



The Meadows  
Primary School

# Anti-bullying policy

Signed (Chair):	Name: Mrs S Robbins	Date: 13 April 2018
Signed (Headteacher):	Name: Mrs J Mounter	Date: 13 April 2018
Ratified: 13 April 2018		Next Review: 12 April 2019

## 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 **Several Times On Purpose (STOP)**. In addition to this, children are taught to **Start Telling Other People (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 **Several Times On Purpose** slogan is shared with children at all ages.
- ii. Explicitly taught PSHE/ SEAL 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.

### **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 **Several Times On Purpose** slogan, they understand that they should ask for it to **STOP** as the first action. The second action is to **Start Telling Other People** 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 and given to the Headteacher / Deputy Headteacher. The Headteacher will keep a confidential record of accusations of bullying, although these will not be passed on to any other party (Appendix 1).
4. The Headteacher / Deputy Headteacher will use the "Method of Shared Concern" (Appendix 2) 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 in addition to those applied for breaches in the Golden Rules. 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 Stage 4 of the school's behavior policy.

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

## THE MEADOWS PRIMARY SCHOOL

### Concern of Uncertain Significance

This form should be used to record any concerns that staff may have over pupil welfare/ adult conduct which arise from odd comments or events during the school day. *Please complete and hand in to Headteacher or Deputy Headteacher on the day of the event.*

Name of Child/ Adult	Class/role	Member of staff recording issue	Date
<b>Details of issue causing concern:</b>			
<b>Any supporting or background information:</b>			

Signed.....

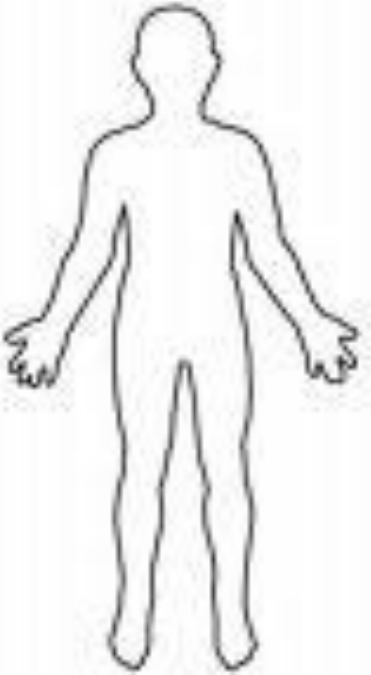
Date.....

Action

Name of SLT dealing with issue	Date
Action taken and further notes	

Signed.....

# The Meadows Primary School Record of Concerns

Child's Name:	Class:
Your Name:	
Please indicate any marks on diagram and label with details (Please indicate size, colour of mark and left/right if limbs)	
	
Signed:	(Person recording concerns)
Print:	
Date:	

## Appendix 2 - 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."

Accept suggestions. Don't bargain or question. Don't discuss how.

8. Say "OK, I'll see you next week to find out how you are getting on."

Most common suggestions include:

- I'll stick up for him/her
- I'll stop bullying him/her
- I'll be friends with him/her

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.