



Anti-Bullying Policy

Please read in conjunction with school's Positive Relationships and Early Help Policy

Policy History			
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It is a Government requirement that all schools have an anti-bullying policy. This policy reflects the guidance produced by the DfES: *Don't Suffer in Silence* and *Bullying – A Charter for Action*.

This policy has been written with reference to the “Keeping Children Safe in Education” DfE September 2024 “Anti-Bullying Review Guidance” for Stockport LA and maintains reference to “Preventing and Tackling Bullying” DfE July 2017. “Cyberbullying: Advice for head teachers and school staff” DfE November 2014

Aims and objectives

At Meadowbank Primary School we take bullying seriously and will take steps to combat it promptly and firmly whenever it happens. We understand our duty to work to prevent all forms of bullying among children in our care. We will strive to engender a culture in which bullying of any kind is completely unacceptable.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. However, we recognise that single incidents can also be bullying.

We know that bullying is wrong and damages children. Children who suffer from bullying are more likely to be frequently absent and are less likely to achieve high standards at school. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- develop an inclusive, safe and successful school environment for all children where they can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- ensure a safe and secure environment where all children can learn without anxiety and feel valued.
- ensure that pupils feel able to report bullying and assured they will be listened to.
- develop a school ethos and curriculum which adopts preventative strategies to avoid all forms of bullying.
- make all those connected with school aware of our opposition to bullying.
- produce a consistent and clear school response to any behaviour deemed as bullying and beyond the school to support families
- enable children to feel secure that they can confide in a member of staff, if they are being bullied.
- support children who engage in bullying to learn to behave in ways that do not cause harm in future.
- engage the whole school community in developing and reviewing the anti-bullying work in school.
- ensure that occurrences are recorded and audited.

We recognise bullying behaviour (child on child abuse).as:

- The domination of a child or children on another child or children, e.g. bossing or putting someone down, making them do something against their will



- Threatening behaviour, both verbal and physical.
- Physical – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else's property, or making people do something they don't want to do
- Verbal – name calling, mocking, taunting, spreading rumors, blackmail and threats
- Indirect / Emotional – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable. Victimisations. E.g. continually 'picking' on someone.
- Exclusion from play, e.g. ignoring
- Discrimination for any reason, e.g. physical appearance, belonging to a different ethnic group, physical or learning disability.
- Racist – racial taunts, graffiti, gestures, name-calling.
- Sexual – unwanted physical contact, comments of an unwelcome sexual nature, sexual assault, abusive images. Homophobic – because of, or focusing on, the issue of sexual orientation.
- Cyber – harassment, alarm, distress or humiliation caused by use of internet and telephone technology e.g. texts, emails, websites
- Disability – bullying of children and young people with special educational needs and / or disabilities.
- Gender – bullying of children and young people because of their gender.
- Religion, culture and ethnicity - bullying of children and young people because of their beliefs and heritage.
- Bribing, blackmail or taking with menace.
- Destroying or defacing other people's property.
- Taking someone else's property
- Malicious gossip
- Any use of whispering, sending of notes and use of gesture designed to isolate or intimidate.

It is important to realise that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Services.

In school we use STOP (Several Times On Purpose) to help children define whether an action is bullying. However all actions which make a child uncomfortable should not be ignored. We encourage children to state, 'Stop it, I don't like it' as a clear indication that an action is unacceptable.

The role of governors

The governing board supports the head teacher in all attempts to eliminate bullying from our school. The governing board will not condone any bullying at all in school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The academy governing board monitors incidents of bullying that do occur and are recorded at stage step 3 of schools graduated response in the Positive Relationships and Early Help Approach (Meadowbank's behaviour policy) and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep records of all incidents of bullying and to report to the governors regularly on formal meetings with parents of children instigating bullying behaviour about the effectiveness of school anti-bullying strategies.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. Teaching staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the teachers may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. An Anti –Bullying week is used as a positive forum each year to raise the profile of the school's anti-bullying policy and involve the children in a variety of anti-bullying activities.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.



The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the members of staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff will model the kind of behaviours we expect children to demonstrate e.g. understanding, respect, self-awareness, avoiding offensive language.

If teachers witness an act of bullying, they will initially investigate it themselves and if necessary refer it to a member of the school's leadership team. Teachers and support staff will do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the headteacher, the teacher will inform the child's parents.

When any bullying occurs between members of a class, the teacher will deal with the issue as soon as possible. This will involve support for the victim of the bullying, and time spent talking to the child who has bullied: explaining why his/her action was wrong, and that he/she is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, staff should inform the headteacher. The child's parents will then be invited into the school to discuss their child's actions and school's response. When appropriate, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, for advice and support.

All members of staff regularly discuss positive relationship skills and appropriate choices with children in their care, which equips them to identify bullying behaviours and to follow school policy and procedures with regard to behaviour management.

Teachers should use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories, L.E.A.F. (Listen to what happened, Effects on others, Amends, Follow –up). etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid bullying behaviour. Circle time should be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Teachers will endeavour to create a school environment that celebrates diversity and challenges stereotyping. (*Refer to school's Positive Relationships and Early Help Approach*)

In school we operate two 'Buddy' systems:

- *New Pupil Buddy* - All new pupils are given a 'class buddy' who supports them whilst they settle into school.
- *Playground Buddies (Mediators)* – Children in years 5 who undertake training following a nationally recognised scheme and in how to mediation a L.E.A.F. process. This enables them to learn about peaceful conflict resolution. When trained they will be on duty at break times and lunchtimes in the playgrounds. Mediators will be identifiable by their "hi-vis" vest and 'Buddy' badge.

