



Milverton Community Primary and Pre- School Anti Bullying Policy

Reviewed: July 2021

Review Due: July 2023

Rationale

Our school does not tolerate any form of bullying. Everyone is equal and must be treated that way. We aim to have a caring environment where everyone is treated the same way and we all respect differences. This policy applies to our whole school community, including all the pupils, staff, governors and parents.

What is Bullying?

Bullying is defined by the Anti-Bullying Alliance as, "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." Some common forms of bullying are listed in Appendix B for guidance.

This policy needs to be read with all appendices listed below.

Appendix A - Flowchart of procedures to be followed

Appendix B - Types of Bullying

Appendix C - Signs of Bullying and Suggested Actions (advice and information for children and adults)

Appendix D - Bullying Checklist (a record sheet for bullying incidents)

Appendix E - Outcome Sheet (a record of action taken and resolutions found)

Appendix F - Initial contact letter proforma

Appendix G - 10 day closure letter proforma

AIMS

The school will:

- take all bullying problems seriously (see Appendices A and B).
- investigate all incidents thoroughly (see Appendices A,D, and F)
- keep a written record of the incident, investigation and outcome (see Appendix D)
- inform parents of both bully and bullied (see Appendices A,E, F and G)
- provide support for both victim and bully. (see Appendix C)

WHAT WILL THE SCHOOL DO FOR THE VICTIM?

The school will:

- reassure the victim that the bullying will stop and that telling does not rebound on the victim.
- support the victim by listening and by encouraging them to talk about their experience.
- tell the victim how the bully is feeling.

- ask the victim to accept the bully's apology.
- tell the victim who to turn to should any further problems arise.
- teach children that they can ask for help if they need it.

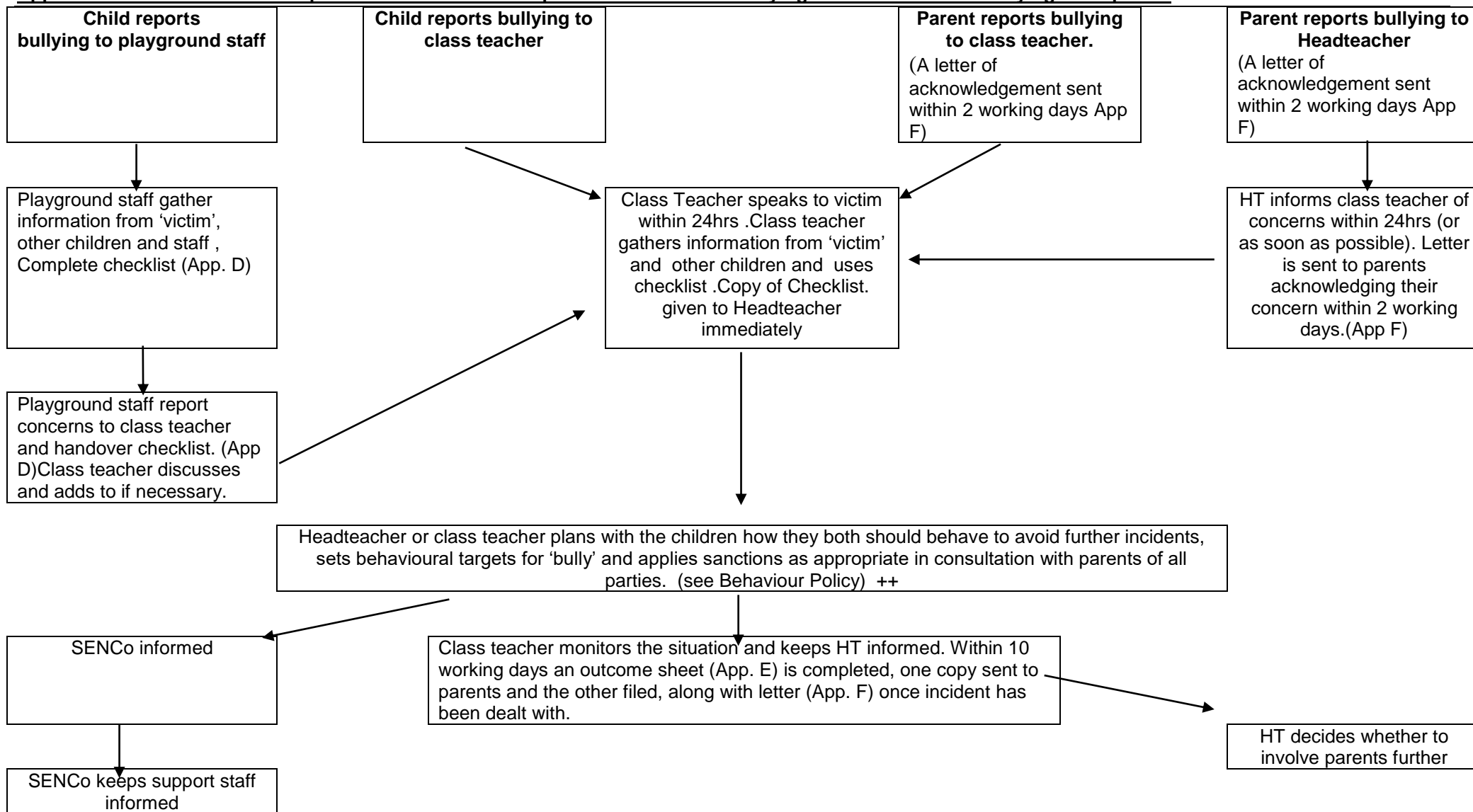
WHAT WILL THE SCHOOL DO FOR THE BULLY?

