



Head Teacher: Kirsten MacLeod

Newham PRUs Anti-Bullying Policy

Taking Responsibility - Preventing Bullying

Reviewed by New Directions Head of School
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1. Introduction

Newham PRUs is completely opposed to bullying and will not tolerate it.

We believe:

- pupils have a right to learn free from intimidation and fear.
- The needs of the person bullied are paramount.
- Anyone bullied will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.
- Bullies need to be educated.

2. Values

Our shared agreed whole school values are:

Resilience

Kindness

Courage

3. Rationale

We strive to create a culture based on our core values of Resilience, Kindness and Courage. Newham PRUs believe that each member of our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. All pupils have the right to be treated equally - race, gender, sexuality, religion, physical looks, interests should not matter. Pupils must feel safe and respected if they are to learn effectively. As a school which sets high standards for our pupils it is important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind.

Because bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about the different types of bullying and their impact and teach strategies that build resilience, assertiveness and understanding. These strategies, as well as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive learning environment.

Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

4. Aims and Objectives

Bullying is wrong and can harm the wellbeing of individual pupils. 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, including cyber-bullying. 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.

5. Our definition of bullying

We have defined bullying behaviour in the following way:

- Bullying is an act of aggression, causing embarrassment, pain or discomfort toward a targeted individual or group of individuals (emotional, psychological or physical).
- It can take a number of forms; physical, verbal, making gestures, electronically, extortion and exclusion.
- It is an unprovoked, unjust abuse of power.
- It is perpetrated by the same individual or group of individuals i.e. there are bystanders.'
- Bullying often takes place against minority groups –and includes racism, sexism, homophobia.
- Bullying singles out people with differences or inequalities.
- Bullying is not an isolated incident. Newham PRUs define it as a behaviour that is repeated more than 3 instances over a period of 6 weeks.

5.1 Forms of bullying

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, pupils in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

LGBTQ Bullying

LGBTQ pupils and those perceived as LGBT are at an increased risk of being bullied.

At Newham PRUS we recognise that it is important to build a safe environment for all young people, regardless of sexual orientation or gender identity and as such strive to ensure that LGBT youth feel physically and emotionally safe:

- We build strong connections through our pastoral team and keep the lines of communication open. Some LGBT youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
- We establish a safe environment at school. We send the message that no one should be treated differently because they are, or are perceived to be, LGBT.
- Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other “non-curricular” clubs or groups. Learn more about the right to form a GSA under the Equal Access Act.
- We protect privacy and are careful not to disclose or discuss issues around being LGBT with parents or anyone else.
- Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying).

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices including mobile phones.

6. The seriousness of bullying at Newham PRUs

At Newham PRUs School we recognise that bullying will take place. We know that:

- Bullying is found in all schools and organisations where people are in daily contact.
- The 2020 Statista data regarding the mental health consequences of bullying in the UK evidences that 33% of victims disclosed experiences of suicidal thoughts while 11% attempted suicide. This data was sourced from The Annual Bullying Survey 2020 conducted by the anti-bullying charity Ditch the Label and focused on children aged between 12 and 18 years old.

Due to the nature of the challenges facing the pupils at Newham PRUs School we recognise that there will be an above average number of bullies and victims within our community. It is essential; therefore, that we have a clear, comprehensive policy that everyone in the school community is familiar with. Where bullying is reported, the Head Teacher will 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 will always be informed.

7. Responsibilities of all stakeholders.

7.1 The Role of the Management Committee

The Management Committee supports the Head Teacher in all attempts to eliminate bullying from our school.

This policy statement makes it very clear that the Management Committee 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 Management Committee monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Management Committee requires the Head Teacher to keep accurate records of all incidents of bullying and to report to the Management Committee on request about the effectiveness of school anti-bullying strategies.

The Management Committee responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

This anti-bullying policy is the Management Committee's responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Head Teacher.

The Management Committee analyses information with regard to gender, age and ethnic background of all pupils involved in bullying incidents.

7.2 The Role of the Head Teacher and Heads of Schools

It is the responsibility of the Head Teacher and the Heads of Schools to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Management Committee about the effectiveness of the anti-bullying policy on request.

The Head Teacher and Senior Leadership Team ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher/Deputy Head Teacher/ Head of School and Senior Leadership Team draws the attention of pupils to this fact at suitable moments. For example, if an incident occurs, the Head Teacher/ Head of school /Deputy Head Teacher/Senior Leadership Team may decide to use assembly as a forum in which to discuss with other pupils why this behaviour was wrong, and why a pupil is requiring targeted support/education.

