



NIGHTINGALE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm, purposeful and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

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.

Bullying can be:

Physical: Hitting, kicking, pushing, or other forms of physical aggression.

Verbal: Name-calling, insults, teasing, or threats.

Emotional: Exclusion, spreading rumours, manipulating friendships, or other forms of social exclusion.

Cyber: Bullying that occurs online through social media, messaging, or other digital platforms, including the sharing of hurtful content.

Prejudicial: Any language or behaviour that discriminates against an individual or group based on characteristics such as race, religion, gender, sexual orientation, disability, or any other personal attributes.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Pupils, staff or parents who witness or suspect bullying should report it to a

staff member immediately. Reports can be made verbally or in writing and should include details of the incident(s), individuals involved and any witnesses. All reports will be taken seriously and handled confidentially, with the safety of the victim as the highest priority.

Objectives of this Policy

The primary aims of this policy are to:

- Prevent bullying in all forms by fostering an atmosphere of respect and inclusion.
- Ensure that pupils, staff, governors and parents are aware of what constitutes bullying and how it will be addressed.
- Provide clear procedures for reporting, investigating, and resolving bullying incidents.
- Offer support and protection to victims of bullying, and appropriate consequences and guidance for those who engage in bullying behaviour.

Signs and Symptoms

A pupil may indicate through their behaviour or physical signs that they are being bullied. Adults should be vigilant and investigate if a pupil displays any of the following signs or symptoms:

- Is frightened of walking to or from school.
- Doesn't want to go on the school or public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic) or 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 perform poorly in schoolwork.
- Comes home with torn clothes or damaged books.
- Has possessions that are damaged or "go missing."
- Asks for money or starts stealing money to give to a bully.
- Has dinner or other money frequently "lost."
- Has unexplained cuts or bruises.
- Comes home starving because their money or lunch has been stolen.
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other pupils or siblings.

- Stops eating.
- Is frightened to say what's wrong.
- Provides improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Becomes nervous and jumpy when a cyber message is received.

While these signs do not necessarily mean that a pupil is being bullied, they may indicate other problems. Adults should investigate any concerning behaviour and respond appropriately.

Procedures

When a report of bullying is received:

1. **Investigation:** The school will promptly investigate the incident by speaking with the victim, alleged bully and any witnesses. Written records will be kept.
2. **Support:** The victim will be offered support and reassurance. Emotional Literacy Support, peer support or meetings with staff may be provided as needed.
3. **Action:** If bullying is confirmed, appropriate actions will be taken. This may include:
 - **Restorative conversations:** Encouraging the bully to understand the impact of their actions and take responsibility.
 - **Disciplinary measures:** Consequences such as loss of privileges, loss of break times, or, in severe cases, suspension.
 - **Education:** Providing resources or workshops to educate the bully on the effects of their behaviour and promoting positive change.
4. **Communication:** In serious cases parents will be informed and will be asked to come in for a meeting to discuss the issues.
5. **Monitoring:** Ongoing monitoring will ensure the bullying does not continue. Follow-up meetings may be held with both the victim and the bully to assess progress and offer further support.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Outcomes

- 1) The bully (bullies) will be told clearly that their behaviour is called bullying and that this is wrong. They may be asked to genuinely apologise. Other consequences may take place in line with the school's behaviour policy.
- 2) In serious cases fixed term exclusion will be considered

- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention Strategies

We aim to prevent bullying through:

- **Education:** Regular lessons, assemblies and activities focusing on friendship, compassion, respect, courage, diversity and the negative impact of bullying.
- **Supervision:** Increased supervision in areas where bullying is more likely to occur, such as playgrounds, hallways and bathrooms.
- **Peer Support:** Encouraging older pupils to model good behaviour and assist younger pupils in forming positive relationships.
- **School Culture:** Fostering a positive school environment where achievements are celebrated, differences are respected, and inclusion is a priority.

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