The school will:

- talk to the bully/bullies and get the bullying stopped.
- try to find out why the bullying is happening.
- try to solve the problem between the bully/bullies and the victim.
- tell the bully how the victim is feeling.
- help the bully to accept responsibility for his/her actions.
- help the bully to change his/her behaviour by keeping in contact with them.
- do everything it can to help a bully who admits he/she has a problem.
- bring the victim and bully together, with an adult present, for the bully to apologise to the victim.

**PLEASE REMEMBER WE ARE A LISTENING SCHOOL.
COME AND TELL US IF THERE IS A PROBLEM.**

Appendix A- Flow chart - shows procedure followed when possible incidents of bullying or concerns about bullying are reported



++ Up to ten working days will be allowed for the gathering of evidence and discussions with individuals and groups involved. The parents of both the 'bully' and bullied children should be contacted to inform them of the outcome following the setting of behavioural targets and sanctions according to the behaviour policy. App E and F sent.

Appendix B

TYPES OF BULLYING

Physical - Pushing, kicking, hitting, punching or any use of violence.

Verbal - Threatening, name-calling, sarcasm, spreading rumours, teasing.

Emotional - Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly.

Racist – Any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma. Travellers come under this heading too.

Related to disability, SEN or health –behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special educational needs come under this heading too.

Related to home circumstances –e.g. young carers or children in care.

Cyber bullying - Mobile, Internet and Wireless technologies used to taunt or abuse others.

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying
- Bullying through instant messaging

Victimisation after previous complaint e.g bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

Issues related to Gender and Sexual Orientation

• **Homophobic** - any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.

• **Sexist incidents** - perceived to be demeaning to a gender in general.

• **Sexual** - incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention}

• **Transphobic** - incidents are those perceived to be insulting to someone's gender identity or to transgendered people

Appendix C (i)

Signs of Bullying and What You Can Do About It - FOR CHILDREN

HOW DO YOU KNOW IF SOMEONE IS BEING BULLIED?

The person might seem quiet, scared, tearful or upset. The victim might start missing school or might not want to join in with games and activities. Their schoolwork might suffer and bags, sports kit or other possessions might go missing.

HOW DO BULLIES BEHAVE?

Bullies like to have power over people. Bullies are often loud and bossy. Sometimes they work alone and sometimes in groups. Bullies try to scare people. Often they are very cowardly and try to persuade others to join in with them. Bullies often spread horrid rumours about people.

WHAT TO DO IF YOU ARE BEING BULLIED

DO NOT SUFFER IN SILENCE.

- **Tell** someone you can trust – Parent, grandparent, school buddy, teacher, friend, brother, sister.
- **Try** not to show the bully you are upset.
- **Be** assertive without being aggressive. (Practise this).
- **If** you are worried about telling someone that you feel you are being bullied, or any other concern you have you can tell a school buddy.

WHAT TO DO IF YOU THINK SOMEONE IS BEING BULLIED OR IF YOU SEE BULLYING TAKING PLACE

- **Tell an adult** – parent/member of staff, remember: SILENCE IS THE BULLY'S GREATEST PROTECTION. You are not telling tales.
- If possible **take action**. Show your disapproval. Take responsibility – be a good friend.
- **Don't stand by** – this will be interpreted as support for the bully.

Appendix C (ii)

Signs of Bullying and What You Can Do About It - FOR ADULTS

WHAT PARENTS CAN DO IF YOU THINK YOUR CHILD IS BEING BULLIED

- **Watch for the signs.**
A child may indicate by signs or behaviour that he or she is being bullied. If you are concerned, you may wish to ask your child and/or the school if someone is threatening or bullying your child.
- **Encourage open dialogue** with your child about school, share mealtimes whenever possible.
- **Share your concern with the school;** immediately, talk to the Class Teacher and if still concerned the Head teacher. Bullying is **not** a necessary part of growing up.
- **Don't encourage your child to hit back**, as he or she may lay themselves open to counter accusations if they do.
- **Boost your child's morale.** Help him or her to realise that it is not he or she but the bully who should feel ashamed.
- **Inform the class teacher** of any circumstances at home that may affect your child's behaviour.

