Misterton Primary & Nursery School
Anti Bullying Policy

Date reviewed: February 2016
Next review: February 2019

Introduction

At Misterton Primary School in line with Every Child Matters we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community.

Roles and Responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is:
Jane Cappleman-Jackson

Their responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:
Penny Elsegood

Definition of Bullying

'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 (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

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

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Preventing and tackling bullying is a high priority within the school with a clear commitment from all staff and governors. Promoting school aims and values which reject bullying behaviour and promote co-operative behaviour is crucial. The curriculum is used to raise awareness of bullying.

If a child feels they are being bullied they should report this to a member of staff. If this staff member is not the child's class teacher or TA then they need to inform them so that they can then take any necessary action. Misterton is an inclusive school, some of our pupils may well have a special educational need, a disability or may well be non English speakers, we realise that often these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. Higher attainers or gifted and talented pupils can also be affected by bullying. Staff treat this type of bullying as seriously and in the same way as any other type of bullying.

Children should be aware of their responsibilities as bystanders, as ignoring bullying is cowardly and unfair to the victim. If the child feels unable to get involved in the situation, they must tell an adult immediately.

Parents have an important part to play in our anti-bullying policy, if they suspect their child may be a victim of bullying behaviour they must inform the school immediately; their complaint will be taken seriously and appropriate action will follow. Alternatively, if they know their child is involved in the actual bullying, they need to discuss the issues with their child and inform the school where the matter will be dealt with appropriately.

If bullying does take place the following procedure/strategies will be followed:

- ❖ all bullying problems will be taken seriously
- ❖ investigate all incidents thoroughly at the earliest possible time
- ❖ ensure that bullies and victims are interviewed separately
- ❖ obtain witness information
- ❖ keep a written record of the incident, investigation and outcomes (log book in head teacher's room)
- ❖ inform staff of the incident

- ❖ reassure the pupil that he/she was right to tell you
- ❖ ensure that action is taken to prevent further incidents – sanctions might include, apologising to the victim(s) verbally or in writing, losing privileges, missing playtime, spending playtimes and lunchtimes with an adult or where appropriate issuing an amber warning, this will obviously depend on the severity of the incident. In some incidents providing support for both the bully and the bully victim (perhaps a buddy system could be established where an older pupil watches out for a younger more vulnerable pupil, or a circle of friends)
- ❖ where appropriate both sets of parents should be informed

Pupils who have been bullied will be supported by:
- ❖ offering an immediate opportunity to discuss the experience with a member of staff of their choice
- ❖ reassuring the pupil(s)
- ❖ offering continuous support
- ❖ restoring self-esteem and confidence

Pupils who have bullied will be helped by:
- ❖ discussing what happened
- ❖ discovering why the pupil became involved establishing the wrong doing and need to change
- ❖ informing parents/carers to help change the attitude of the pupil

Within the curriculum the school will raise the awareness of the nature of bullying through PSHE, SEAL, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

Links with other policies

Behaviour Policy
Safeguarding Policy
Acceptable Use Policy - Cyberbullying and internet safety
Equalities Policy - Race, Homophobia, SEN and Disability
PSHE and Citizenship Policy
Confidentiality Policy

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines
    - Embedding anti-bullying work in schools – DCSF-00656-2007
    - Homophobic bullying – DCSF – 00668-2007
    - Cyberbullying – DCSF – 00658-2007
    - Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications
- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue-