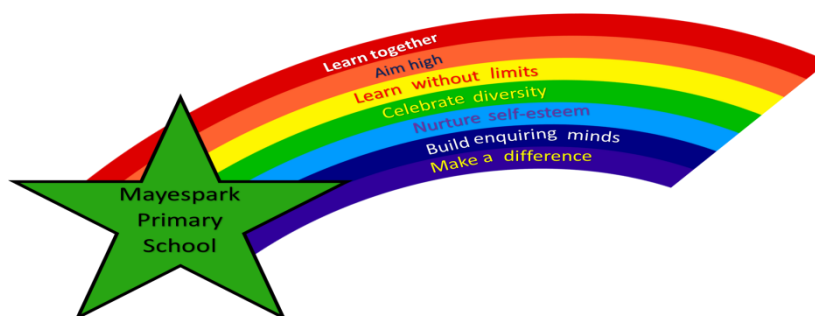




ANTI BULLYING POLICY AND PROCEDURES



Reviewed: October 2017
Date to be reviewed: October 2020
Reviewed: October 2020

MAYES PARK PRIMARY SCHOOL

ANTI-BULLYING POLICY AND PROCEDURES

What is the aim of the policy?

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. 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.** This means that anyone who knows that bullying is happening is expected to tell a member of staff. To allow or condone bullying may lead to consideration under the school's child protection procedures.

People who watch bullying are condoning it and are part of the bullying.

Bullying will not be tolerated at Mayespark Primary School

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. This can be physical or emotional. It is a selfish act, influencing another child's behaviour and emotional stability by means of aggression.

Many children both use and experience bullying behaviour at one time or another and, of course, all children can change their behaviour.

What is peer-on-peer abuse?

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

At Mayespark Primary School we identify bullying as:

<u>Emotional:</u>	excluding, tormenting, hiding things, threatening, verbal and non-verbal gestures
<u>Physical:</u>	pushing, kicking, hitting, punching, tripping, any use of violence
<u>Racist:</u>	racist name calling, taunts, graffiti, gestures, any form of language or behaviour of intolerance
<u>Sexual:</u>	unwanted physical contact or sexually abusive comments, in person or virtually – Peer on Peer

<u>Homophobic:</u>	because of or focusing on the issue of sexuality and any form of language or behaviour of intolerance
<u>Verbal:</u>	name-calling, sarcasm, spreading rumours, teasing making fun of other children's families/clothes
<u>Cyber:</u>	All areas of internet, such as email and internet chat room misuse, comments on social media, mobile phone threat by text messaging and calls, the sending of inappropriate images, misuse of associated technology including DB Primary

Not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- that it is **repeated and goes on over time**;
- that it is **deliberate and not accidental**;
- that it involves the person doing the bullying in having some sort of **power over the person experiencing the bullying**.

Why is it important to respond to bullying?

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 and understand how harmful bullying is.

We, as a school community, have a responsibility to respond promptly and effectively to issues of bullying.

What is the aim of this policy?

- All governors, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying is and follow it up when bullying is reported.
- All pupils, parents and carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, parents and carers should be assured that they will be supported when bullying is reported.
- All allegations of bullying will be recorded and properly investigated.
- All children to feel safe at Mayespark Primary School.

The policy and procedures will contribute towards the achievement of this aim by:

- clarifying what we mean by bullying at Mayespark
- encouraging children and parents to report incidents of bullying to the school in the knowledge that appropriate and effective action will be taken
- identifying effective anti-bullying practices as having a high priority for Mayespark
- clarifying what we expect all members of the school community to do when they either see, hear about or are subject to incidents of bullying

- ensuring that all incidents of bullying in Mayespark school are properly recorded on CPOMs
- ensuring that the victims of bullying are effectively supported and protected
- ensuring that the parents of both the victims and perpetrators of bullying are informed about what is happening to their children
- ensuring that where incidents of bullying has been resolved that there is a reasonable period of monitoring of victim and perpetrator.

How will we know if the policy is succeeding?

Indicators of success will include:

- Fewer incidents involving distressed and aggressive behaviour in the school playground reported on CPOMs
- Parents approaching staff with concerns in a way that indicates confidence about the outcome
- children approaching staff with concerns in a way that indicates confidence about the outcome
- staff using the procedures in a consistent and systematic way
- decline in the number of on-line and cyber bullying incidences reported and/or detected
- decline over time in the number and frequency of reports of bullying
- in the long term, improved well-being and achievement.

