



# ANTI-BULLYING POLICY And GUIDANCE

Reviewed May 2023

**As a ROSIS SUBSCRIBING SCHOOLS STAFF  
TRAINING FOCUSING ON THE  
IMPLEMENTATION OF AN ANTI-BULLYING  
POLICY  
TAKEN PLACE on 17.04.23 and 10.05.23**

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***The Anti-bullying policy is recommended to be part of your overall Behaviour policy.***

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**Appendix 1 Anti-Bullying Policy checklist (For Schools to print/evaluate own policy)**

Anti-Bullying Policy checklist	Page number/Reference
✓ <b>Make sure the policy begins with a clear definition of what bullying is</b>	
✓ <b>Make sure the policy includes all forms of bullying – this should include specific reference to bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.</b>	
✓ <b>Make sure the policy includes the preventative strategies that the school will use.</b>	
✓ <b>Make sure the policy gives a clear outline of how the school will respond to bullying incidents including the recording procedure and possible sanctions.</b>	
✓ <b>Make sure the policy includes clear procedures for pupils or parents and carers who wish to report a bullying incident.</b>	
✓ <b>Make sure the policy includes reference to bullying between pupils outside of school and bullying of staff.</b>	
✓ <b>Make sure the policy references occasions where there may be police involvement (e.g. if crime has been committed)</b>	
✓ <b>Make sure the policy is shared with all members of the school community (e.g. through the school website, news-letters, CYP Friendly policy/Parent Friendly Policy)</b>	

## Newman School - Anti-Bullying Policy

### Introduction

Newman School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance, and harmony both within and outside of school.

***Maintained schools have a statutory duty to promote children and young people's wellbeing and statutory responsibilities to provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must: promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.***

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Newman School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-Bullying Co-coordinators (Deputy Heads/Site Leads). A sample Bullying Incident reporting/recording Form can be seen in **Appendix 6**

We celebrate diversity and promote cohesion within our community.

### ***Bullying outside school premises:***

*Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.*

*Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.*

***Department of Education October 2014: 'Preventing and tackling bullying' - Advice for head teachers, staff and governing bodies.***

This policy reflects the following guidance:

**Further advice and references: Keeping children safe in education 2022**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Relationships and sex education (RSE) and health education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Department of Education October 2014: 'Preventing and tackling bullying' - Advice for head teachers, staff and governing bodies.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**What is Bullying?**

***Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups. Your school should have its own definition of bullying. Examples of which are included below:***

***Gov.UK Definition*** (Source: <https://www.gov.uk/bullying-at-school/bullying-a-definition> )

*There is no legal definition of bullying. However, it's usually defined as behaviour that is:*

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks, and instant messenger)

***'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*** DfES definition

***'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'*** The Anti-Bullying Alliance

## **The Equalities Act 2010**

The Equalities Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation. (links to Prevent strategy)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- *disability*
- *gender*
- *gender reassignment / transgender identity*
- *race*
- *faith*
- *sexual orientation/sexuality*
- *pregnancy/maternity*

The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the **Equalities Act 2010** and are as follows:

- Race, religion or culture
- Special Education Needs or disability.
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- ✓ Verbal (name calling, sarcasm, spreading rumours, teasing)
- ✓ Physical (pushing, kicking, hitting, punching or any use of violence)
- ✓ **Indirect Bullying**- bullying behind someone's back; spreading rumours, eyerolling, embarrassing someone, excluding them.
- ✓ Incitement e.g. encouraging others to bully
- ✓ Extortion (demanding money/goods with threats)
- ✓ **Prejudicial bullying** is based on prejudices people have toward people of different **rac**es, **religions**, or **sexual orientation**. People target others who are **different from them and single them out**. (This type of bullying can include all the other types of bullying.)
- ✓ Racist (racial taunts, graffiti, gestures)
- ✓ Sexual (unwanted physical contact, sexually abusive comments) Sexual Bullying

This bullying behaviour, whether physical or non-physical is based on a person's sexuality or gender. It is when sexuality is used as a weapon by boys or by girls against others. (This type of bullying can include all the other types of bullying.)

