

Anti-Bullying Policy

Meadowdale Primary School



Date: January 2019
Review Date: September 2020
Responsibility of: Governors

Aims of the Policy

At Meadowdale Primary School our primary aim is to prevent bullying from occurring but, where it does, we deal with it decisively and promptly.

Our vision is to create a positive learning environment where everyone is valued, supported and encouraged to achieve their full potential in all areas of their lives. We aim to create a safe, secure, stimulating, caring and positive learning environment and to encourage, support and include all learners so that they can achieve their full potential regardless of their ability, age, gender, background or race. [1]
To ensure this happens, our Promoting Positive Behaviour, Anti-Bullying, Safeguarding, Equality and Acceptable Use of ICT policies [2] will provide a robust framework so all children, staff and governors understand what behaviour is expected; how to encourage good behaviour and how to deal with unwanted behaviour.

This policy will outline how our children learn to develop a sense of self-worth and to respect similarities and differences – through various teaching methods and environmental features. In addition it will show how we help children to develop self-discipline and to understand how their actions impact on others and how to be sensitive to others children's situations.

Further details on our Ethos and Atmosphere is included in our Promoting Positive Behaviour Policy.

What is bullying?

Meadowdale Primary School agrees with the Anti-Bullying Alliance's view of bullying. The ABA states:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

This policy includes bullying of children and staff by pupils, parents or staff.

Bullying behaviour can include, but is not limited to:

- Physical: Pushing, poking, kicking, hitting, biting, pinching, damage to property etc.
- Verbal: Name calling, sarcasm, spreading rumours, threats, nasty teasing, insults and belittling.
- Emotional, psychological and indirect: Isolating others, rumours, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, coercion and exploitation.
- Online/cyber: Using ICT and the internet via mobile phones and computers for posting on social media, sharing photos, sending nasty text messages, sending messages in online games and social exclusion
- Sexual: Unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Homophobic or biphobic – based on sexuality or perceived sexuality
- Transphobic – based on gender identify and/or gender stereotyping
- Racial, religious or cultural

- Focussed on SEN and disabilities
- Focussed on appearance or health conditions
- Related to home circumstance.

Prevention of Bullying

At Meadowdale Primary School we have high expectations of behaviour; teaching children social skills and active promotion of good behaviour are the key elements to ensure bullying does not occur. Using government research [3] to inform our decisions, the following methods are used to achieve these aims:

- Meadowdale Primary School's Positive Behaviour Management Policy is available on our website and outlines how good behaviour is praised and encouraged so children understand what is expected of them and can learn from good role models.
- There is regular and focused teaching of Personal, Social and Health Education as this is a key factor in ensuring children know how to treat each other well and are able to discuss feelings. We follow the Cambridgeshire Primary Personal Development Programme. (More details on this are available on the Promoting Positive Behaviour Policy under 'Curriculum' and also in our year group specific curriculum overviews).
- Children are taught about appropriate use of the internet and social media through ICT lessons, including what it is and how to deal with cyber bullying. We use the Rising Stars 'Switched on Computing'.
- Training is given to lunchtime staff on games and activities for children as well as use and implementation of the Positive Behaviour Policy.
- Regular assemblies are given to ensure children know what bullying is; what to do if it happens; who to ask for help and that they are all responsible, even if they are not actively bullying.
- All school staff actively listen to children about behaviour issues and respond with tailored learning, where appropriate, before issues escalate into bullying. Incidents of unwanted behaviour are recorded to help identify patterns of behaviour.
- The Anti-Bullying Policy will be reviewed every two years in consultation with the whole school community.
- We have a governor who takes responsibility for overseeing our policy and practice. Incidents of bullying are shared with the local governing body.
- A team of Play Leaders has been recruited from Year 5 and the children have been trained to lead play activities and games at playtime and lunchtime. An assembly has been held to explain this to the school.
- Teachers have pledged to give time to teach children traditional playground games.
- The School Council is consulted on matters relating to Anti-Bullying, including the policy and charter.

What to do if bullying occurs

Meadowdale Primary School's Promoting Positive Behaviour Policy outlines how unwanted behaviour should be dealt with. 'Unwanted behaviour' becomes bullying when it is deliberate, repetitive and involves an imbalance of power.

- Children who feel they are being bullied can read our child-friendly policy which is available in every classroom or look at the charter on our Anti-Bullying display – this will explain the steps below.
- If a child experiences unwanted behaviour they or a child who witnessed it should contact an adult on duty or an adult they feel comfortable sharing the information with. This adult will take their concerns seriously and talk to the child concerned then interview children who were also involved and/or witnessed the

behaviour. Children are encouraged to understand they are responsible for preventing bullying by telling adults about incidents they witness.

- This information should be written on the Unwanted Behaviour Incident Report Form. Information on these forms is recorded centrally – including which children are involved. There is a section on these forms to show if the incident included an allegation of bullying.
- If you are a parent/carer who becomes aware of unwanted behaviour or bullying relating to your child or another child, contact your child's class teacher in the first instance. The teacher will follow the same steps to find out more about, record and deal with the unwanted behaviour.
- Consequences are clearly outlined and include keeping a record of behaviour, missing playtimes, informing senior management and talking to parents about personal behaviour plans. In this way, persistent unwanted behaviour is highlighted and consequences and/or teaching can be targeted.
- All the details are available on the Promoting Positive Behaviour Policy on our website.

How we deal with bullying

When bullying has been identified, all those involved should be interviewed and the Unwanted Behaviour Records should be filled in as well as the Record of Allegation of Bullying form. This identifies the target, aggressor/s, participants and witnesses. In addition, the following details will be recorded: full dates, how parents have been informed, which adults at school are involved, subsequent incidents, restorative work and/or an action plan, a time frame, who will monitor it and how, how outcomes will be communicated and what needs to happen for the plan to be successful.

Plans developed should consider

- Restorative work with the pupils involved, with a written record of this
- Times the pupils are together and how this can be monitored and managed by an adult
- PSHE learning needed for the cohort.

All parties affected by bullying, starting with the target and including parents where necessary, will have the time and space to talk to a senior member of staff about how the incident or incidents have affected them. The school will then decide whether further support is needed to both prevent recurrences and ensure the well-being of everyone involved.

When a criminal offence is believed to have been committed the police will be informed.

If bullying occurs off the school premises the school still has the power to investigate and discipline children if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator. [4] The process outlined above will also be followed with situations that occur off the school premises.

Disseminating the policy

The Anti-Bullying Policy will be available on the school's website and will be shared with teaching staff annually at staff meetings and with support staff at a meeting at the beginning of each school year.

The charter will be on the Anti-Bullying display and the child-friendly policy will be available in each classroom.

The Head of School, Liz Martin, is the member of staff with lead responsibility for bullying and Josie Harrison is the lead governor for this area.

The policy has been reviewed in 2018 in consultation with staff, children, parents, governors and other stakeholders. This process will be repeated when the policy is reviewed again in 2020.

www.beyondbullying.com

[1] Meadowdale Primary School Vision and Aims (see website for more details.)

[2] Policies are all available on the school's website

[3] The Use and Effectiveness of Anti-Bullying Strategies in Schools – Department for Education.

[4] Preventing and Tackling Bullying – Advice for head teachers, staff and governing bodies – Department for Education.