS will be investigated termly for reports tagged as Behaviour Related Incidents or Friendship Issues/Bullying and a report will be made to the Governing Body termly.

What Will We Teach Children About Relationships?
Any relationship you have should be good and happy. A bad relationship might make someone feel scared, confused, worried and even unsafe. We will talk about good and bad relationships.

Good relationships

- You are comfortable around that person.
- You can be honest with that person.
- You can say how you feel, what you are thinking and you listen to each other.
- You support each other and treat each other nicely.
- You feel safe.
- You trust that person.
- You are equal – you don't boss each other around or tell each other what to do.
- You feel looked after.

Bad relationships

- The person might be unkind to you eg: push you, hit you or destroy your things.
- The person might tell you what to do, what to wear or who you can see.
- You might feel scared – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person calls you names, makes you feel bad in front of other people and makes you feel bad about yourself.

- The person gets angry easily and you don't know what will make them angry – it might make you feel nervous.
- The person might pressure you to do things you don't want to or aren't ready for, like sex, or using drugs and alcohol.
- The person might not take no for answer when you say you don't want to do something.

How will we share this policy with children, parents and staff?

At least once a year the whole school will have an 'Anti Abuse and Bullying' focus to raise awareness of issues surrounding behaviour and bullying and how we deal with them. As part of this work we will ensure that children are aware what bullying is, and is not, and what they should do if they feel they are being abused or bullied in school, out of school, or on –line. We will update this policy and share it with parents annually to ensure they know what to do if they are concerned that their child is suffering from abuse or being bullied.

Links to Other Policies

This policy for Anti Bullying should be read in conjunction with all school policies with a particular focus on the following policies:

- Anti Abuse and Bullying Leaflet for Children
- Positive Behaviour Policy
- PSHE Policy
- SEND Policy
- Safeguarding and Child protection Policy
- The Curriculum Policy

Support Agencies

- Anti Bullying Alliance https://anti-bullyingalliance.org.uk/aba-our-work
- Preventing and Tackling Bullying DfE 2017 - this document has an excellent list of links for support.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- Kidscape www.kidscape.org.uk
- Childline 080001111
- Bullying on line www.bullying.co.uk
- Stonewall www.stonewall.org.uk
- Cyberbullying www.cyberbullying.org

Appendix A

Restorative Questions

We encourage all adults investigating an incident of poor behaviour to use these questions. Children often do not know 'why' they have done something, especially if they have lost their temper. Rather than asking them why we aim to find out what was happening by using these questions.

What happened? What were you thinking? What were you feeling? Who else has been affected by what's happened? What do you need to do to make things better? What do you need to do to stop this happening again?	What happened? What were you thinking? What were you feeling? Who else has been affected by what's happened? What do you need to do to make things better? What do you need to do to stop this happening again?
What happened? What were you thinking? What were you feeling? Who else has been affected by what's happened? What do you need to do to make things better? What do you need to do to stop this happening again?	What happened? What were you thinking? What were you feeling? Who else has been affected by what's happened? What do you need to do to make things better? What do you need to do to stop this happening again?