- ✓ Homophobic (because of, or focusing on the issue of sexuality)
- ✓ Damage to Property e.g. theft of bags, tearing clothes, ripping books
- ✓ SEND (Special Educational Needs & Disability)
- ✓ Online (Cyber) Online is bullying that takes place over digital devices like smart phones, computers, and tablets.

It can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

It includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.

- ✓ Sexting (*Definition: images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.*) DfES See full guidance document '**Sexting in schools: advice and support around self-generated images. What to do and how to handle it**' : <https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals>

### **What we will do as a school;**

- Ensure the whole school community understands bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- Appoint an Anti-Bullying Governor
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community. (See Appendix 4a/4b Flowchart)
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Implement a consistent system for recording incidents of bullying in line with OFSTED/DFE guidelines as referenced page 1.
- Review the anti-bullying policy annually in consultation with the whole school community.  
**See 'Appendix 1 Anti-Bullying Policy checklist**
- Identify and make safe (using student voice) areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.

### **Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:**

- ✓ *Developing a child friendly policy*
- ✓ *Developing an adult friendly policy*
- ✓ *Regular praise of positive and supportive behaviour by all staff.*
- ✓ *Work in school which develops empathy and emotional intelligence.*
- ✓ *Any incidents are treated seriously and dealt with immediately. (support for both parties/sanctions where applicable)*
- ✓ *If a child is found to be the target of bullying outside school, then help and support will be offered, and advice given on how to avoid further incidents in future. The targets and perpetrators/ringleaders' parents will be informed. (DFE Guidance\* as referenced on page 1)*
- ✓ *Work in partnership with the police should there be bullying incidents where a crime has been committed.*

### **How we will work with targets of bullying;**

- Ensure that there are clear pathways for reporting bullying including confidential methods. (see Appendix 4a/4b)
- Ensure that targets are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure targets are consulted, and kept involved and informed



### **How we will work with those accused of bullying;**

- Ensure that perpetrators/ringleaders are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators/ringleaders are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
  - ✓ *counselling/instruction in alternative ways of behaving*
  - ✓ *adult mediation between the perpetrator and the target (provided this is safe for the target)*
  - ✓ *rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control*
  - ✓ *fixed periods of exclusion*
  - ✓ *permanent exclusion (in extreme cases which may involve violence)*

### **How we will collaborate with bystanders/upstanders:**

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders. Introducing the concept of being an 'upstander' rather than a bystander empowering CYP to take appropriate action.

### **Strategies we may use for a preventative approach;**

- ✓ Teaching through curriculum – Universal Prevention approach
- ✓ Assemblies
- ✓ Peer mentoring
- ✓ Anti-Bullying Ambassadors
- ✓ Peer mediation
- ✓ Circle of Friends
- ✓ Circle Time
- ✓ Support from external agencies
- ✓ Sharing good practice with other schools (Rotherham Anti-Bullying Award)
- ✓ Participation in National Anti-Bullying Week /ABW Celebration Event

### **How we will educate the school community;**

Emphasis through all aspects of the whole school ethos and curriculum that bullying will not be tolerated.

Ensure that the anti-bullying officer and governor attend appropriate training and development.

Provide training opportunities for the whole school staff body.

Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum and links to British Values)

## **How will we collaborate with parents and carers;**

By ensuring that:

- ✓ there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- ✓ every opportunity is given to parents/carers to share their concerns.
- ✓ Where a parent/carer is dissatisfied with the schools managing of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see Appendix 4a/4b Recommended procedures in school for reporting bullying).
- ✓ If after following the school's formal complaints procedure the parent/carer is still dissatisfied, the Local Authority complaints procedure for handling school complaints can be accessed here: <https://www.rotherham.gov.uk/homepage/159/bullying>

## **How we will support staff:**

We will ensure appropriate agencies contact details who can support staff are available in the staff handbook and /or section of the school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987 (LA (Local Authority) maintained school staff), Workplace Wellness Employee Assistance Programme, Human Resources and Union Representatives.

