



THE
NEW GUILD
TRUST

Anti-Bullying Policy and Effective Strategy

POLICY

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

**Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infants' School**

Approval and Review

Committee to Approve Policy	LCGB Standards Committee
Date of Board / Academy Committee Approval	
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
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1. Aims

The aims of this policy and our anti-bullying strategies are:

- To prevent occurrences of bullying at NGT multi academy schools.
- To ensure that all stakeholders understand what bullying is and how it is dealt with.
- To maintain the ethos of each school and its mission statement.
- To create a positive and safe learning environment for all.
- To develop individual's self-esteem and respect for others.
- To have a zero tolerance of incidents of bullying.
- To deal with bullying by tailoring a personalised package of pupil support and intervention; to include, what/how appropriate sanctions are applied.
- To ensure incidents of bullying are reported by specific categories and appropriate education is put in place in response to these.

2. Definition and Explanation

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It is unwanted and involves a real or perceived power balance. Both pupils who are bullied and who bully others may have serious, lasting problems. It can take many forms, but the main types are:

- **Physical** (e.g. hitting, kicking, theft)
- **Verbal** (e.g. racist or homophobic remarks, threats, name-calling, spreading rumours, attacking size, hair colour, gender, sexual orientation.)
- **Emotional** (e.g. isolating an individual from the activities and social acceptance of their peer group on purpose)
- **Cyberbullying** (including sexting)

Cyber Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms such as:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Guidance on bullying can be [Preventing & tackling bullying](#)
[Cyberbullying advice](#)

2.1 Peer on peer abuse

Bullying will not be dismissed as 'banter' or 'part of growing up' and staff are aware that there is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying or sexual experimentation. This is a matter for professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. (See separate policy on peer abuse and related risk assessment documents to support.)

3. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school/ begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or go missing
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises/injuries
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say discuss what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs could indicate other forms of abuse or issues, but bullying should be considered a possibility and should be investigated.

4. Recording bullying and outcomes

All types of bullying incidents will be recorded on each school's CPOMS by staff. Records will be detailed and accurate, showing a clear chronology of all actions taken and when parents have been informed and involved in decisions made. All incidents will be investigated by a member of the SLT and the appropriate support put into place for all parties involved. This includes:

- Counselling (External – Younger Minds/ Internal - HSLW/ ELSA, SOC)
- Restorative practice
- Use of school's PHSE/RSE curriculums/Assemblies/School council meetings

- Use of home / school communication books
- Involvement of external agencies
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered (as a last resort)
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

5. Effective 3 Year strategy: Key approaches to embed across all 4 schools

- **Whole school approach**, example practices: Zoning lunchtimes/maximizing space and staffing to ensure a positive experience for all pupils during this unstructured time. Use of play leaders to support pupils and staff to instigate games etc.
- **Create inclusive learning environment and ethos**: Kindness constantly modelled by all staff, a focus on positive and growth mindset approach. Careful use of language, clear sanctions and use of restorative practices. Close work with parents – workshops, discussions, assemblies they are invited to, open door policy at start and end of day.
- **Rapid response to bullying** – talk to pupils about their behavior. Secure recording of incidents using reporting system – CPOMS.
- **Anti-bullying is kept high profile**: A programme of lessons, activities and assemblies on a range of topics such as how to be kind, what it means to be different, what bullying is, indirect bullying and bystander behaviour. All aspects of bullying are regularly discussed through (PSHE) lessons
- **Keep up to date with online trends**: Encouraging pupils to develop an online social conscience through discussing with pupils how online statements can make others feel. “If you wouldn’t say it in real life or to someone’s face, you should not say it online.” Contacting social media organisations such as Facebook, to understand social media privacy settings and how pupils can best protect themselves. Utilising Child Exploitation and Online Protection (CEOP) training and resources, tailored by age and ability and cascading CEOP training through all staff. Ensuring all pupils know how to report incidents including how to take screenshots of conversations and to identify trusted people to report any incidents to.
- **Collaborate with other schools within the MAT and across the city**: Sharing and reviewing on practices. Possible work with alternate provisions.
- **Engage staff** – regular CPD and understanding. Use of key visitors from local community, e.g. Imam.

6. Staff development and support

The PSHE Leader will attend relevant training on bullying and then disseminate to the staff through staff meetings or INSET training. Support will also be given by the Home School Link Worker/external visitors or organisations. At least an annual review of policies. Online safety training.

7. HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parent line Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advi

8. Links with Other Policies

This policy links to the following policies and procedures:

- Peer on Peer Abuse Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy

This Policy will be reviewed annually.