

# Meole Brace C of E Primary School and Nursery.

## Anti-Bullying Policy

### Section 1 - Introduction

#### 1a. Statement of intent

Bullying takes place in schools as it does in other work places.

Here at Meole Brace Primary, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. We are also a *LISTENING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

#### 1b. What is Bullying?

In 2007, The Department for Children, Schools and Families (DCSF) defined bullying as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.* (Safe to Learn: Embedding anti-bullying work in schools-DCSF 2007)

Working with parents and our school council, we have developed our own definition of bullying which states:

*Bullying is when people deliberately say or do nasty things to hurt people over and over again.*

*Some people bully others to get attention, to show off or to make themselves feel better.*

*Bullying can make people feel lonely, sad and scared. It can make people want to stay away from the places where the bullies might be.*

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** taunts, graffiti, gestures related to race, religion or culture.
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing

- **Cyber** All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, face to face, indirectly or using a range of methods.

There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

## **Section 2-Legal Requirements**

### **Legal Framework**

The Education and Inspections Act 2006 requires that Headteachers must determine measures on behaviour and discipline that form the school's Behaviour Policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils". As bullying is part of the school's safeguarding duties to protect children, this policy reads in conjunction with the school's Child Protection Policy.

The DCSF guidance (paragraph 3) states that, "*Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit.*" The legislation on exclusion in the Education Act 2002 makes clear that "*exclude... means exclude on disciplinary grounds*".

This policy is linked directly to the following policies:

- **Child Protection Policy**
- **Confidentiality Policy**
- **Equal Opportunities (Race Equality, Disability Equality, SEN policies)**
- **PSHE Policy**
- **e-Safety Policy**

### **Roles and responsibilities**

#### **The Role of the Governing Body**

Governors have the responsibility to ensure that the Anti-bullying Policy is in place, that it reflects school's values and practice, and is reviewed annually.

The governing body must make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the Headteacher and staff have taken to deal with these each term through the Headteacher's Report to Governors.

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

### **The Role of the Headteacher and Staff**

There are two senior members of staff who leads on anti-bullying:

**Name:** Jenny Davies  
Sue Rothwell

**Role:** Headteacher  
Deputy Headteacher

All staff are made aware of this policy and its clear links to other key policies through Induction Meetings where the Headteacher or Deputy Headteacher will go through the policy statements with the newly appointed member of staff and through subsequent "updating" training.

### **Monitoring, Evaluation and Review**

The school will review this policy annually in order to assess its implementation and effectiveness.

### **Section 3-Why Respond to Bullying?**

A person who is being bullied will feel unable to stop it happening. The effects of bullying can be physical and/or psychological in nature. The child being bullied may experience distress, fear and feelings of low self-worth. Experiences of bullying may lead to illness or periods of absence from school. Even where a pupil's attendance at school is not affected, their education may still suffer due to the distraction and anxiety caused by bullying. It is vitally important that all children and young people are given the support they need. Children accused of bullying may need just as much help as those being bullied. Their behaviour may be connected to personal or social problems. They may be being manipulated by other children. Individuals may be playing a small part in group bullying and not understand the collective harm being done to a victim. And, of course, children may be falsely or mistakenly accused.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

**Schools have a responsibility to respond promptly and effectively to issues of bullying.**

### **Section 4-Signs and Symptoms of Bullying.**

Pupils being bullied may demonstrate emotional and/or behavioural problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Section 5-What can we do?**

Bullying, even that which seems minor to an observer, can have serious, lasting consequences for the victim. Therefore, all bullying should be treated seriously. It is vital that parents, pupils, teachers and other members of a school community work together to develop anti-bullying strategies which everyone supports. Pupils are encouraged to report bullying in this school through discussion with adults, class discussion and PSHE and Worship. Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings, Healthy Schools and Safer Schools work. All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy.

### **The following steps will be taken by staff when dealing with incidents:**

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded in the Incident Book in the Headteacher's office, in order for incidents to be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the Headteacher/senior manager, and appropriate further action will be taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any racist incident.

### **Pupil support**

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up.

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)

- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up.

### **Curriculum**

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through PSHE, other subject areas, Worship and Circle Time.

The policy will be promoted, implemented and the delivery monitored throughout the school by:

1. Staff training
2. School's self review processes and structures
3. Information sharing sessions with parents
4. Pupil surveys/questionnaires
5. Parent surveys/questionnaires
6. PSHE and SEAL
7. Healthy Schools activities
8. Governor monitoring
9. Local Authority and OFSTED evaluation

### **Outcomes/Sanctions**

- 1) If the bully is a pupil at our school they will be given opportunities to reflect on their behaviour and will be asked to genuinely apologise.
- 2) If the bully is a pupil at our school, the pupils concerned will be reconciled if possible.
- 3) Where the bullying is carried out by a child not attending our school or an adult the designated lead or teacher will always investigate the cause of concern and take the appropriate action. This may entail contacting the school which the bully attends and informing them of our concerns, or liaising with the LA for advice and support.
- 4) The designated lead or teacher who is dealing with the bullying incident will decide on the appropriate sanctions.
- 5) In serious cases, a fixed term exclusion or even permanent exclusion may be considered
- 6) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Section 6-Further Help and Advice**

The following organisations are able to offer advice and support to anyone who is faced with bullying related issues:

<http://www.antibullying.net>

<http://www.kidscape.org.uk>

<http://www.saynotobullying.org.uk>

<http://www.childline.org.uk/Info/Pages/Bullying.aspx>

<http://www.bullying.co.uk>

<http://www.beatbullying.org>

## **Section 7 - Acknowledgments**

This policy has been drafted using information from the following sources:

- Anti-bullying Policy Framework (DCSF 2007)
- Anti-bullying Policy for Schools Guidelines (Kidscape 2005)
- Let's Stop Bullying. Advice for Parents and Families (Anti-bullying network 2002)
- Emotional Health & Well-being. Anti-bullying guidance for schools (Shropshire Children and Young People's Service Directorate 2006)

We would also like to thank all school staff, children and parents who have contributed to the content of this document.

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