

Anti – Bullying Policy

Aims and Purpose of the Policy:

The aim of the anti-bullying policy is to ensure that all pupils at Melbury learn in a supportive, caring, happy and safe environment without fear of being bullied. **Bullying is anti-social behaviour and can affect anyone; it is unacceptable and will not be tolerated.** Only when all issues of bullying are addressed, are pupils able to fully benefit from the opportunities available at our school.

- To prevent, de-escalate and / or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard pupils who have experienced bullying and to trigger sources of support for the pupils.
- To ensure that any incidents of bullying are dealt with speedily and effectively.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.

Definition of Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017

Roles within bullying:

- The ring leader, the person who through their social power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring leader).

- Re-enforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and there by appear to condone or collude with the bullying behaviour.
- Defenders, who try to stop the bullying or comfort pupils who experience bullying.

It should be noted that the same pupils can adopt different roles at different times, or at the same time.

Signs of Bullying:

Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a pupil is vulnerable in some way and susceptible to or suffering already from bullying. Pupils may show changes in behaviour and there may be evidence of changes in work patterns or a lack of concentration.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression.

Roles and Responsibilities:

Head Teacher: has a legal duty to draw up procedures to prevent all forms of bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. These measures must ensure that they 'encourage good behaviour and respect for others on the part of pupils and in particular, preventing all forms of bullying among pupils.' The Education and Inspections Act 2006 includes legal powers that relate more directly to cyber bullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off site and provides a defence in relation to the confiscation of mobile phones and other items.

Staff:

- Need to be aware of vulnerable pupils. They need to be sensitive to pupils who because of their behaviour or circumstances are vulnerable.
- When dealing with bullying issues, staff need to understand the emotional health and wellbeing of pupils and of any deeper issues that they may have, so that appropriate strategies can be used.
- Apply the school's behaviour and anti-bullying policy fairly and consistently.
- Apply the school rewards and sanctions lawfully.

Pupils:

- Pupils need to understand what bullying is, its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be direct, that is intervening in the bullying situation or indirect, reporting bullying or potential bullying to another adult, at home or school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Governors:

- Promote the well-being of all pupils.

School's Response to Bullying:

- School will deal with all individual incidents of bullying.
- School will provide an anti-bullying environment in school.

Response to individual bullying incidents

For the victim:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached by responding to the victim with support. It is important that staff ascertain whether the incident is bullying or a one off incident or tit for tat fall out. If it is not classed as bullying it still needs to be dealt with immediately following the principles of the behaviour policy.
- The victim will be given support from an assigned TA/Learning mentor to talk through the incident.
- A clear account of the incident will be recorded including witness statements from all pupils involved and will be passed to the head teacher or deputy.
- If necessary a support group will be set up in school.
- Support will continue to be given until the child feels comfortable within school. The named person will still be available to the child in the future and will continue to check with the child on a regular basis to ensure there is no reoccurrence of the bullying.

For the 'bully':

- A member of staff will interview the child/children who are reported to have been bullying.
- Make it clear to the child/children that bullying will not be tolerated at his school.
- Encourage the bully to see the victim's point of view and discover why the pupil became involved.
- Explain clearly the sanction and why it is given – refer to Melbury Rules.
- Explain clearly that the sanction is designed to deter the child/children from repeating this behaviour.
- If the child/children are involved in serious or persistent bullying this needs to be reported to the Head/Deputy for further action and the incidents will be logged. Parents will to be informed of the child's continuing behaviour and invited to discuss this with the head.
- If there are no future improvements in the behaviour, more severe sanctions as part of the behaviour policy will be followed.
- If the incidents of bullying still do not stop and all strategies have been exhausted then the police may be involved to support.

For the bystanders (accessories)

- A member of staff will interview the child/children who are reported to have been bystanders.
- Make it clear to the child/children that bullying will not be tolerated at this school.
- Encourage the bystander to see their role in the bullying incident especially if the bullying is cyber bullying.

