



MAHARISHI SCHOOL

Anti-bullying Policy March 2023

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Signed by:

Headteacher Lisa Edwards Date Mar 23

Chair of Governors Ian Birnbaum Date Mar 23

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. What is bullying?
4. Our School Ethos
5. Our School Community
6. When bullying occurs
7. Child-on-child abuse
8. Cyberbullying
9. Strategies for dealing with bullying
10. Monitoring and review

Statement of intent

Harmony can only be established if everyone is at peace within themselves. We are here to guide and support our pupils to establish peace within themselves through our system of Consciousness-based Education. At Maharishi School, we are committed to providing a safe and nurturing environment so that our pupils can learn in a relaxed and supportive atmosphere.

Bullying of any kind is not acceptable and staff, pupils and parents have a responsibility to ensure that bullying does not happen at Maharishi School. If bullying does occur, all pupils should know who they can tell and know that incidents will be dealt with promptly and effectively.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education and Inspections Act 2006

Equality Act 2010

Protection from Harassment Act 1997

Malicious Communications Act 1988

Public Order Act 1986

Communications Act 2003

Human Rights Act 1998

Crime and Disorder Act 1998

Education Act 2011

DfE (2017) 'Preventing and tackling bullying'

DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and wellbeing provision in schools'

DfE (2022) 'Keeping children safe in education 2022'

DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working

with children and young people'

This policy operates in conjunction with the following school policies:

Enabling Good Behaviour Policy

Safeguarding and Child Protection Policy

Social, Emotional and Mental Health (SEMH) Policy

Child-on-Child Abuse Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.

Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

We are aware that vulnerable pupils can be more at risk of bullying. Vulnerable pupils may include, but are not limited to, pupils who are adopted, pupils suffering from a health problem, pupils with caring responsibilities, pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics may also be more at risk of bullying, including, but not limited to, pupils who are LGBTQ+, or perceived to be LGBTQ+, Black, Asian and minority ethnic (BAME) pupils, pupils with SEND.

3. What is bullying?

At Maharishi School, we see bullying as:

- When a child is repeatedly singled out to be 'picked on' either physically or verbally
- Where the actions are deliberate and sustained

- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked
- When there is an imbalance of power, where a particular child is controlling others' decisions or influencing others' actions.

We do not consider bullying to be:

- An isolated incident (physical or verbal)
- A falling out
- A 'one off' disagreement

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums: verbal, physical, emotional, damage to property or theft, online (cyberbullying).

4. Our School Ethos

Maharishi School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By creating and maintaining a harmonious learning environment, where difference is celebrated, tolerance is encouraged and the ability to empathise is developed and widely supported, and by effectively preventing and tackling bullying, we strive to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

5. Our School Community

- Promotes ideal communication and balanced behaviours from all stakeholders.
- Encourages a culture of empathy, understanding, tolerance, self-reflection and reconciliation.
- Requires all members of the community to work with the school to uphold harmony within the school.

- Supports staff to promote positive relationships to help prevent any instances of bullying.
- Openly discusses differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenges practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Encourages positive and responsible use of technology.
- Actively promotes anti-bullying messages through our PSHE and CbIDS curricula, assemblies and our Enabling Good Behaviour Policy.
- A nurturing approach to behaviour management where children have opportunities to discuss their feelings and emotions and are provided with the support to deal with difficult situations.
- Actively creates "safe spaces" for vulnerable children and young people.
- Celebrates success and achievements to promote and build a positive school ethos.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND/any other protected characteristic. Being aware of this helps us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn whilst abiding to our school's 'Balanced Behaviours'.
- Recognises the potential impact of bullying on the wider family of those affected and works in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.

6. When bullying occurs

Bullying can be brought to the attention of staff either by the victim, their friends, their parents or other interested people. Pupils are encouraged to take action if bullying is occurring. Silence is a bully's greatest weapon.

We are committed to:

- Developing a school ethos in which bullying is regarded as unacceptable.
- Making clear that it is the behaviour which is unacceptable not the child
- Drawing attention to good behaviour with positive reinforcement
- Giving clear and regular reminders of what is expected
- Modelling examples of good behaviour and manners ourselves
- Drawing attention to positive role models within society and the wider world which promotes positive outlooks and acceptance of others, including the modelling of British Values, which align with our Consciousness-based Education principles.

7. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school's Child-on-Child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

8. Cyberbullying

The school has a zero-tolerance approach to all forms of child-on-child abuse, including cyberbullying. To prevent cyberbullying, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school's Online Safety Policy outlines the school's stance on addressing

cyberbullying and the procedures in place will be adhered to if any instances are uncovered or disclosed.

9. Strategies for dealing with bullying

- Discussions with the child. Records kept of all conversations regarding allegations of bullying.
- Action will be taken to support the victim throughout the process, taking into account the context. Support will be personalised to meet the needs of the individual.
- Identify the bully/bullies. Obtain witnesses if possible.
- Discussions with the alleged bully. Provide details of the allegation and encourage honesty. Make it clear that bullying is not acceptable.
- Separate discussions with parents of bully and victim.
- Consequences for the bully may include withdrawal from relevant activities, sanctions and/or serious warnings (in accordance with the school's Enabling Good Behaviour Policy), suspension or exclusion from school (depending on the severity of the incident/s).
- There will be continued monitoring of the situation to ensure there is no repetition.
- All allegations of bullying are recorded on a Bullying report Form.

10. Monitoring and review

This policy will be reviewed every two years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is March 2025.
