



Meadowfield Primary School

Anti-bullying Policy

January 2019

VISION 'today we create, tomorrow we achieve, forever we learn

"Who you are tomorrow begins with what you do today" Tim Fargo

Anti-bullying policy for Meadowfield Primary

1. Introduction

Bullying causes misery and fear in those being bullied, resulting in loss of quality of life, as well as lower levels of confidence, self esteem and lack of achievement. All children have the right to be happy and free from aggression and intimidation.

The vision of the school is to promote a secure and happy environment, free from threat, harassment and any type of bullying behaviour.

2. Purpose of this policy

- The purpose of this policy is to promote a consistency of approach, and to create a climate in which all types of bullying are regarded as unacceptable.
- To prevent harassment on the grounds of race, culture, disability, social circumstance, sexuality or gender
- To create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To show commitment to positively tackling and eliminating bullying throughout the school.
- To inform pupils and parents of the schools expectations to foster a productive partnership which helps maintain a bully free environment.
- To make staff aware of their role in fostering the knowledge and attitudes required to achieve these aims.

3. Definition

Bullying is **repeated** aggression; verbal, psychological or physical conducted by an individual or group against others.

STOP - Several Times On Purpose **STOP** - Start Telling Other People

3.1 What is bullying?

Bullying is repeated aggression but all incidents of aggression are investigated. This means the school will take into account not just what the victim says, but also the perceptions of those who witnessed the incident or are aware of the circumstances.

Bullying affects all members of the school community.

3.2 What does bullying look like?

Bullying can manifest itself in many different ways. Some of the main types of bullying include, but are by no means limited to:

Physical: e.g. hitting, kicking, spitting or tripping up.

Emotional: e.g. excluding, humiliating, tormenting.

Verbal: e.g. name calling or teasing.

Bullying can occur directly or indirectly. Examples of indirect bullying include:

- Spreading rumours or stories about people
- Graffiti
- Defacing of someone's property
- Displaying or spreading derogatory images or material

3.3 Discrimination

- Discrimination is the unjust or prejudicial treatment of different categories of people, based on characteristics such as ethnicity, gender, sexual orientation, age, disability or religion.
- Discrimination includes bullying motivated by racism, sexism, HBT (homophobia, biphobia and transphobia), religious discrimination and disablist discrimination.
- For definitions of different types of discrimination and what it can look like see appendix 6.

4. Prevention

Children's behaviour is greatly influenced by adults around them. We therefore expect all adults in the school community to act as positive examples and model respectful and courteous behaviour.

The school will include lessons, assemblies and display boards, ensuring the visibility of anti-bullying and anti-discriminatory practices. All curriculum work and all school staff will reflect the schools' equal opportunities policy and anti-bullying policy.

The school will also develop partnerships and work with outside agencies such as the local education authority, the voluntary sector, theatre and arts groups etc. in order to inform pupils, staff and parents/carers/guardians of the issues and to give them support.

5. Response to reported bullying

All reports of bullying, regardless of the severity of the incident, will be investigated and dealt with by class teachers. It is vital that pupils gain confidence in passing on their concerns. Staff will record all incidents on CPOMS as well as refer to the appropriate member of staff.

Serious cases of bullying to be referred immediately to the appropriate team leader team for investigation.

All members of the school staff, both teaching and non-teaching are encouraged to report any incidents of bullying they witness to the Deputy Head. CPOMS is also used to record any incidents which could develop into bullying.

Where bullying has been identified, as opposed to an individual incident, it must be:

1. Referred to the Learning Mentors initially. It is important that a written record is maintained of all incidents the victim can recall. It may be valuable to assign a victim a member of staff who they are comfortable with to report any further trouble or anxiety about dealing with the bully.
2. The Learning mentors to consult with the victim's Team Leader to assign a member of staff to investigate. At this stage, the Team Leader will contact the victim's parents to inform and reassure them that there has been a problem but that action is being taken, and to give them the opportunity of discussing the matter and supporting their child.
3. An investigation will take place as soon as is practically possible to ascertain what incidents have occurred and who has been responsible. The point at this stage is to gain facts from the victim, not to question or blame the alleged bully.
4. The investigating staff member will now discuss their findings with the Deputy Head and a decision will be made on how to proceed. There are a number of options including a meeting will take place between the bully and the victim to reconcile differences; an interview with both the bully and their parents, to discuss the events and the future course of action; punishment of the bully according to the school behaviour policy or a course of mediation known as the 'no blame approach' - see Appendix 7.
5. In cases where a victim's parents have been contacted, a member of the leadership team will contact the parents later to confirm that the bullying has ceased.
6. Any bullying which is deemed to be more serious or persistent will result in the senior member of staff contacting parents as laid down in the school behaviour policy.
7. Severe bullying will result in a fixed term period of exclusion at the discretion of the head teacher.
8. The parents will have a point of contact in the school if they have any fears or concerns about bullying. This will be **Ann Gibson** or **Sam Parker**.

4. Conclusions

Every child at Meadowfield Primary is important. Bullying will not be tolerated and it is recognised that children have a right to come to a school where they feel safe and secure. The school behaviour policy will be followed if any sanctions are to be initiated.

Please see the attached appendices.