

Navigation Primary School  
Anti-Bullying Policy

# Navigation Primary



**Working together, learning together**

Governors' Committee Responsible: Curriculum Committee  
Next review Date: Autumn 2022 (Annual review)

## **1. What is bullying?**

### **1.1 Definition of Bullying**

Bullying is done on purpose. It hurts people emotionally and can involve physical harm, words and actions. Bullies may be individuals or part of a group. They may target a person directly or online (cyberbullying). Bullying is something that happens over and over again.

### **1.2 What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments

- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'

## **2. Aims**

At Navigation Primary School we want children:

- To learn in a safe environment where pupils can openly discuss bullying behaviour and its impact.
- To treat each other and the school staff with respect.
- To report bullying behaviour without fear of recrimination.
- To understand that bullying behaviour is always unacceptable.
- To understand the impact that bullying behaviour has on others.

## **3. Roles and Responsibilities**

3.1 The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

3.2 The Anti –bullying Coordinator in our school is the Skills for Life lead.

Her responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

## **4. Reporting Bullying**

NPS has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school - pupils are encouraged to report bullying incidents directly to a member of staff; classes have devised different ways of doing this which are appropriate to the age and maturity of the children. These may be, for example, a worry bubble, (placing their named peg on a line indicating they wish to speak to their teacher), a worry box or by placing a note in the bullying box in the library.
- Parents/carers - should report any concerns about bullying to the class teacher in the first incidence and then, if concerns continue, to the head or deputy head.
- All staff and visitors - should report any concerns about bullying to the class teacher in the first incidence and then, if concerns continue, to the head or deputy head.
- A pupil, parent or carer reporting bullying is listened to and given reassurance that their concerns will be acted upon.
- Pupils are encouraged to report to any adult in the school, an incidence of bullying, whether it is happening to them or another pupil.
- Pupils, parents and carers are encouraged to report any incidence of bullying that has taken place outside of school, including cyber-bullying.

## **5. Responding to allegations of bullying**

- 5.1 All reported incidents will be taken seriously and investigated involving all parties. All staff must record the allegation on CPOMS in the bullying section.
- 5.2 The steps taken may include:
- Interviewing all parties.
  - Informing parents of the outcomes of these investigations.
  - A range of responses appropriate to the situation, for example, solution focused or restorative approach, circle of friends, individual work with victim, perpetrator or a referral to outside agencies if appropriate
  - Sanctions and consequences would be imposed in accordance with the school Behaviour Policy. These could include removal from the playground at breaks and lunchtime; internal isolation, temporary exclusion. Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
  - Follow up to ensure the situation is not recurring especially keeping in touch with the person who reported the situation and parents/carers.
  - Support for the victim and the bully by, for example, mentoring or social group work.
- 5.3 Some allegations of bullying will go unsubstantiated. If this is case, the relevant teacher or member of SLT (School Leadership Team), will contact the parents of both the alleged perpetrator and victim to inform parents that there has been a reported problem and how it has been dealt with.
- 5.4 Any alleged incident of bullying is followed up a week later and outcomes recorded. Any further concerns are then dealt with, recorded and parents contacted again.

## **6. Recording Bullying**

- Bullying allegations are recorded on CPOMS; these are reviewed weekly by the head and the deputy and follow up actions planned where necessary.
- The head teacher reports incidents to the Curriculum Committee of the governing body on a termly basis.

## **7. Strategies for Preventing Bullying**

As part of our ongoing commitment to the safety and welfare of our pupils Navigation Primary School has developed the following strategies which may be used to promote positive behaviour and discourage bullying behaviour:

- through Skills for Life lessons about bullying, what it is, types of bullying behaviour, its impact on children, how to prevent it and how to deal with bullying are all taught;
- group work with specialist agencies where appropriate;
- participating in Anti-Bullying week annually in November;
- specific curriculum input on areas of concern such as cyberbullying and internet safety;
- training and appointment of student anti-bullying ambassadors
- peer mentoring schemes;
- playground buddying;
- parent information events/information;
- staff training and development for all staff members;
- mentoring schemes;
- bullying boxes in the library for concerns;
- kindness catchers in key positions with some thank you messages being shared each week in assembly;
- an information leaflet about bullying for parents and carers in the entrance foyer;
- an inclusive learning environment where we openly discuss differences between people and foster good relations between people who share a protected characteristic and people who don't share it, such as religion, ethnicity, disability, gender or sexuality. We celebrate difference both in regard to individuals and families. We

teach children that using prejudice-based language is unacceptable. We challenge stereotypes and empower pupils to do so too.

#### **8. Pupil Views**

The Skills for Life lead will undertake a pupil voice exercise each year to obtain the children's views on bullying.

#### **9. Staff Training**

- The Skills for Life lead attends meetings of the Trafford anti-bullying network and liaises with Trafford's behaviour and attendance consultant to promote good practice with regard to all aspects of bullying.
- Staff members receive training and information about local and national bullying initiatives via staff meetings and on training days.

#### **10. Equalities**

11. This policy applies to all pupils included any protected characteristics stated in the Equality Act 2010 and subsequent legislation or DfE guidance.