IF YOUR CHILD IS THE BULLY

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

- **Remain calm.** Talk things over and try to discover why they are bullying others. The bully, like the victim, needs help and support.
- **Share your concern** with the school and **ASK FOR HELP.**
- **Help your child** to accept responsibility for his/her actions.
- **Be aware** of the signs of repeat behaviour in the future.

Appendix C (iii)

The School:

- has adopted a 'buddy' scheme to help others and help ensure that the children will always find someone to talk to.
- will work with children on a regular basis, raising the awareness of bullying. This is done as part of their Literacy work, drama, circle time, and through units of work in the SEAL project (Social and Emotional Aspects of Learning) which is carried out in statutory PSHE lessons.
- will teach children strategies of how to deal with bullying through their work in the SEAL project.
- will address the importance of friendship in PSHE particularly with regard to the development of the emotional and social competence of pupils. The process will include how to make friends and how to cope with friendship breakdowns and reinforce the importance of class identity.
- takes part in the Anti Bullying Week dealing with a wide range of issues on the subject of bullying.
- shows that everyone is equal by word and example.
- discusses openly, when appropriate, problems, issues and concerns of the pupils and, wherever possible, solutions are found.
- investigates all complaints. (**Please see Flow Chart Appendix A**)
- treats bullying as an open subject; therefore, it is discussed at assemblies and in class. Children are regularly encouraged to discuss any problems.
- encourages children to accept responsibility for their actions and the consequences of those actions. Children are told that hurting people, whether physically or emotionally, is wrong. This is reinforced through the School Code.
- encourages each child to recognise his/her own self-worth through all learning especially play and discussion (e.g. circle time).
- places emphasis on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions.
- makes an effort to develop a positive attitude in all the children where tolerance of others and respect for individual differences are seen as being of paramount importance.

Appendix D

Milverton C.P. School Bullying Checklist

Name of alleged victim: -

Date:

1 How many times has it happened?

2 How many children were involved?

3 Has the victim been involved in arguing or had a falling out with the perpetrator(s)?

4 What happened?

- Calling them names
- Saying nasty things to them
- Saying nasty things about them
- Writing nasty things about them
- Leaving them out of activities
- Not talking to them
- Threatening them
- Following them
- Staring deliberately at them
- Taking or damaging their things
- Hitting, punching, pinching or kicking them
- Spitting at them
- Making them do things they don't want - making them uncomfortable or scared in any way.
- Making fun or ridiculing a person
- Making reference to somebody's skin or hair colour, race or size
- Offensive text messages sent / inappropriate use of social media used

5. Where did it happen?

6. How did the child respond when she /he was upset?

7. Were there any witnesses? Yes/no. If so, who?

8. Headteacher informed? Yes/no

9. Parents informed? Yes/no

10. Should this allegation be investigated further as bullying? Yes/no

If yes, refer to Appendix A and list briefly here.....

If no, refer to the Headteacher and work together to formulate a response to explain why to the original complainant.

Name of Person Completing this Checklist (block caps):.....

Appendix E

Milverton C.P. School outcome sheet

Name

School Voice

What action has been taken to resolve the problem and how effective has it been?

Pupil Voice

How well did we deal with the problem? How do you feel now?

Parent Voice

How satisfied are you with the way in which the situation has been dealt with?

Date

Appendix F



Milverton Community Primary and Pre-School

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TA4 1JP
Tel: 01823 400439
www.milvertonprimary.co.uk
Email: office@milvertonprimary.co.uk
Preschool: milvertonpreschool@educ.somerset.gov.uk

Date:

Dear

I am writing with reference to your recent discussions withand myself regarding _____, and your concerns that may be being bullied. Thank you for bringing this matter to our attention.

I have spoken to _____'s class teacher and we will be investigating this matter with the children concerned. We understand that children who feel they are being bullied can feel extremely vulnerable so I would like to reassure you that we will approach this matter sensitively. I will write to you again within ten working days to update you on the progress we have made and the measures put in place to resolve this situation.

Yours sincerely,

Richard Stead

Headteacher

Appendix G



Milverton Community Primary and Pre-School

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TA4 1JP
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www.milvertonprimary.co.uk
Email: office@milvertonprimary.co.uk
Preschool: milvertonpreschool@educ.somerset.gov.uk

Date:

Dear ,

Since you reported your concerns over bullying, we have been monitoring the effectiveness of the measures put in place to ensure that _____ feels safe in school, as discussed on _____. _____ has reported that all is well and there have been no further incidents.

I am attaching two copies of the follow-up sheet, one for your information and the other to be completed and returned to school for our records.

I would ask that you make us aware of any further problems. The measures in place will continue and we will obviously keep a particular eye on _____ to ensure that he/she remains happy and feels safe.

Yours sincerely,

Richard Stead
Headteacher