

# Mereside Primary School and Children's Centre

## Anti-Bullying Policy 2023 - 2025



Policy Version & Issue Date	Version 3 - September 2023 Version 2 – 1 <sup>st</sup> September 2020 Version 1 – 27 <sup>th</sup> November 2018
Electronic copies of this plan are available from	Mereside Primary School, Blackpool
Hard copies of this plan are available from	Mereside Primary School, Blackpool
Date of next review	September 2025 (or as required)
Person Responsible for Review	Jane Walpole

## **Policy Aims:**

The aim of the anti-bullying policy is to ensure that our pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Pupils, staff and parents are informed that we do not condone bullying in any form.

## **Definition of bullying (including racist, sexist and homophobic bullying):**

***'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms'.***

The three main types of bullying are:

- Physical - hitting, kicking, theft
- Verbal - name calling, racist, sexist or homophobic remarks
- Indirect - spreading rumours, excluding someone from social groups, spreading nasty stories, exclusion from groups, cyberbullying (bullying via mobile phones or the internet) or writing offensive graffiti.

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Name calling is the most common direct form of bullying. It may be related to ethnic origin, nationality or colour, sexual orientation or some form of disability.

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Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils are encouraged to report any bullying.

## **Values and principles, including aims and objectives of the policy.**

Pupils at Mereside will be cared for in a safe and secure environment. Any reported or observed incidents of bullying will be recorded, taken seriously and dealt with by members of staff, including Senior Management when appropriate. Pupils know that they will be listened to immediately and that it is important to 'tell'. Through our pastoral system pupils will know who to tell and will have the means to speak confidentially through systems such as The Listening Service. SEAL (Social and Emotional Aspects of Learning) underpins the whole school ethos and has a strong part to play in this area. Parents will be kept fully informed and where necessary invited into school to discuss any incidents. Parents are aware of our commitment to their children's emotional wellbeing and are always welcome to discuss any issues or concern.

## **Limits of the policy**

Any reported incidents of bullying which take place outside of school will be followed up by Senior Management or relevant staff in an appropriate manner in line with school policy. In order to safeguard the wellbeing of children on their journey to and from school, any reports of bullying outside of school are followed up by staff.

## **Procedures for recording and reporting bullying behaviour**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded in the class's Red Pastoral/Behaviour File and a copy given to the Principal
- The Principal will interview all concerned and will record the incident in the Bullying Incident File and/or the Racist Incident File (kept in Principal's room)
- Class teachers will be kept informed

- Parents will be kept informed
- Sanctions will be used as appropriate
- If the incident is of a racist nature then the Racist Incident form will be completed and returned to the Local Authority
- Racist incidents are reported termly to the Governing body.
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### *Pupils*

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their classteacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.
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Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

### **Procedures for dealing with a complaint made by a parent with regard to bullying**

Where a complaint is received, the school will follow the Blackpool guidelines as set out in their anti-bullying policy. The guidelines are as follows:

- Parents are invited to discuss the matter with the Principal and/or Pastoral Manager (Mrs Lawrence) and/or Behaviour Mentors (Mr McGough and Mrs Prosser)
- A record is kept of the interview and the nature of the complaint
- A record of action already taken by the school is shown to the parents/carers
- Further action to be taken is agreed with parents (and the child) and is recorded
- A date for a further contact with parents is made. A future meeting takes place to monitor the situation.

### **Sanctions:**

A number of sanctions are available as a deterrent or punishment for bullying. These include:

- Playtime and/or lunchtime detention
- Exclusion from certain areas of the school premises
- Loss of Golden Time

Persistent or severe cases can lead to fixed term exclusion being applied.

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### **The curriculum and other preventative measures**

The PSHE curriculum underpins the whole ethos of the school and is designed to support positive relationships and prevent any form of bullying in school and in the wider community. Strategies adopted by the school include:

- The school ethos
- The school mission statement
- Promotion of the School Values, including Empathy, Tolerance and Respect
- The general school environment
- Supervision at lunchtimes, breaks, before and after school
- Supervised internet access and blocking of 'chat' sites in school
- The creation of supervised 'quiet' areas at breaks and lunchtimes
- The use of assemblies to raise awareness

- Participation annually in 'Anti-Bullying Week' activities
- Curricular approaches to anti-bullying
- Circle time
- School Council
- Peer Support
- Anti-bullying Charter

### **Intervention strategies**

In addition to preventative measures, there are a number of interventions in place to support pupils who are initiating bullying or who are being bullied. These include:

- Co-operative group work
- Circle time
- Peer mentoring
- Adult mentoring
- Active listening approaches - The Listening Service
- The Galaxy and Core service
- Home visits by pupil welfare officer (when bullying affects attendance)

### **Harmful Sexual Behaviour**

Mereside Primary Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present. Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)

- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)