Cyberbullying of staff within the school community references:

***Department of Education: Cyberbullying: Advice for head teachers and school staff***

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

***Safer Internet Organisation: E-safety policy advice and signposts -***

***Rigorous e-safety policies and procedures are essential to safeguarding children online.***

<https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/online-safety-policy>

## **Support Agencies we may consult are below:**

### **Local authority**

Rotherham School Improvement Service

Educational Psychology Service

### **External sources of advice and support**

The Anti-Bullying Alliance

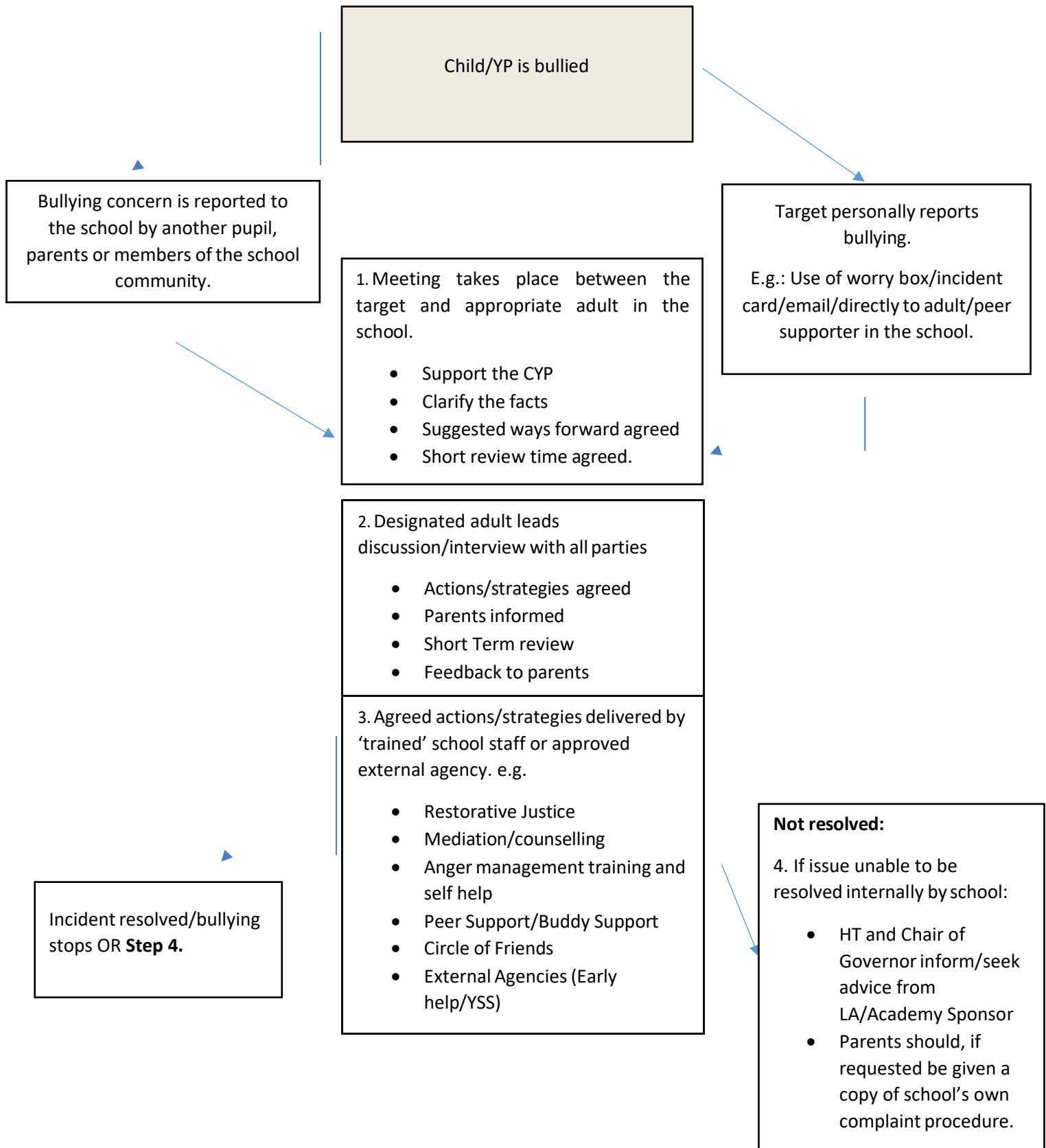
Think you know (Online Bullying)

ChildLine

Kidscape

**Appendix 4a. Recommended procedures in school for reporting bullying: *Pathways of help***

*(All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis)*



**Appendix 4b PATHWAYS OF HELP- Parents/Carer**

*Step 1*

Parent/carer contacts school to report bullying allegation.

