

Anti-Bullying Policy

Our Vision

Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



Chair of Governors:	Angela Pratt	Signed:
Chair of Committee:	Full Governing Body	
Committee Responsible:	Full Governing Body	
Staff Responsible:	Josie Garnham	
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At Meadowside Primary School we take professional responsibility seriously, this applies to:

- reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- a clear commitment to treat all information acquired through employment, both formally and informally, in strict confidence.
- to be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.

EQUALITY DUTY

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

Statement of Intent

At Meadowside Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Meadowside Primary School, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, Public Sector Equality Duty 2011, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) , The Education and Inspections Act 2006 and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/carers will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/carers will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies PHSE [Personal, Health & Social Education] lessons, circle time etc will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Legislation

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015 (if appropriate) o Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986 4 Theeducationpeople.org

Definition of bullying

Bullying can be defined as:

“behaviour by an individual or a group, repeated over time that intentionally hurts another individual physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Departmental Advice published by the Department of Education “[Preventing and Tackling Bullying](#)” defines bullying as:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text or the internet), and 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. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.”

Bullying can be:

- Emotional - being unfriendly, excluding, and tormenting e.g. hiding books, threatening gestures, ridicule, and humiliation.
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone and malicious gossip.
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist - racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual - unwanted physical contact or sexually abusive or sexist comments
- Homophobic - because of/or focussing on the issue of sexuality
- Online/cyber - setting up 'hate websites', sending offensive text messages and emails abusing the victims via their mobile phones (See Acceptable Use Policy)
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- Coercion.
- Isolation from group activities.

Bullying is not:

It is important to understand that bullying is not the ***odd occasion*** of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). This message is displayed around the school. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms

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

- Is frightened of walking to or from school.
- Changes their usual routine/route to school.
- Avoids coming to school.
- Becomes withdrawn, anxious or lacking in confidence.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to under- perform in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go "missing".
- Asks for money or starts stealing money (to pay the bully).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.

- Starts swearing or using aggressive language for no apparent reason.
- Is bullying other children or siblings.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Shows signs of poor mental health

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Reporting bullying towards a child by pupils, parent / carer or other staff.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Meadowside Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

➤ ***Procedures for reporting and responding to bullying incidents***

Children

- Children should report problems straight away to their child's class teacher or another adult in school that they trust. If bullying is not challenged it will continue.
- The adult will listen to the child and record what they are saying.

Staff

- Listen to the children.
- Record the incident on My Concern.
- Investigate the problem.
- Try to reconcile the children.
- Speak to SENCO or the Pastoral Lead about building self- esteem of all children to help stop the problem.
- The Head teacher is responsible for having an overall awareness of all bullying incidents and will report any pattern to the PSHE coordinator so that it can be included in the curriculum.
- The Head teacher will report bullying in the 'Anti-Bullying Log Book' and this will be shared with the Chair of Governors and governors in the Head teacher's report.
- The Head teacher should report on serious bullying incidents to the Governors.
- If necessary and appropriate, the Designated Senior Lead for Safeguarding (DSL) in school, Social Services or police will be consulted.

Parents

- Be aware of the signs of bullying.
- Contact the school if you have any concerns with your child's class teacher as the first point of contact.
- See Staff section above for how incidents are dealt with.

- Accept that some issues are part of finding out about relationships e.g. falling out with friends and not wanting to play with someone will often resolve itself and cannot be classed as bullying.

Sanctions for children

The following sanctions may be used. This will vary depending on the situation:

- Apologise to the victim(s) verbally or in writing.
- Lose privileges.
- Lose playtimes (stay with class teacher, or do extra work).
- Spend playtimes and lunchtimes with adult supervision.
- Parents will be invited in to school.
- Go on a self-improvement report.
- Report to the Head teacher or Deputy Head teacher.
- Be withdrawn from participation in school visit, clubs and events that are not essential to the curriculum.
- Fixed term exclusion / Permanent exclusion.

Reporting bullying towards a staff member by pupils, parent / carer or other staff.

➤ **Procedures for reporting and responding to bullying incidents:**

Staff Member

- Staff should report problems straight away to a colleague that they trust. If bullying is not challenged it will continue.
- The colleague will listen to the staff member and record what they are saying.

Colleague

- Listen to the staff member
- Record the incident on a 'Discussion Form'.
- Speak to a Senior Member of Staff either independently or with the staff member.
- Try to reconcile the Staff.
- Inform Head teacher and parents when the form has been filled in.
- All reports will be kept in a Staff file in the Bursar office.
- Head teacher to report bullying on SIMS.
- The Headteacher will report on serious bullying incidents to the Governors.
- If necessary and appropriate, staff member to contact their Union and written warnings may be given.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Each class agreeing on their own set of class rules.
- Making national anti-bullying week a high profile event each year.
- Raise awareness through regular anti-bullying assemblies.
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy.
- Circle time on bullying issues.
- Setting up of a circle of friends support network where a small group of children volunteer to help and support individuals experiencing difficulties.
- Children being read stories about bullying.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Prominently displaying anti-bullying posters including those produced by the children around the school.
- Use of a confidential 'Worry Box' where children can write and post their concerns.
- Using praise and rewards to reinforce good behaviour.
- Class teachers are aware of issues within their class and adapt the curriculum accordingly.
- Encouraging the whole school community to model appropriate behaviour towards one another.

Monitoring evaluation and review of the policy

- To ensure this policy is effective, it will be regularly monitored and evaluated annually by the PSHE Coordinator, Staff and School Governors.
- Questionnaires completed by the whole school community, together with surveys, focus groups, children's comments posted in the 'Worry box' and My Concern will be used to gauge the effectiveness of the policy.
- Following an annual review any amendments will be made to the policy and everyone informed.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<i>Name of organisation</i>	<i>Telephone number</i>	<i>Website</i>
Act Against Bullying	0845 230 2560	www.actagainstbullying.org
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully.org	Not available – online resources	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number)	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
The Office of the Children's Commissioner	0844 800 91	www.childrenscommissioner.org.uk