



# **MEREBROOK INFANT SCHOOL**

## **ANTI-BULLYING POLICY**

## VERSION

Date	Author(s)	Notes on Revision/s
July 2019	Tracy Hurwood	New policy to stream with Federation policy
November 2019	Tracy Hurwood	Change of name to reflect Governing Board position
<b>Policy Review:</b> Annually		
<b>Type of Governing Board Meeting:</b> Full Governing Board Meeting		

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## 1 INTRODUCTION

It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's Behaviour and Anti-Bullying policies.

The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying – A Charter for Action*, has been followed by *Preventing and Tackling Bullying – Advice for school leaders, staff and governing bodies (2011)*. This policy reflects this guidance and the principles within it.

In *The Equality Act 2010 and Schools* (May 2014), The Department for Education Advises that 'Schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly'.

## 2 POLICY AIMS

This policy outlines the measure that Merebrook Infant School will take to prevent and tackle all forms of bullying.

The main aims are to ensure that:

- All stakeholders of Merebrook Infant School do all that they can to prevent bullying by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable
- We maintain a safe and secure environment where all can learn and where measures are in place to reduce the likelihood of bullying
- There are procedures in place across the school to ensure a consistent approach to dealing with any incidents of bullying as they occur
- All stakeholders are clear about their responsibilities, and the responsibilities of other staff, within the school with regards to eradicating and dealing with incidents of bullying in school

## 3 DEFINITION OF BULLYING

The Department for Education (DfE) guidance defines bullying as 'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' (*Preventing and Tackling Bullying, November 2014*).

Bullying can present itself in the following forms:

- **Verbal** - name calling, insulting, teasing, mocking
- **Physical** - pushing, hitting, kicking, damage to belongings
- **Conditional friendship** - where a child thinks someone is their friend, but times of friendliness are alternated with bullying
- **Exploitative bullying** - where features of a child's condition can be used to bully them
- **Manipulative bullying** - where a child's behaviour is being controlled
- **Cyberbullying** - nasty texts, sharing photos, instant messaging, Facebook and other social networks, including online gaming.

## 4 PREVENTING BULLYING

PSHE is our main platform for teaching children the skills they need to develop positive relationships with each other, tolerance and resilience in order to try to eradicate bullying at Merebrook. Our children are taught PSHE following the SEAL and Chris Quigley schemes of work. Both programmes bring together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The schemes encourage children to develop self-confidence and self-esteem and make informed choices regarding social and personal issues. It also helps them to develop good relationships with other members of the school and the wider community. As a school we also follow Restorative Principles throughout all aspects of school life. Pupils are taught to use restorative dialogue and respectful communication in order to share feelings and tackle difficulties that may occur. Children also participate in community circles daily.

The Head of School is the member of the Senior Leadership Team with responsibility for bullying prevention.

### 4.1 Anti-Bullying week

Once per year, the school holds an 'Anti-Bullying Week'. This aims to help children understand what bullying is, how those that are bullying others may present themselves and how bullying behaviour makes the victim feel. Activities are planned across the school to enable children to develop a deeper understanding of these concepts and to equip them with the strategies needed to deal with bullying should occur.

### 4.2 Learning Mentor Support

Merebrook Infant School employs a Learning Mentor to support children with social and emotional difficulties. This may include children being bullied, or those that are bullying others. One to one or small group activities lead by the Learning Mentor may be organised as part of a pastoral support programme to support the needs of children involved with bullying. These sessions are aimed at helping children to improve their attitude and behaviour towards others and supporting children form positive relationships with their peers.

## 5 DEALING WITH BULLYING INCIDENTS

All members of staff take all forms of bullying seriously and seek to prevent it from taking place. However, where incidents do take place, staff deal with these incidents as detailed below.

### 5.1 Incidents that take place during lesson times and break time

**5.1.1** Teachers keep records on CPOMS of all significant incidents that happen in their class that they are aware of in the school in line with the school Behaviour Policy. If Teachers or Teaching Assistants witness an act of bullying, they will investigate it themselves by speaking to the children involved in order to establish what has happened. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

**5.1.2** Teachers or Teaching Assistants will then record a precise written account of the incident that has happened using a Bullying Incident Form (see Appendix 1). This information will then be passed on to the Learning Mentor

**5.1.3** At the discretion of the Teacher or Teaching Assistant, it may be appropriate for a Learning Mentor to speak to the children involved instead, for example if there have been ongoing incidents involving the same child or children.

**5.1.4** Once a Bullying Incident Form has been completed, this will be passed to the Head of School. This information will then be transferred on to CPOMS.