**Step 2**

Parents/carer arrange a meeting with appropriate staff member with responsibility for Anti-Bullying within school.

Discussion on the facts/Suggested ways forward /Short review time

**Step 3**

Review meeting/phone conversation/email

*Step 4a*

If issue is **resolved**; monitor all parties

Discussion/Interview with all parties

Will use: suggested and agreed actions/strategies

**Step 4b**

If issue remains **unresolved** Parent/Carer contact Head Teacher /Chair of Governors

Discussion/Interview with all parties

Will use: suggested and agreed actions/strategies

***If continues***

**Step 5:**

If **Academy**: Details of Academy Sponsor given to Parents/Carers

**Step 5:**

If **LA** maintained: Details of LA complaints officer given to Parents/carers

## Appendix 5: Support Agencies we may consult

Ann Foxley-Johnson: The Anti-Bullying Company [theantibullyingco@gmail.com](mailto:theantibullyingco@gmail.com)

Rotherham School Improvement Service [healthyschools@rotherham.gov.uk](mailto:healthyschools@rotherham.gov.uk) Call: 01709 334005

Rotherham Educational Psychology Service – <https://www.rotherham.gov.uk/eps/>

Russell Oxley: Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people aged 13 to 19 to meet. Contact: Russell Oxley Email: [russell.oxley@rotherham.gov.uk](mailto:russell.oxley@rotherham.gov.uk) Call/Text: 07748 143280

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings.

<http://www.rbmind.co.uk/> Call: 01709 554755

RotherHive provides a range of verified practical mental health and wellbeing information, support and advice for adults in Rotherham <https://rotherhive.co.uk/>

## External Agencies

The Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. [www.kidscape.org.uk](http://www.kidscape.org.uk) Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111 [www.childline.org.uk](http://www.childline.org.uk)

**The Diana Award:** Their Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training, and supporting school anti-bullying ambassadors.

<http://www.antibullyingpro.com/>

**DITCH THE LABEL:** One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people aged 13-25 through their work and partnership with schools, colleges, parents/guardians, young people, and other youth organisations.

<http://www.ditchthelabel.org/>

## Online Bullying

- **National Online Safety** Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children. <https://nationalonlinesafety.com/>
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>
- **Google Be Internet Legends** - Google and Parent Zone have created Be Internet Legends - a FREE internet safety curriculum for schools, supporting 7-11-year-old pupils to stay safe and be confident online.
- <https://parentzone.org.uk/projects>
- **PROJECT EVOLVE:** The toolkit is based on UKCIS framework "Education for a Connected World" (EFACW) that covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen. <https://projectevolve.co.uk/about/>

## LGBT&Q:

Outside the Box is a resource for those working with young people from Early Years through to Key Stage 5, supporting them to promote gender equality throughout their settings and tackle sexism and sexual harassment. The resource provides advice and techniques for educators, as well as practical lesson plans and activities. <https://equaliteach.co.uk/education/classroom-resources/outside-the-box/>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

## **SEND**

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability>

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people. [www.mencap.org.uk](http://www.mencap.org.uk)

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

## **Racism**

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. [www.kickitout.org](http://www.kickitout.org)

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. [www.annefrank.org.uk](http://www.annefrank.org.uk)

**Anti-Racism Education Resources:** These lessons and resources have been developed by a collaboration of schools, led by Hallam Teaching School Alliance in Sheffield. Between them, they serve culturally and ethnically diverse communities, and all three share a passion and drive to educate on issues surrounding 'race' and racism.

