



## NUNTHORPE PRIMARY ACADEMY

### ANTI-BULLYING POLICY

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**Approved by: Full Governing Body October 2016**

**Review Date: March 2018**

**Signed** \_\_\_\_\_

**Mr G Greer (Chair of Governors)**

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**Mrs A O’Gara (Head Teacher)**

# NUNTHORPE PRIMARY ACADEMY ANTI-BULLYING POLICY

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## 1. INTRODUCTION:

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Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

## 2. AIMS AND OBJECTIVES

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Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## 3. THE ROLE OF GOVERNORS

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The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

## 4. THE ROLE OF THE HEADTEACHER

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It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff members are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff members receive sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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## 5. THE ROLE OF THE STAFF

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Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place through explicit teaching. They keep their own records of all incidents that happen in their class and that they are aware of in the school. These are stored on the CPOMS and monitored by DSL and DDSLs.

Bullying can take many forms; staff should be aware of the following types:

- Physical
- Verbal
- Psychological

Which can take place:

- Face-to-face
- or through cyberspace.

If any staff member witnesses an act of bullying, he or she do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents. All recorded instances are reported to the Head teacher via the CPOMS.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation and agree appropriate action to be taken. In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Behaviour Support Service.

Staff members attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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## 6. ROLE OF THE PARENTS

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Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

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## 7. MONITORING AND REVIEW

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This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

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This Policy was developed by the staff and Governors of Nunthorpe Primary Academy in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was revised in March 2006. It was revised in 2009. It was revised in March 2011 and again in October 2011. It was reviewed in January 2014 and reviewed again in March 2016.

**NUNTHORPE PRIMARY ACADEMY****Behaviour Stages**

Pupils can move through stages chronologically or move straight to a particular level depending on the seriousness of the offence. All offences from stage 3 onwards must be recorded on SIMs.

Stages	Consequence	Offences
Stage 1 <b>Warning</b>	Verbal warning given. State to child that this is a stage 1 warning.	Repeatedly talking while an adult is talking. Talking when asked not to. Repeatedly shouting out Poor presentation in books Other low level behaviour; rocking on chairs, inattention, persistent noise making. Inappropriate behaviour around the academy; not lining up after break/running around the academy/being inside at break time No homework / No PE kit
Stage 2	2 <sup>nd</sup> Verbal warning given. State to child that this is a stage 2. Miss 10 minutes of playtime. Exclusion from group – remain in classroom/assembly hall.	Chewing gum/sweets Answering back Insolence Spitting Name calling/teasing Being indoors without a pass. Persistently forgetting homework & PE kit Any persistently poor behaviour

Stage 3	<p>3<sup>rd</sup> Verbal warning given.  State to child that this is a stage 3.  Miss 1 playtime.  <u>Recorded on CPOMs</u></p>	<p>Rough play leading to someone being hurt  Swearing  Harmful behaviour in or around the academy  Abusive/Hurtful comments  Dishonesty</p>
Stage 4	<p>Internal exclusion. Child is sent to work in another class.  Pupil must apologise and state how they will put things right and behave in future.  A generic letter/phone call is sent home explaining that the pupil was internally excluded.  Miss 2 playtimes.  2 Stages 4 letters=1 stage 5  <u>Recorded on CPOMs</u></p>	<p>Dangerous behaviour in or around the academy.  Aggressive behaviour and/or violence  Fighting, punching, kicking, strangling, marks made on skin.  Vandalism/graffiti  Rude/inappropriate language</p>
Stage 5	<p>Meeting with parents informing them of their child's behaviour.  Miss 3 playtimes.  Suspend from after school activities until behaviour improves.  Lose any academy privileges/ responsibilities.  <b><u>When one stage 5 is given outside agencies should be considered in order to prevent exclusion</u></b>  <u>Recorded on CPOMs</u></p>	<p>Bullying  Theft  Racism  Inciting/Premeditated violence  Running out of the academy</p>
Stage 6	<p>Three stage 5 letters/ phone calls = 1<sup>st</sup> external exclusion.  Further exclusions may apply if more letters/calls made to parents  <u>Recorded on CPOMs</u></p>	

Each case will be given individual consideration and is at the discretion of the Head and Governing Body to determine the outcome.