Actions to tackle bullying

At Mayespark we remain vigilant to the signs of bullying and take reports of incidence seriously. We strongly believe that we have a duty to develop our children and equip them to become resilient by developing strategies to take appropriate actions when faced with a bullying situation:

These include:

- The curriculum, in particular PSHE, RE, drama and P4C
- Assemblies
- Display posters
- Having clubs available that will develop self-esteem eg Sally's lunch club
- Recognising appropriate social behaviour through our school values and certificates
- Our Space (nurture group) interventions
- Community involvement eg working with the community police
- Professional involvement such as SEATTS (outreach services) and Social Services (where appropriate)

How will the policy be monitored?

Copies of all incident reports are recorded on the CPOMs electronic system.

This will be monitored regularly by the Head teacher (or another member of staff delegated by the Head teacher) in order to check on the well-being of any child who has experienced bullying, to spot persistent bullying or any emerging patterns.

Anti-bullying procedures

Our procedures for responding to bullying are based on evidence that punishment on its own does not work.

All children have lessons in internet safety, which highlight the use of new technologies for cyber-bullying. Children are aware of the need to report bullying in any form and know that the school will investigate all allegations of bullying. The school has purchased monitoring software, which identifies messages between children that could be threatening/bullying or intimidating. These messages are automatically sent to designated members of staff who will follow up any unacceptable messages or comments. We regularly remind children and families of the dangers online through newsletters and email communication.

What children should do:

- If you are being bullied:
- Tell someone straight away.
- Tell any of the adults in school, or someone at home.
- Take a friend with you if you want.
- Keep telling until the bullying stops.

If you see someone being bullied:

- Tell someone straight away.
- Don't stay and watch, go and get help.
- Don't ignore it.

WE ARE A TELLING SCHOOL!

What parents should do:

The support of parents is vital in preventing bullying.

- Watch out for any signs that your child might be a victim of bullying.
- Listen to your child and take reports of bullying seriously (but remember there are often two sides to a story)
- If you think that your child is being bullied, contact the school straight away. Speak to your child's teacher or a senior member of staff.
- Work with the school. Help us to make sure of the facts and support your child through the incident
- It can take more than one attempt to stop bullying. Don't hesitate to contact us again if you think that it is continuing.

What staff should do:

All staff (including lunchtime staff) will ensure that the child's class teacher is made aware of any concerns or reports of bullying. ICT staff will read and respond to all reports from e-safety monitoring software and report any incidents to the class teacher.

1. All allegation of bullying must be taken seriously and must be thoroughly investigated.
2. Class teachers will record allegations onto CPOMS and decide whether to deal with the matter themselves or to involve senior staff.
3. If the incident appears not appear to be too serious, then it may be resolved through informal discussion with the children involved – individually, small groups or as a whole class through circle time or PHSE lesson, etc.
4. In serious cases parents will be informed and will be asked to come into school to discuss any concerns.
5. In very serious cases the police or social services may be consulted.
6. At the discretion of a senior member of staff a 'taking responsibility' conference may be held, if it is thought that this would have a positive outcome. This would be carried out either by a senior teacher or a member of the Learning Mentor team and involves:
 - a) An interview with the bullied person. The adult talks to the child about his/her feelings, the adult investigates who was involved, the adult seeks the child's permission to meeting with all those involved, the adult finds out from the child what they would find helpful, the bullied child chooses whether or not to be at the meeting.
 - b) The meeting will be with the children involved in the bullying and other children, the adult talks about how the bullied person feels, details of the incident are not discussed and

no one is blamed, each group member is asked to suggest a way in which the bullied person could be helped, the adult does not extract promises of improved behaviour, responsibility is given to the group to solve the problem.

c) Second meeting: the adult meets with the bullied child and the whole group one week later. They discuss how things are going. This allows for monitoring and keeps each group member involved in the process.

The consequences of bullying (depending on seriousness) may include:

- Lunchtime or playtime exclusions
- Meeting with parents
- Behaviour contracts
- Referral for Learning Mentor support
- Exclusion from school

Recording

A central log of all incidents and allegations of bullying is held by the Head teacher on CPOMs. All staff must inform the Head teacher of allegations of bullying by completing the incident/s on CPOMs and marking it as 'Bullying' . It is important to indicate the action taken so this can be tracked.

Help Organisations

NSPCC	www.nspcc.org.uk
Advisory Centre for Education	0808 800 5793
Children's Legal Centre	0300 330 5480.
KIDSCAPE Parents Helpline (Mon- Fri, 10.00-4.00)	020 7823 5430
KIDSCAPE website	www.kidscape.org.uk
Family Lives	0808 800 2222
Bullying Online	www.bullying.co.uk