

Mercia Primary Academy Trust



Anti-Bullying Policy

Policy Status and Review

Date:	June 2021
Review Date:	June 2024
Signed by Director:	
Date Signed:	

Anti-Bullying Policy

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Support will be given to all (child being bullied and the bully, the parents of all children involved and staff).

Schools that tackle bullying:

- Have a shared ethos
- Keep bullying on the agenda
- Act in a sustained way
- Collect evidence that what they do is making a positive difference

In joining the anti bullying pledge, we will ensure we tackle bullying effectively.

Definition (Anti Bullying alliance and Staffordshire County Council)

“Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.....”

Our own, easy to use definition of bullying.

- It can be emotionally or physically harmful.
- It is repetitive, wilful or persistent.
- It is often intentionally harmful.
- It involves an imbalance of power.
- Bullying is harmful to all involved. (Child being bullied and the bully, the parents of all children involved and staff)

Bullying can take many forms including:

- Physical bullying: from unwanted touching to physical harm and theft
- Name calling: which is frequently reported and which often has an associated tone of violence
- Social isolation: this seems more prevalent with younger pupils and can include spreading gossip and ignoring
- Homophobic bullying: aimed at children who are or who are perceived as being homosexual
- Cyber bullying: Abuse using new and emerging technologies such as personal computers and mobile 'phones.
- Racist bullying: An area where schools are required to keep records this is where an individual is bullied because of a different ethnic, cultural or religious background.

The effects of bullying include:

- Both bully and victim feel more negative about school
- Persistent bullying can lead to stress and depression
- Self-harming behaviour and suicidal thoughts have been reported
- Reduced attendance at school
- Reduced learning and enjoyment whilst in school
- Observers feel compromised, helpless and guilty

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- Low self esteem and a self prophesising cycle.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. A child may indicate by signs or behaviour that he or she is being bullied. They may seek restorative justice in that they may retaliate either physically or verbally - another strategy seen as effective by pupils.

The likelihood of physical retaliation increases with age, obviously this should be discouraged but is a natural reaction. Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Why have an anti bullying policy.

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

In addition:

- The Human Rights Act 1998 stated that people should be free from “inhuman and degrading treatment”, and discrimination.
- Ofsted requires schools to complete the Self Evaluation Form and review the impact of measures that they have in place to keep children safe.
- Every Child Matters expects us to ensure that all children stay safe, are able to make a positive contribution and enjoy and achieve. Bullying hinders each of these outcomes.
- Bullying has a serious impact on the child and society as a whole.
- Childline has reported on the wide-ranging and long term effects of bullying on mental health.
- Many bullied children become depressed, turn to self harm or attempt suicide.
- Research (Boulton) has shown that some children who are subject to bullying blame themselves, believing they deserve it in some way.
- Bullying affects children's social lives. They become isolated, fearful and lose confidence in themselves.
- Bullying damages everyone, not just those who are bullied, but bystanders too.
- Children can be both bullies and the target of bullying, (15% of primary children and 12% of secondary told Childline this).
- There are academic costs as children are unable to concentrate, they skip lessons or they refuse to attend school at all.

Implementation / Procedures

- We will follow our school reward and sanction procedures. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Headteacher. (Suspected bullying or behaviours which mean we involve parents).
- The Headteacher will interview all concerned and will record the incident.
- Class teachers, teaching assistants and lunch staff will be kept informed through concern and possible bullying / bullying forms.
- Parents will be kept informed in cases which have been identified as bullying or where parents have been involved.
- Sanctions will be used as appropriate and in consultation with all parties concerned.

If necessary, the following disciplinary steps can be taken:

- Reflection time in school hours
- Internal Exclusion : from certain areas of school premises
- Official warnings to cease offending, supported by parents
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Support for all:

Pupils who have been bullied will be supported by:

- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- Involving the child's families so that they may support them and provide someone to talk to, a helping hand and understanding.
- Offering an immediate opportunity to discuss the experience with a class teacher, specific Tier 3 CAHMS / nurture staff or member of staff of their choice. However, children sometimes find it difficult to talk to people they know so we would refer them to agencies such as our school nurse / ChildLine.
- Offering peer advice with other children. Friends can provide direct support for a child who is being bullied and are more likely than adults to witness incidents of bullying;
- Allowing them to ignore or avoid the bullies.