<https://www.antiracism.education/>

## **Parents**

**Family Lives**— advice and links for parents <https://www.familylives.org.uk/>

**The Anti-Bullying Alliance** :Advice for parents and carers, If your child is being bullied, our information and tools can help you stay calm and take the right action. <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers>

## Appendix 6: Record of Bullying Incident

Bullying Incident Form BIF							
<p><b>This form is to be completed by a member of staff ONLY then forwarded to Anti-Bullying Coordinator: Teachers or Site Leads who will log the incident and refer as school AB policy where appropriate.</b></p>							
<p>Bullying behaviour can be defined as:  <i>'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power'</i>  <i>adapted from DfES definition.</i></p>							
Verbal	Physical	Online	Emotional	Racist	H-Phobic	Sexual	SEN/D
Method of reporting:							
<i>Target</i>	<i>Peer</i>	<i>Parent/ Carer</i>	<i>Support Staff</i>	<i>SMSA</i>	<i>Teacher</i>	<i>Community</i>	<i>Confidential E.g.: Worry box/report button</i>
Ringleader/s							
Target/s							
When (date/time)							
Where (Location: classroom/bus/playground etc.)							
Details of incident:							



Please indicate what action was taken to support target/aggressor:

Meeting with all parties		Restorative Enquiry	
Peer support/buddy mentors		External agency involvement	
Support from staff		Other (specify)	

Please indicate the level of parental involvement of both target(s) and aggressor(s)

Phone call parent/carers		Meeting/ discussions in school with parents/carers	
Letter/email to parents/carers		Other (please specify)	

Agreed actions as a result/further comments:  
(e.g. copy and paste email)

Please indicate if any follow-up/preventative work as a result of the incident:

Whole school Campaign		Group work	
Whole class Awareness		Individual support	
Restorative Meeting held		Review of policy and procedures	
Other (please specify)		Involve external Agencies	

Please indicate when you intend to review the effectiveness of the action taken:

<i>Within 24 hours</i>	<i>48 hours</i>	<i>1 week</i>	<i>Fortnight</i>	<i>1 month</i>	<i>Half-Term</i>	<i>Full Term</i>	<i>Other</i>
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Completed by ..... Date.....

Copies to: (initials)

<i>Head teacher</i>	<i>Head of Year</i>	<i>Class teacher</i>	<i>Pastoral Team</i>	<i>Other</i>
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## Appendix 7



**The Rotherham Anti-Bullying Award was designed by The Anti-Bullying Company in partnership with ROSIS to give accredited recognition to the commendable work of Rotherham and South Yorkshire schools in effectively preventing, responding to, and managing incidents of bullying and peer conflict.**

**It promotes the development of a culture and policy that sits comfortably within the safeguarding ethos of a school or setting and should build on the curriculum work linked to inclusion, within Personal, Social and Health Education.**

The award builds upon good practice that is already in place, supporting the development and implementation of robust anti-bullying practice and policy.

PROCESS: Applying for the R.A.B.A is as easy as 1,2,3!

Step 1. Print off the award criteria and read with your school's senior leadership team. The criteria can be used as an audit of current provision. By working towards this award you are demonstrating your commitment to tackling any issues relating to bullying in your school.

Step 2. Develop and implement the processes in your school that will enable you to meet the criteria for accreditation. Ann Foxley-Johnson will be available during this time to offer advice and guidance whilst you work towards achieving standards of the award.

Step 3. If you wish, you may collect a portfolio of evidence to demonstrate how your school has achieved the standards for the award. We may also be able to provide supportive materials that are helpful in supporting the development and implementation of your anti-bullying work and your collection of evidence.

Step 4. Once you are ready to apply for the accreditation, contact us [theantibullyingco@gmail.com](mailto:theantibullyingco@gmail.com) and arrangements will then be made for the assessment to take place.

Step 5. We may arrange to visit your school to view your evidence and to discuss your anti-bullying work. If the work of your school or setting meets the required standards, they will award the R.A.B.A -You will then receive a certificate to display in your school.

If you have any questions, Ann Foxley-Johnson, the lead for the award will be happy to discuss details of the award with you.

Contact details are as follows: Ann Foxley-Johnson – Anti-Bullying Consultant [theantibullyingco@gmail.com](mailto:theantibullyingco@gmail.com)

## **Appendix: 8 Ofsted 2022 Grade descriptors for behaviour and attitudes with particular reference to Bullying.**

### **Outstanding (1) \***

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

### **Good (2) \***

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.