**5.1.5** It is at the discretion of the Head of School if the parents or carers of the children involved are informed. This decision is made bearing in mind any previous incidents that have been recorded. The Executive Headteacher, Mrs Mathison, will be informed of all incidents of bullying by the Head of School.

**5.1.6** If parents or carers are informed, a meeting may be arranged to discuss the incident(s) in more detail

## **5.2 Incidents that take place during lunchtimes**

**5.2.1** Bullying incidents that occur during lunchtimes are likely to be witnessed by Midday Supervisors. If such an incident occurs then the Midday Supervisor will immediately seek the advice of a Learning Mentor.

**5.2.2** The Learning Mentor will then speak with the Midday Supervisor to establish what has happened and which children have been involved. It is then the responsibility of the Learning Mentor to record a precise written account of the incident that has happened using a Bullying Incident Form (see Appendix 1).

## **5.3 Incidents that take place out of school**

Where bullying incidents take place outside of school and off of the school grounds the school may decide to investigate the incident depending on the circumstances. This will be at the discretion of the Executive Headteacher.

## **5.4 The Role of the Head of School**

**5.4.1** It is the responsibility of the Head of School to implement this policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

**5.4.2** The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

**5.4.3** The Head of School ensures that all staff, including Midday Supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

**5.4.4** The Head of School sets the school climate of mutual support and praise for success, thereby making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **5.5 The Role of the Governing Board**

**5.5.1** The Governing Board supports the Executive Headteacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

**5.5.2** Governor, David Evans, has anti-bullying responsibility and regularly monitors incidents of bullying that occur during the school academic year. This information is reported to Governors at all Full Governing Board meetings.

**5.5.3** The Governing Board require the Head of School to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

## **5.6 The Role of Parents and Carers**

**5.6.1** Parents and Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the Head of School. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Policy. This can be found on the school website.

**5.6.2** Parents and Carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet. Please refer to the school's Online Safety Policy which can be found on the school website.

**5.6.3** Parents and Carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **6 SUPPORTING CHILDREN INVOLVED WITH BULLYING**

Where incidents of Bullying have taken place it is important to offer opportunities to both the child or children that have been bullied and the child or children that have bullied.

Children who have been bullied will be supported by being:

- offered an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- reassured and given the option of continuous support by a Learning Mentor
- given opportunities to restore their self-esteem and confidence in class or through the support of a Learning Mentor

Children who have bullied others will be helped by:

- discussing what has happened and establishing the concern and the need to change
- informing parents/carers, at the discretion of the Head of School, to help change the attitude and behaviour of the child
- providing appropriate education and support about the effects of bullying on others
- applying appropriate sanctions in line with the school Behaviour Policy

## **7 LINKS WITH OTHER POLICIES**

This policy should be read alongside the following other policies that are available on the school website:

- Behaviour
- Safeguarding Statement
- Child Protection
- Online Safety
- PSHE
- Complaints

## **8 POLICY REVIEW**

This policy is monitored on a day-to-day basis by the Senior Leadership Team and Learning Mentor. The policy will be reviewed by staff and Governors on an annual basis, or sooner if changes need to be made.

# Appendix 1 – BULLYING INCIDENT FORM



Merebrook Infant School  
**BULLYING INCIDENT FORM**

<b>Name(s) / Class of Victim(s):</b>		<b>Name(s) / Class of Perpetrator(s):</b>	
<b>Date &amp; time of Incident:</b>		<b>Incident dealt with by:</b>	
<b>Learning Mentor involved</b> (please circle)		<b>SLT member involved</b> (please circle)	
<b>Type of Bullying:</b>			
<b>Verbal</b> - name calling, insulting, teasing, mocking			
<b>Physical</b> - pushing, hitting, kicking, damage to belongings			
<b>Indirect</b> - spreading nasty stories, exclusion from friendship group			
<b>Conditional friendship</b> - where a child thinks someone is their friend, but times of friendliness are alternated with bullying			
<b>Exploitative bullying</b> - where features of a child's condition can be used to bully them			
<b>Manipulative bullying</b> - where a child's behaviour is being controlled			
<b>Summary of events:</b>			
<b>Sanctions for perpetrator(s):</b>			
<b>Parent(s) / Carer(s) of Victim informed</b> (please circle)		<b>Yes</b>	<b>No</b>
<b>If no, reasons why:</b>			
<b>Parent(s) / Carer(s) of Perpetrator informed</b> (please circle)		<b>Yes</b>	<b>No</b>
<b>If no, reasons why:</b>			
<b>Head of School Informed by:</b> _____ (name)			
_____ (date and time)			
Form last reviewed: July 2019			