Pupils who have bullied will be helped by:

- Discovering why the pupil became involved.
- Giving them the opportunity to reflect on their actions in a neutral way.
- Offering an immediate opportunity to discuss their actions with a class teacher, specific Tier 3 CAHMS / nurture staff or member of staff of their choice. Some children may need specialist support so we would refer them to agencies such as our school nurse / CAHMS.
- Informing parents or guardians to help change the attitude of the pupil.

Prevention. We:

- Aim to develop a school ethos that makes it clear to everyone that bullying is unacceptable, will be confronted, punished and stopped. We believe that relationships are based on mutual respect, trust, caring and consideration for others rather than on power and strength. By achieving an ethos which promotes these qualities, bullying will be marginalised.
- Take our responsibility to work with parents seriously and appreciate that it is a partnership with them. We will involve parents in all stages to support both the bullied child and the bully. Information is provided to parents through booklets, flyers and web links as well as discussions with staff.
- Use curricular approaches to bullying using a variety of media. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE and SEAL, and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- Deal with issues in assemblies.
- Use specialist experiences e.g. speakers or theatre companies.
- Access ABC week.
- have environmentally based measures by improving the environmental quality (especially the playground) and have training for supervisors
- Aim to raise parents' awareness and to encourage parents' commitment and support for a positive proactive approach against bullying. This is achieved by organising parents' workshops and communicating our anti-bullying policy.
- have staff training
- ensuring opportunities for children to be listened to and to listen to each other e.g. through circle time or school councils
- are developing peer mentoring schemes
- work to improve relationships between adults and children in the school
- Have developed school procedures and systems with parents, staff, pupils and governors to prevent, detect record and deal with bullying.
- Support the pupils who are bullied and assist them towards more positive attitudes to themselves, and towards more assertive behaviours.
- Support those who bully and assist them to confront their own ideas and behaviours and to replace their aggressive attitudes and behaviours with more positive ones. We provide support for those who bully because of more deep seated issues. It is recognised that those who bully need our attention and assistance too. We have realistic, firm guidelines and rules may help them to control their reactions and lashing-out behaviour. We also try to help them achieve some success which makes a difference.
- Directly confront all pupils, staff and parents with the subject of bullying, aiming to reduce tolerant / by standing behaviour.
- Understand that if the bullying is stopped solely by an authoritarian adult or a more assertive victim, then it will be only a short-term victory, for the bullying is likely to continue in more secrecy or upon other, weaker victims.
- Never label. Labelled, children can see themselves as 'bully' or 'victim' and get stuck in a negative pattern of thinking and behaving that can last for life.
- Aim to overcome the intimidatory 'tale-telling' ethos that pressures bullied pupils into silence. This is done by instilling the notion that all pupils are responsible for combating bullying – bystanders, too. This is presented to pupils in school assemblies and pupils are encouraged to think of our school as both a 'truth-telling and listening' school.
- Take opportunities to remind pupils of the school rules which relate to bullying:

The relationship between teachers and children should be characterised by mutual respect and trust so that the children feel able to tell teachers if they are being bullied or if they witness bullying. Teachers should be aware that children sometimes model their behaviour on the behaviour of adults they admire. They should, therefore, be careful to avoid engaging in bullying

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themselves. Emphasis should be placed on praising good behaviour rather than on the use of sanctions and there should be positive expectations of pupil behaviour.

Reviewing the playground: does it promote constructive activity?

Games, by definition, are enjoyed by all participants. If any one child is not taking pleasure in the activity, it cannot be defined as a game. Bullying is a covert activity often causing severe stress and fear and extreme vigilance is therefore required when supervising children at play. Bullying is likely to flourish in unstructured, unsupervised situations, given over to boisterous play. We have developed playground rules and procedures and, in addition, as a school we actively promote a variety of activities for pupils of all ages to help make the best use of breaks.

Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

A signed copy of this document is available from the school office.

Version Control

Version	Date Approved	Changes	Reasons for Alterations
Feb 2016		None	-
Oct 2020		None	
3 November 2020		Removed the word "gay" and took out sentence about it being used more in secondary schools. Removed a sentence in effects of bullying Removed reference to golden time twice Changed Tier 1 to Tier 3 twice Removed sentence about anti-bullying mentors Changed sever to severe	More relevant use of language Not relevant No longer used In-line with updated guidance No longer have these Corrected spelling
March 2021		Added a range of different formats.	Accessibility