### **Requires improvement (3)**

Pupils are safe and they feel safe.

### **Inadequate (4)**

Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.

Poor behaviour means that pupils, or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

**R**ebuild  
econnect  
esilient  
relationships



*We show love, kindness and friendship here!*

## **OUR PUPIL ANTI-BULLYING POLICY**

**WE SAY  
'NO TO BULLYING' HERE!**

*We can all make our school is a safe place for us all!*

**BULLYING IS SOMEONE BEING MEAN TO YOU  
SEVERAL TIMES ON PURPOSE!**

\*\*\*SCHOOL NAME HERE\*\*\*

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## WHAT IS BULLYING?



Bullying is **one sided**- it is unkind behaviour that can happen to a person or persons, this is **unequal power!**

Bullying can take many forms:

- **VERBAL** - saying unkind things or saying mean words.
- **PHYSICAL** - doing unkind things, like hitting or kicking or pushing.
- **INDIRECT** - leaving you out of a game on purpose to upset you or ignoring you.
- **CYBER/ONLINE** - being unkind online.

**If you think you are being bullied please tell someone!**

**BULLYING IS NOT FALLING OUT WITH A FRIEND!**

Remember you don't plan to fall out with a friend and you both get upset-  
that's *equal power*

**How you can help?**



You can be an **UPSTANDER**

Did you know you can help stop bullying?

If you see someone having a bad time you could follow the **UPSTANDER** code  
and Stand Up to bullying!

**Be a Buddy**- walk up to the person who is upset and say something like, '*Hey come and play with me!*' and walk away **with** them.

**Interrupt** - walk up to the person being bullied and say, '*Quick you're needed for this game!*' or '*Mrs. Smith needs us to do a job!*' then walk away **with** them.

**Speak Out**- speak directly to the person who is bullying, '*Please don't do that, it's unkind!*'  
Then walk away with the person who is upset.

**Tell an adult**- This is the best way of stopping bullying, adults cannot be everywhere, so you can help **if you see bullying by telling a teacher or** an adult you trust, when you see bullying behaviour!



**Remember - Think before you speak, Kind Hands! Kind Feet!**

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**R** build  
connect  
resilient  
relationships



**Rotherham**  
School Improvement Service



*We show kindness, respect and friendship here!*

## **OUR PUPIL ANTI-BULLYING POLICY**

**WE SAY  
'NO TO BULLYING HERE!'**

*We can all make our school a safe place for US all!*

**BULLYING IS SOMEONE BEING MEAN TO YOU  
SEVERAL TIMES ON PURPOSE!**

**Newman School**



## WHAT IS BULLYING?



Bullying is **one sided**- it is unkind behaviour that can happen to a person or persons, this is **unequal power!**

Bullying can take many forms:

- VERBAL - saying unkind things or saying mean words.
- PHYSICAL - doing unkind things, like hitting or kicking or pushing.
- INDIRECT - leaving you out of a game on purpose to upset you or ignoring you.
- CYBER/ONLINE - being unkind online.

**If you think you are being bullied please tell someone!**

BULLYING IS NOT FALLING OUT WITH A FRIEND!

Remember you don't plan to fall out with a friend and you both get upset- that's **equal power**



### How you can help?



You can be an UPSTANDER

Did you know you can help stop bullying?

If you see someone having a bad time you could follow the **UPSTANDER** code and Stand Up to bullying!

**Be a Buddy**- walk up to the person who is upset and say something like, '**Hey come and play with me!**' and walk away **with** them.

**Interrupt** - walk up to the person being bullied and say, '**Quick you're needed for this game!**' or '**Mrs. Smith needs us to do a job!**' then walk away **with** them.

**Speak Out**- speak directly to the person who is bullying, '**Please don't do that, it's unkind!**' Then walk away with the person who is upset.

**Tell an adult**- This is the best way of stopping bullying, adults cannot be everywhere, so you can help **if you see bullying by telling a teacher or** an adult you trust, when you see bullying behaviour!



**Remember -Speak out if you need help!**