The Meadows Primary School

# Anti-bullying policy

## October 2019
## Reviewed: October 2021

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# Anti-Bullying Policy

## 1. Definition:

At The Meadows Primary School we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away ***and keeps on doing it***, making you feel frightened and/or unhappy. Bullying behaviour is explained to the children as **S**everal **T**imes **O**n **P**urpose (**STOP**). In addition to this, children are taught to **S**tart **T**elling **O**ther **P**eople (**STOP**) if they feel they are being bullied.

It can be:

**Physical** - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

**Verbal** - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

**Emotional/psychological -** excluding someone from a group, humiliation, creating a feeling of danger.

**Racist** - insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

**Sexual -** sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

**Homophobic -** insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

**Electronic/Cyber -** bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school. The Meadows Primary takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

## 2. Aims

The Governors and staff at The Meadows Primary School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their lives as they grow up. It is an aim for everyone to:

Have friends
Feel safe
Feel able to trust one another
Not be scared to come to school
Expect people to be kind
Not be made fun of
Not be made to feel sad

## 3. Anti-bullying measures

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

i. The **S**everal **T**imes **O**n **P**urpose slogan is shared with children at all ages.
ii. Explicitly taught PSHE units which address peer relationships, racism and homophobia, and bullying.
iii. An annual Anti-bullying week and regular references in assemblies to respecting others.
iv. Combating cyber-bullying is taught in the computing scheme of work, through whole school Safer Internet Day annually and regular assemblies.
v. An annual pupil survey where behaviour and anti-bullying will feature in the questions to pupils.
vi. The work of the School Council in bringing pastoral concerns to the attention of the SLT.
vii. CPD on identifying and combating bullying for all staff.
viii. Behaviour policy, child protection/safeguarding policy and procedures, SEN guidelines and school aims.
ix. Staff vigilance at all times

## 4. Procedures to follow

The following, consistent approach should be used when investigating allegations of bullying:

1. As children have been made aware of the **S**everal **T**imes **O**n **P**urpose slogan, they understand that they should ask for it to **STOP** as the first action. The second action is to **S**tart **T**elling **O**ther **P**eople so that adults are aware of the situation.

2. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the **Meadows Promise**, which can be dealt with in accordance with the School Behaviour Policy.

3. Once an incident of bullying has been established, a clear account of the incident/s will be recorded on CPOMS under the category of bullying and the staff member will indicate that they suspect bullying and would like the concern to be investigated by a member of SLT. The Headteacher will keep a confidential record of accusations of bullying on CPOMs, although these will not be passed on to any other party. CPOMs has a body map where staff can also record any marks they have seen on a child.

4. The member of SLT will use the “Method of Shared Concern’ (Appendix 1) to attempt a resolution where the “bully or bullies” empathise with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction. Parents/Carers will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.

5. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on ‘the balance of probabilities’. At this point, sanctions may be applied to the perpetrator/s in line with the school’s behaviour policy alongside support (see below range of actions).

6. **Range of actions:** When a complaint is upheld or bullying continues after a notice to stop, the range of responses will include one or more of the following:

- advice and support for the victim - these can include a quiet word from a teacher that knows the pupil well, asking the Inclusion Leader/Pastoral support assistant to source support, and, where appropriate, establishing a course of action to help the victim such as engaging with parents or offering support from external services where appropriate.
- advice and support to the bully in trying to change his / her behaviour. Consideration of the motivation behind the Bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the Bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the School's child protection procedures will be followed
- a disciplinary sanction against the bully, in accordance with the School's Positive Behaviour Policy. In a very serious case or a case of persistent Bullying, a pupil may be excluded for a fixed term or permanently although this will always only be a last resort
- involving Social Services or the police
- such other action as may appear to the Head to be appropriate noting all decisions and the outcome in the relevant CPOMs records.

The school will review this policy annually and assess its implementation and effectiveness throughout the school.

**Appendix 1 - Method of shared concern**

**Three phases:**

**Phase 1:** individual ‘chats’ (7 minutes). To reach agreement that the pupil concerned is having a bad time in school and agree individual action.

**Phase 2:** follow up a week later (3 minutes). Follow up to find out about effectiveness of individual action, to celebrate success and, if appropriate, set new targets.

**Phase 3:** half hour group meeting (30 minutes) - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of a long-term future together.

Individual Chats

1. Welcome the pupil into the room.
2. Establish a non-punitive, relaxed atmosphere.
3. Don’t speak until you have engaged eye contact.
4. Remain neutral and calm.
5. Say ¨ I hear you’ve been unkind to x. Tell me about it.”

Let the pupil talk. Avoid closed questions. Don’t question if they complain about the bullied pupil.

6. Say ¨So, it sounds as if x is having a bad time in school.”

As soon as they agree, move on to step 7. If they say it’s his/her fault, accept their viewpoint but still point out that they are having a bad time.

7. Say ¨ I was wondering what you could do to make things better for x.”

Agree a plan of action and make it clear what needs to happen

8. Say ¨OK, I’ll see you next week to find out how you are getting on.”

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals. The art of it is to say as little as possible but listen to the child’s responses.

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**Additional Guidance for**
**Anti-Bullying (Adults on the school site)**

**Rationale**

The Governors and Staff at The Meadows Primary School work as a team to ensure the well-being and safety of everyone within the community. The following procedures are intended to set out our School's approach to behaviour exhibited by adults, on our school site, which may be deemed as threatening to other members of our community.

**Procedures**

- If any member of staff is made aware of what may be considered as 'threatening behaviour', he/she will inform the Deputy/Headteacher.
- The Depuy/Headteacher will ask for a record of what has been seen/heard and file confidentially for future reference, should it ever be required.
- If the behaviour exhibited was considered to be physically or emotionally detrimental to the well-being of staff or children, the Headteacher and Deputy Headteacher together, will meet with the parent to explain why the behaviour was considered to be unacceptable.
- An adult may report an incident to a class teacher or directly to the Headteacher; this will be recorded along with any further log of events, all of which will be kept confidentially. The School **will not** act immediately to allegations made by one adult about another. However, any incidents reported will be logged and staff will monitor behaviour around the school site.
- If a problem persists over a more considerable amount of time and there is evidence from members of staff, the Chair of Academy Governance Committee and Director of Education at Futura Learning Partnership will be informed. These people, along with the Headteacher will then work with the Community Police Officers to find the best way to resolve any issues.
- If the threatening behaviour continues then it may result in an adult being banned from the school site.
- At all times, the well-being and safety of the children and staff on our school site will be put first.