



Morley Memorial Primary School

Tackling Bullying Policy

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| POLICY NAME: | Tackling Bullying Policy |
| Frequency of review: | Every 2 years |
| Reviewed On: | February 2021 |
| Reviewed By: | Karl Brown |
| Next review (date): | Spring 2023 |

“Do tell - Do listen”

This should be read and used in conjunction with the school behaviour policy.

This school wishes to create an ethos in which no child should feel that they are being bullied and where anyone who is bullying another will have that behaviour challenged. This policy is aimed primarily at preventing bullying but also outlines how the school will seek to address any incidents of bullying should they arise.

What do we mean by bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- ◆ Deliberately hurtful
- ◆ Repeated, often over a period of time
- ◆ Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racist taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

How do we prevent bullying?

Bullying cannot thrive in an ethos where victims tell as soon as it starts to happen. It is equally important that all members of the school community are alert to the possibility of bullying and refuse to condone it by ignoring it when they see it happening to others. The PSHE curriculum includes regular opportunities for pupils to discuss and consider the effects of bullying and to help pupils develop strategies to cope should it ever happen to them.

Strategies used to prevent bullying

Enhancing whole school awareness

- education of whole school - common understanding of bullying.
- planned and agreed responses from staff - discussed regularly at meetings at every level
- regular inclusion of work concerning bullying within PHSE curriculum
- displays at open evenings etc
- involvement of Governing Body in maintaining anti-bullying policy
- use of and participation in national initiatives eg Anti-Bullying Week

Enhancing communication within whole school community

- encouraging two way information between home and school
- Conduct regular pupil voice activities with regards bullying

Reduction in opportunities for bullying

- planned lunchtime activities
- consideration of physical layout of school grounds, closer monitoring or adaptation of areas identified by children as problem areas
- teaching assertive behaviour
- developing positive playground culture - respect for all supervisors, staff, visitors
- addressing verbal abuse
- regular monitoring and follow up by staff of previous incidents of bullying

How do we know when someone feels they are being bullied?

Someone who is being bullied may be physically hurt, may be fearful and seem stressed. They may have a low self esteem and may seem lonely and isolated. They may have begun to bully others or they may hide their feelings.

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

What do we do if someone is being bullied?

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Any adult conducting an investigative discussion must be a fair and balanced listener, allowing children to take turns explaining events. They must have an intention to resolve the issues which are clear to the children. The adult should:

- acknowledge incident, explain intention to understand what happened and seek a satisfactory resolution
- consider whether a 'cooling down' period is required before the discussion can take place
- listen openly and non-judgmentally
- ask each child to give their account in full,
- find out what preceded the incident

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Bullying behaviour will be recorded in class Behaviour Logs, in accordance with the School Behaviour Policy. In addition, all incidences of bullying must be recorded on an Incident Log Form, which will be kept on record by the Headteacher. This record is vital in monitoring patterns of behaviour and will be used if more serious sanctions such as exclusion are to be investigated.

Follow up

It is important to help the victim and the perpetrator by:

- opening out the problem to others
- sharing feelings between both parties
- developing strategies for co-existence
- getting others to look after the victim
- helping the victim to develop self confidence and strategies for increasing assertiveness through PSHE programme
- adopting strategies outlined in our behaviour policy should be used to help children whose behaviour has been unacceptable to reconsider their actions and display more positive behaviour in the future.

Who needs to know?

Once the investigation has been completed, the lead teacher should ensure that both sets of parents are contacted and informed of what has taken place and any follow up which has been agreed. A member of the Senior

Leadership Team should also be informed. If appropriate, the situation may be discussed with the Inclusion Coordinator, in order to involve outside agencies (as described in the Behaviour Pathway).

What should be done if the bullying persists?

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

If at the end of this process the problem is still unresolved there is recourse to the complaints procedure (children) or the grievance procedure (staff), copies of which can be obtained from the school office.

What sanctions are available?

Because the circumstances in each case are different, staff will need to exercise their professional judgement when dealing with each incident. Sanctions should, whenever possible, be linked to the incident. Behavioural support and prevention needs to run alongside (and before) these ideas.

In addition to the sanctions outlined in the Behaviour Policy, may include;

- miss break (part or whole) for a set period of time
- miss lunch break for a set period of time
- go home for lunch (lunchtime exclusion)
- in extreme cases, the Head Teacher may exclude the child for a fixed period.

Sanctions will be recorded in class Behaviour Logs, in accordance with the School Behaviour Policy.

Bystanders

Bystanders may need to be involved in sanctions if they did not act to prevent bullying (ie telling members of staff discreetly) Some bystanders will deliberately make things worse.