

# Anti-Bullying Policy

## Meare Village Primary



<b>Approved by:</b>	<b>Headteacher</b>	<b>Date: September 2022</b>
<b>Last reviewed on:</b>	April 2023	
<b>Next review due by:</b>	April 2024	

**This policy should be read in conjunction with the Behaviour Policy**

## Introduction

*‘Successful schools create an environment that prevents bullying from being a serious problem in the first place.’*

Everyone at Meare Village Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their full potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. Where bullying exists, the victims must feel confident in activating the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

*The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, staff and parents.*

We encourage children's sense of responsibility towards each other (Be responsible – one of the school's behaviours for learning) and emphasise that if anyone knows that bullying is happening, they should tell a staff member straightaway: **See it; Say it; Stop it.**

## Definitions

***DfE definition: “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 messages 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.”***

***Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.***

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

## Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>● Racial</li><li>● Faith-based</li><li>● Gendered (sexist)</li><li>● Homophobic/biphobic</li><li>● Transphobic</li><li>● Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian/bisexual, transsexual

At Meare Village Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Meare Village Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is linked with our Behaviour Policy, our Safeguarding Policy, our School Rules and the school's Vision, Aims and Values.

## **Principles**

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti- Bullying Policy from the moment a pupil enters our school, and throughout their time at school.

They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Aims**

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## **Bullying Prevention**

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

### **Preventative strategies**

The school will use a range of preventative strategies including:

- Promoting & rewarding good behaviour.
- Creating a respectful and tolerant environment within each classroom.
- Maintaining a positive and attractive school environment.
- Working as a school on the development of pupils' social and emotional skills (this may be individual support, small-group work or whole class work).
- Rewarding and celebrating the use of good social skills.
- Developing peer support methods.
- Revisiting the subject of Anti-Bullying every year with an intense focus during anti-bullying week.
- Anticipating problems / analysing problems and providing tailored support.
- Constantly and consistently relating all positive & negative behaviour to the School Charter of rules.
- Listening to pupils (every class will have a worry box or age-appropriate method of reporting concerns about bullying).

We will use the curriculum and support agencies whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour, especially through PSHE lessons, Circle Time, SEAL (Social and Emotional Aspects of Learning) Work, Anti-Bullying Week activities each year (November), Social Skills Groups working with Teaching Assistants ELSA support, support from outside agencies.

### **Successful schools also:**

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. They can also reinforce the value of good behaviour at home. **Parents can find information and support in Appendix 1**
- Involve pupils. All pupils should understand the school's approach and be clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable
- Use specific organisations or resources for help with certain issues. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying, e.g. NSPCC.
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

## **School Rules**

Our School Rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Our School Charter is as follows:

- Kind words, kind hands, kind feet***
- Treat others as you wish to be treated***
- Listen carefully, be ready to learn and use inside voices***
- Try your best***
- Use your walking feet***
- Be honest and brave***
- Celebrate everyone's success***
- Take care of yourselves and the school resources***
- Be polite to everyone***

## **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Responding to and Recording Bullying**

All cases of alleged bullying should be reported to the Headteacher/Senior Teacher. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher will carry out the '**Peer Support Group Method**' (see **Appendix 2**).

All recordings of a bullying incident should be recorded onto the '**Peer Support Method Recording Form**' (see **Appendix 3**) and uploaded onto CPOMS under the perpetrators name. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

## **Information and support for schools & par**

### **Kidscape**

- Website with information and resources relating to bullying an

### **UK Safer Internet Centre**

- Website with information and resources relating to e-safety ar
- Helpline operated by the UK Safer Internet Centre offering pr children across the UK support, advice and mediation with on helpline can be contacted by email: [helpline@saferinternet.org](mailto:helpline@saferinternet.org) **3814772** (calls on this number are charged at local call rate).

### **Childnet**

- Website with information and advice for teachers and resources secondary age pupils relating to e-safety and cyberbullying.

### **Childline**

- 24 hour helpline for children and young people with concerns al
- Online support for children and young people with concerns ab
- Website with information about bullying including a new short vi children that have been bullied.

### **Get Connected**

- Helpline for children and young people under 25 - **0808 808 499** chat facility.

### **The Diana Award (Anti-Bullying Programme)**

- Website available to all with information, advice and good pract professionals and parents.

### **The Child Exploitation and ( Centre (CEOP)**

## Appendix 2

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### Peer Support Group Method

#### Step one - meeting the victim

When the teacher finds out that bullying has happened he or she starts their feelings. The teacher does not question them about the incidents was involved. (This information is passed onto the Headteacher).

The Headteacher will meet the victim and ensure that the incident actu then ask the child how it is making them **FEEL**, using their own words, **part of this method**. They will then ask them if they would like the He problem, assuring them that they won't have to meet / confront the bul

#### Step two - convene a meeting with the people involved

The Headteacher arranges to meet with the group of pupils who have | include the bully themselves, some bystanders or colluders and even | were there but did not initiate any bullying. The unkind pupils will be o Citizens' who are chosen carefully by the class teacher to ensure succ young people works well. The victim is **NOT** present.

#### Step three - explain the problem

The Headteacher tells the group about the way the victim is feeling an words, and possibly one of the child's poems, pieces of writing or a dra distress. At **no** time does the Headteacher discuss the details of the in any member of the group. This is the most powerful time, because the the point of view of someone like them.

#### Step four - share responsibility

The Headteacher does not attribute blame but states that he knows th know about the issue and that they can **all** help to do **something** abo

#### Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which th

**APPENDIX 3: Reporting Form – Peer Support Group Method**

**Name of Victim:**

**Date of first meeting:**

(Talk and listen to the victim: explain the method, gain permission to use it, discuss who will make up the support group and what they will be told)

**What form has the bullying taken?**

**Who are the bullies?**

**How does the victim feel? (to understand the pain felt by the victim)**

**Would the victim like to produce a piece of writing or a picture to illustrate their unhappiness?**

**How did that make the group feel when hearing this?**

**How can the support group improve the situation?**

Pupil	Suggestions
<b>Bullies:</b> a) b)	
<b>Who else watched/knows?</b> c) d)	

<b>‘Good Citizens’ (who would want to help?)</b> e) f) g)	
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**NB – non bullies out-number the bullies.**

**Monitoring meeting 1 week later: \_\_\_\_\_ (date)**

**Headteacher speaks to victim and all in the group.**