



Federation of Shevington Primary Schools

Millbrook and Shevington Vale Primary Schools

Anti-Bullying Policy

2021 -2022

Reviewed Autumn Term 21

Governing Body

This document outlines the Federation's philosophy regarding the management of bullying incidents and how we safeguard pupils against all forms of bullying. The policy was formally drawn up by senior staff and through consultation with parents and children. Its implementation is the responsibility of all staff.

Rationale

Across the Federation, we believe that bullying is action taken **repeatedly** by one or more children with the **deliberate** intention of hurting another child, either physically or emotionally. We believe that a 'one off' action involves intent but is not necessarily bullying.

Aims and Objectives

- Across the Federation bullying in any form will not be tolerated and we do all we can to develop a school ethos in which bullying is regarded as unacceptable. The Federation has an ethos of caring, of 'telling' schools in which pupils are encouraged to tell teachers and parents about bullying incidents they may be witness to or involved in. We are committed to the creation of a positive and safe learning environment for all. All members of our community deserve the right to feel valued, equal, safe and respected and should be able to come to school without fear. Bullying has a serious effect on a pupil's self-esteem, emotional and mental health. This prevents them from developing their full potential and can seriously affect their life chances.
- The Federation has a Designated Safeguarding Lead. Within each school, the Deputy DSL manages the day to day support that pupils may require.
- Pupils are encouraged to talk to their class teacher or to the designated lead in complete confidence to report any incidents of bullying which they may have witnessed.
- We recognise, and adhere to, the belief that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Across the Federation we aim:

- To produce a safe and secure environment, where all can learn without anxiety.
- To promote the Federation's values and commitments.
- To promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health of all members of our community.
- To raise the standards of behaviour and levels of achievement of all.

This policy aims to produce a consistent response by the Federation schools to any bullying or harassment incidents that may occur.

Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.

This includes:

- Physical bullying: hitting, kicking, stealing or hiding belongings, sexual assault.
- Verbal or written bullying: name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, producing offensive graffiti.
- Indirect and Emotional harm: spreading malicious information, excluding from groups, forced joining of groups, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
- Material bullying
- E-bullying / Cyber bullying: Using web pages, offensive or abusive texts or emails, sending offensive or degrading images by phone or via the internet.

Bullying takes many forms and can be related to:

- Racist bullying
- Cultural bullying
- Homophobic bullying
- Gender bullying
- Religious bullying
- Sexist bullying
- Disability / SEN bullying
- Appearance or health bullying

We aim to make all those connected with the Federation aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the effective handling of bullying to minimise incidents in our schools.

The Role of Pupils

Pupils have a responsibility to share knowledge of any bullying incidents with members of staff. They are made aware that all information will be treated in confidence, and that telling is not seen as a weakness but is actually strength.

The views of pupils are collected in a number of ways such as questionnaires, pupil interviews, during Meeting Assembly time and through Young Governors.

All pupils participate in Anti-Bullying Week each November, where they contribute to policy review, define bullying and look at ways to prevent it.

The Role of Parents

Parents, 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 or the Head of School immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school community by signing the home-school agreement.

The Role of the School Staff

Federation staff will use positive methods of discipline as far as possible before sanctions.

The DSL's and staff are alert to signs of bullying and deal firmly with all such anti-social behaviour, taking appropriate action to protect and support the victims of bullying.

Recording Bullying Incidents

It is widely recognised that there is a vast range of bullying, and varying degrees of severity. It is often difficult to detect more subtle types of bullying which may not be immediately obvious or overt. The following is the format used to record incidents of bullying. It also acts as a means of conveying to all concerned how seriously the schools regard bullying as an anti-social behaviour.

1. The class teacher, head of school or designated lead will record the bullying incident using the schools' systems, currently CPOMS.
2. Parents will always be contacted to discuss bullying incidents
3. Appropriate sanctions will be applied when the bullying has been confirmed
4. Support will be provided to both the victim and perpetrator through to improve relationships and prevent further occurrences.

A Federation response to Bullying

Where possible, we use the **Seven Steps Approach**; active involvement of all parties has been shown to be effective in the elimination of bullying incidents.

We believe it is vital to maintain positive parent partnerships at all times, therefore we keep parents informed at each stage and step of the Approach.

Stage 1

Step one – interview with the victim.

When the teacher finds out that bullying has happened, he/she starts by talking to the victim about their feelings. He/she does not question the pupil about incidents but does need to know who was involved.

Step two – convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight pupils works well.

Step three – explain the problem

He/she tells them about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his distress. At no time are details of incidents discussed or blame allocated to the group.

Step four – share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The staff member gives some positive responses but does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The staff member ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

A Personal Support Plan (PSP) may be set up for pupils who are at risk of fixed term exclusion.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head or DSL report to the governing body about incidents of bullying and also on the effectiveness of the anti-bullying policy upon request.

The Headteacher ensures that staff are equipped to deal with incidents of bullying through an effective induction procedure including all aspects of pupil welfare.

The Headteacher sets the school ethos of mutual support and praise for success, so 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.

The Role of Governors

The governing body supports the head of school in all attempts to handle effectively and minimise incidents of bullying in our school. The governing body does not condone bullying

taking place in our schools, and they are determined that any incidents that do occur, are taken very seriously and dealt with appropriately.

The governors require the schools to keep accurate records of all incidents of bullying. The effectiveness of the schools' anti-bullying strategies are reported to the governors when requested. The governing body should monitor the incidents of bullying that occur, and review the effectiveness of this school policy regularly.

If a parent is dissatisfied with the role that a school has played in dealing with a bullying issue, the parents are advised to follow the Complaints Procedure, a copy of which will always be provided upon request.

Monitoring and Review

This policy is monitored on a day-to-day basis by the head of school, who reports to Governors about the effectiveness of the policy on request.

The Anti-Bullying Policy is the Governors' responsibility and they review its effectiveness annually.

The policy is reviewed each year during Anti-Bullying Week

Related School Policies

Health and Safety
Positive Behaviour Management
Home School Agreement
P.S.H.E. / S.M.S.C
Safeguarding / Child Protection
E-Safety

Therapeutic Approach

We aim:

- To provide a safe and secure environment, where all children feel safe
- To promote inclusion, mutual respect, and understanding of one another
- To raise every child's emotional intelligence and insight into their feelings and behaviours
- To raise self-esteem, self-belief and self-confidence in our pupils through the lessons they learn, our environment, our ethos and our responses

Further support

- Observe the alleged bully to determine whether they are struggling in school and to identify the areas of personal, social and emotional support they may need
- We acknowledge that most children who bully are struggling with something, this may be linked to their emotional health and wellbeing. As part of our commitment to all children. we aim to put in place interventions to support the alleged bully and identify their emotional need. Offering them time and space to explore their feelings and emotions to increase PHSE skills.
- We aim to ensure the victim of bullying feels heard, supported and safe
- We aim to ensure the alleged bully feels heard, supported and safe and receives the emotional support they may need in order to prevent further bullying incidents