Additional guidelines for teachers and support staff:

Don't give permission for bullying to take place by saying:

- It will sort itself out
- It is part of growing up
- You must have done something to deserve it
- Don't tell tales

There may be occasions when children have normal friendship squabbles, but all complaints must be treated seriously and followed up. An all too frequent cry from the victimised child is 'no one would listen to me.' *Remember, it may seem like nothing to an adult, but to a child it is of great importance.*

Always be aware of a child who could be a potential victim. Signs to be aware of may be:

- A child lacking in confidence or with low self-esteem.
- A new child in school.
- A child with a family crisis
- Disability or difference of any kind.
- Differences in race, culture or gender etc.



A child who is bullied is likely to be less assertive or timid, a child who is bullied is unlikely to fight back, be lonely with few friends, anxious or fearful or outside the group.

It is important to be aware that sometimes these same reasons may cause a child to become more aggressive or violent – other reasons for changes in behaviour may be:

- A child who has been a victim of violence or abuse
- Fear of not being accepted
- Low self esteem
- Peer pressure
- Learned behaviour, from home, television, DVD's or games consoles.

In school we are aware that adults can also be bullies. We always treat and address children with respect.

The role of parents

We recognise the important role that parents and carers play in tackling bullying behaviour. We will endeavour to consult and involve parents and carers fully in the school's approach and policy to bullying.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher via the class dojo system or by phoning the school office so that staff can respond in a timely manner.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. They should not tell their child to act inappropriately in response to actions that have upset them.

The role of pupils

Pupils are encouraged to become empowered in difficult situations by using the sentence 'Stop it Please, I don't like it.' This is a clear indication that they wish for a behaviour to stop. This sentence is practiced in assemblies and lessons and is expected to be used.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, through the school council and through pupil questionnaires.

If a child does not want to approach an adult directly, they are encouraged to report bullying by talking to a Playground Buddy or older pupils. They can also complete a Friendship Concern slip and put it in a Worry Box located outside each classroom and each leader's office. (Appendix A)

Preventative Procedures

The school actively uses preventative measures including:

- supporting relationships and buddy systems;
- Solutions Focused Approaches embedded across school;
- Listen, Effects, Amends, Follow-Up – L.E.A.F. practices across school
- events - Anti-Bullying Week, assemblies, PSHE activities;
- collecting stakeholder views – surveys, table cloth activities, journal reflection, interviews, and newsletters;
- training – meetings;
- learning environment – open, access, child focused, supervised

Responding to an Incident

The following approach is used as a first line procedure to respond to instances of bullying:



- All incidents will be recorded on CPOMS at Stage 3 and parents of all children involved will be informed at the appropriate level.
- An investigation will be carried out to ascertain whether the incident is regarded as bullying.
- If the incident is regarded as bullying then this will be recorded on CPOMS and strategies to resolve issues agreed with the families.
- A trusted adult will be identified to enable the victim to confide further instances.
- When pupils do not respond to preventative strategies to combat bullying, specific measures will be followed (see Positive Relationships & Early Help Approach).
- Where necessary, more targeted support will be accessed from external agencies.

Cyber Bullying (see mobile phone policy)

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

There is a growing need to be aware of abuse via technology, this can take the form of abuse via methods such as Social media, messaging & Chatrooms via:

- Mobile phone
 - Gaming stations
 - iPad
- (List is not exhaustive)

We talk to children regularly throughout the year to make them aware of dangers and keep parents informed via information home and workshops in school. We follow advice from Greater Manchester police when talking to children about how to stay safe when on the internet and build this into our curriculum offer.

Therefore:

- We are a no mobile phone school. Pupils are not permitted to have mobile phones at school or on educational visits.
- In the rare event of a parent of a year 6 child wishing for his/her child to travel to and from school without them, they can request that their child bring a mobile phone to school. They must complete an agreement form and the phone must be switched off and taken to the school office and kept there until the end of the day. (The phone is left at the owner's own risk).
- If a parent has completed the agreement form and their child brings a phone to school and does not hand it in or uses it in school then they will not be able to bring a phone again until the beginning of the following half term.
- Mobile phones brought to school without permission will be confiscated and must be collected by the parent.
- Where mobile phones are used in or out of school to bully or intimidate others, then the headteacher does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site'.

Consultation Process

Aspects of the policy are reviewed in consultation with the children during Anti-Bullying Week in November annually. The annual Pupil's Survey also includes questions about bullying.

The academy governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.



KS2 Friendship Concerns / Any Other Problems

Date _____

Name _____

Message to my teacher

What is your worry?

Your teacher will talk to you soon.



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FS & KS1

Message to my teacher
Please come and talk to me.
I have a worry.



Name:

Your teacher will talk to you soon.



FS & KS1

Message to my teacher
Please come and talk to me.
I have a worry.



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FS & KS1

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FS & KS1

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