- Explain clearly that as a bystander they may also be subject to a sanction and why it is given - refer to Melbury rules.
- Explain clearly that the sanction is designed to deter the child/children from repeating this behaviour.

Anti-Bullying Environment

- At Melbury Primary School we ensure that we provide an environment within school that prevents bullying.
- We ensure that all children/parents/staff understand and are aware of what we mean by bullying. We have an open and honest anti-bullying ethos.
- It is made clear in our Behaviour Policy that bullying will not be tolerated at Melbury.
- We actively promote an environment within school where it is OK to tell adults.
- Each class has a copy of the anti-bully charter in their classrooms. STOP signs to remind children the definition of bullying are present around school.
- We take preventative measures to minimise the opportunity for bullying to occur. A clear system has been set up in school for children/parents and staff to report any incidents of bullying. Parents are aware that they can ring school to report incidents. We have many systems that we can put in place:
 - ❖ giving the child a buddy
 - ❖ asking playground buddies to keep an eye out for them on the playground
 - ❖ setting up a circle of friends
 - ❖ checking on the child on a regular basis
 - ❖ referring the child to the Learning Mentor for support
 - ❖ the bully box is available for pupils to leave a message to say they are being bullied
 - ❖ ringing the parents to explain the situation and keeping them informed of the school's actions
 - ❖ contacting the parents of the key children from one term to the next to check they settle back into school after a break

For the bullies:

- ❖ speaking to the child and reminding them that any form of bullying is not tolerated at Melbury
- ❖ applying a sanction from the Behaviour Policy
- ❖ referring the child to the Learning Mentor for some small group work on anger management or conflict resolution
- ❖ If it is a serious incident reporting to the Senior Leadership Team
- ❖ If incidents continue to occur despite these interventions then parents and the community police will be informed.

At Melbury we believe strongly in the participation of peer support in supporting our anti-bullying work. We have set up a number of ways in which the children in school can take part in peer participation.

Playground Buddies: In non-covid times there are a team of year 4, 5 and 6 children who regularly give support to younger children at playtimes and dinner times. They work with these children to build their self-esteem and confidence.

Circle of Friends/ELSA: This and other strategies could be set up by the SENCO for identified children if we felt it was necessary

Curriculum

We use a whole school approach through curriculum opportunities across school to address issues around bullying.

We work with the pupils at school to ensure that they understand how to use the internet and social media appropriately through: ICT lessons; assemblies, acceptable use of the internet, discussing issues and draw out the anti-bullying messages.

We teach the children the causes and effects of bullying through the PSHE curriculum allowing them to develop their skills in dealing with bullying and helping to prevent it.

School participates in National Anti-Bullying week in November.

At Melbury Primary we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, PSHE and Citizenship lessons, SMSC within the Curriculum, Class Champions, work with the Community Organisations eg Healthy Half term, Anti-bullying week, Black History Week.

Wider Community

We embrace opportunities to work with the wider community. We are proactive in sourcing opportunities to work alongside other organisations to promote anti bullying and positive relationships. We have a good relationship with the Police Community Support Officers who will support us when necessary.

Bullying Against staff

Bullying can happen to staff, whether by pupils, parents or other staff. Members of the school staff who feel that they are suffering from or are concerned about bullying, can speak to a senior member of staff. They can also contact their trade union or professional association for support and advice.

Parents

We engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. We also ask that parents keep us informed if they find out that their child is being bullied so that we can deal with the situation promptly. We have a complaints procedure which parents are aware of that they can use if they feel that their issue is not being dealt with correctly.

Training

We will provide appropriate anti bullying training to all staff as required.

Equal Opportunities

Staff will show sensitivity to aspects of racial difference, gender, disability and ability at all times in using this policy in school.

Monitoring, evaluation and review

The school keeps records of all incidents of bullying that happen at school. The policy is reviewed annually.

Links to other useful sources of information.

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying 08000 1111

Bullying on line www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk 08088002222

Parents Against Bullying 01928 576152

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet\[1\]int.org/kia/parents](http://www.childnet[1]int.org/kia/parents)