The Head Teacher ensures that all staff 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, making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

7.3 The Role of Staff

Our staff are committed to maintaining a climate of trust and respect. We take all forms of bullying seriously and intervene immediately to prevent escalation. To ensure consistency across Newham PRUs, staff must follow this integrated tracking, reporting, and intervention sequence.

1) Immediate Identification & Recording

Staff **must** log every instance of intimidating behaviour on CPOMS and raise it at the next whole school debrief meeting.

- Initial Categorisation: Use the behaviour category "Intimidating Behaviour" for isolated occurrences.
- Documentation: Records must be specific and objective (e.g., "Targeted verbal harassment" rather than "being mean") and include all involved parties and any perceived power imbalances.
- Immediate Support: Do not wait for a pattern to emerge. Support for the victim and restorative conversations with the perpetrator must begin at Incident One.

2. The "3 in 6" Monitoring Threshold

A "Recorded Instance of Bullying" is triggered when staff identify a specific pattern through weekly CPOMS reviews:

- Three distinct incidents
- Involving the same individuals (perpetrator/s and victim/s)
- Occurring within a rolling 6-week window (42 days).

3. Formal Escalation & Action Plan

Once the "3 in 6" threshold is met, the following steps must be taken to formalise the record and initiate a higher level of intervention:

Step	Action	Responsibility
Verify Timeline	Confirm three incidents occurred within a rolling 42-day window.	Key Adult (Form Tutor, TEP, Nurture Practitioner, Provision Manager, Head of School etc.)
Re-Categorise	Ensure the behaviour category of the 3rd incident is recorded as "Bullying" and not "intimidating behaviour." Ensure the perpetrator's RAMP is updated with the Bullying behaviour incidents.	Key Adult (Form Tutor, TEP, Nurture Practitioner, Provision Manager, Head of School etc.)
Whole School Debrief / Briefing	Debrief / Briefing meeting Lead to Inform all staff of the bullying behaviour.	Meeting Lead
Parent/Carer Liaison	Invite parents/carers of all parties to school to discuss the policy and impact.	SLT
Intervention	Initiate focused 1:1 restorative practice sessions with the perpetrator. Daily welfare checks to be conducted with the victim. Ongoing restorative sessions are to be delivered by the pupil's Key Adult.	Provision Manager / Heads of School Key Adult

4. Restorative Intervention & Support

We utilise a restorative approach to help pupils understand the impact of their actions and change their behavior.

- For the Victim: Immediate emotional support, safety planning, and ongoing monitoring of wellbeing.
- For the Perpetrator: Targeted interventions to explain the impact on the victim. In persistent or extreme cases, the Headteacher may engage external agencies, such as the School's Police Liaison Officer or Social Care.

5. Prevention and Oversight

- Curriculum: Staff actively teach safeguarding and cyber-bullying awareness through direct instruction of the PSHE curriculum and regular parental updates.

- Audit: On a half-termly basis, the Heads of School will audit incident logs. This ensures no "clusters" of conflict that meet the "3 in 6" criteria have been missed, maintaining compliance with statutory reporting.

Note on the "Rolling" Window: Staff must remain vigilant of the timeline. If a fourth incident occurs in Week 7 and the first was in Week 1, the window "rolls"—staff must check if any three incidents fall within *any* six-week block to ensure no pupil falls through the cracks.

7.4 Involvement of Pupils

We will:

- Regularly canvas pupils and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7.5 The Role of Parents and Carers

Parents and carers 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 teacher immediately.

Parents and Carers 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.

8. Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- [Behaviour Policy](#)
- [Complaints Procedures](#)
- [Safeguarding and Early Help Policy](#)
- [Online Safety](#) and [Acceptable Use of Technology Policies](#) (AUPs)

9. Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010
- The Pupil Act 1989
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Keeping Children Safe in Education 2024

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Pupilline: www.pupilline.org.uk
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-withoutmental-health-a-cross-government-outcomes-strategy>
- NSPCC: www.nspcc.org.uk
- NDCS: www.ndcs.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for Head Teachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- Ditch the Label: The Annual Bullying Survey 2020
<https://www.internetmatters.org/wp-content/uploads/2020/11/The-Annual-Bullying-Survey-2020.pdf>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Pupilnet International: www.pupilnet.com

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org