

Meersbrook Bank



**Community Primary
School**

Anti-Bullying Policy

March 2022

Revision history

Date	Changes	Author(s)
Jan 2019	Model Policy	R Edwards
March 2022	Addition of conjunction policies Numbered sections All references to governing body altered to Governing Board Removal of reference to Behaviour Card Replace 'fixed term exclusion' to 'fixed term suspension'	G Harvey

Approval

Date	Approver(s)	Minute number
10/3/22	Safeguarding & Premises Committee	9.5

Review: This policy will be reviewed annually

Date due for review:
March 2023

To be read in conjunction with:

- [Behaviour Policy](#)
- [Child Protection & Safeguarding documents, specifically Peer Abuse Information](#)
- [Health & Safety Policy](#)
- [SEND Policy](#)
- [Home-School Agreement](#)
- [Complaints Policy](#)
- [Online Safety Policy](#)

Statement of Policy

1. Introduction

The purpose of the 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 and unacceptable behaviour and affects everyone. Bullying happens in all parts of society; good schools acknowledge this and at Meersbrook Bank we seek to be pro-active in addressing the issue.

Meersbrook Bank Community is committed to providing a caring, creative and stimulating learning environment. Our six school values promote this:

- Relationships
- Respect
- Resilience
- Reflectiveness
- Resourcefulness
- Responsibility

2. Aims

- To ensure that everyone in the school community has an understanding of what bullying is and strategies to counter bullying.
- To ensure that all governors and teaching and non-teaching staff understand their responsibilities when bullying is reported.
- To ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To develop a whole school ethos which is friendly and caring where bullying is regarded as unacceptable.
- To develop the children's sense of worth and self-esteem and ensure that they feel safe and secure at school
- To develop a whole school culture where pupils and parents are assured that they will be supported when bullying is reported.
- To describe strategies which will support the anti-bullying ethos and culture of the school and enable the school to review and monitor its success in tackling bullying.

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 learning patterns, self-esteem or attendance at school. Pupils must be encouraged to report bullying. Whilst sometimes staff may investigate cases of bullying initially, all instances must be reported to Senior Leaders via CPOMs. Teaching and support staff should be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

3. Definition of Bullying

At Meersbrook Bank we define bullying as a persistent, repeated and deliberate attempts to hurt or humiliate someone. There may sometimes be one-off incidents and whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful or humiliating behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

The four main types of bullying are:

1. Physical: including hitting, kicking, theft
2. Verbal: including name calling, racist, sexist and homophobic remarks
3. Indirect: spreading rumours, excluding someone from social groups
4. Cyberbullying: this is any form of bullying using technology which takes place online or through smartphones and tablets, to deliberately hurt or humiliate someone else.

4. Roles & Responsibilities

4.i The Role of the Governors:

The Governing Board supports the Headteacher in implementing this policy. Any incidents of bullying are taken very seriously and acted upon. The governors require the Headteacher to keep accurate records of any bullying and to report to them the effectiveness of school anti-bullying strategies. The governors should respond promptly to any requests from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks them to conduct an investigation and to report back.

4.ii The Role of the Headteacher and Senior Leaders:

It is the role of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and have access to it. The Headteacher should ensure that all staff know how to deal with incidents of bullying and have sufficient training to do so. The Headteacher should ensure that all children know that bullying is wrong and that it is unacceptable behaviour in the school. The Headteacher should ensure that the school ethos makes bullying less likely. The Headteacher should keep accurate records of any bullying and report to governors about the effectiveness of school anti-bullying strategies.

4.iii The Role of the Teachers & Support Staff:

Staff should investigate any reported or potential incidents of bullying fairly and in accordance with the school policy and procedure. Staff should record all incidents of bullying on CPOMs the electronic recording system to ensure that they are logged. Staff should support the school ethos, which makes bullying less likely.

5.iv The Role of Parents & Carers:

Parents and carers have a responsibility to support the school's Anti-Bullying policy and Home-School Agreement. Parents and carers should work positively with school to support changes to behaviour by not automatically dismissing the suggestion that their own child could be involved in bullying another child. Parents and carers who are concerned that their child might be the victim or the perpetrator of bullying should contact their child's class teacher immediately.

5.v The Role of Pupils:

Pupils have a responsibility to support the school's Anti-Bullying policy.

Pupils should take responsibility for their own behaviour, look out for others and play a full part in our school ethos in which bullying is regarded as unacceptable.

6. Strategies

The key principles at Meersbrook Bank School are:

- Never ignore suspected bullying;
- Do not make premature assumptions;
- Listen carefully to all accounts – several pupils saying the same thing does not mean they are correct;
- Adopt a solution-focussed approach, which moves people on from justifying themselves;

Support is provided for both the victim and the perpetrator of a bullying incident.

Follow up repeatedly, checking the bullying has not resumed.

A range of strategies will be employed to support our anti-bullying ethos. This starts with class teachers providing a positive ethos in the classroom, as we believe that by praising and celebrating success we can reduce incidents of bullying. Other strategies that are employed are wide ranging and may include:

- *Involvement in an Anti-bullying Week*
- *Regular school assemblies to highlight anti-bullying*
- *Involvement in other anti-bullying activities with outside providers*
- *Whole class circle time activities*
- *Peer mentor support e.g. peer mediators*
- *Playground buddy systems*
- *Specific/targeted adult supervision*
- *1:1 development work with an adult*
- *Outside agency support*

7. Procedures

If bullying is suspected or reported, the incident will be investigated immediately by the member of staff who has been approached or another member of staff in school.

If the investigation identifies it to be a bullying incident, a clear account of the incident will be recorded and Senior Leadership alerted to it.

The Senior Leader will ensure that a strategy is put in place, communicated appropriately to all/any children involved, their parents/carers and to any relevant staff.

Parents will be informed of the situation at the outset and updated on the outcome whether they are the parent/carer of a child who is being bullied or of a child that is subject to an allegation of bullying.

Governors, usually the Chair of Governors, will be kept informed of any serious incidents. If the Headteacher concludes there has been bullying appropriate measures will be used to ensure that:

- The victim is supported by actions to minimise future risk, restore self-esteem and confidence and put in place on-going support.
- The perpetrator understands that their behaviour is unacceptable, has consequences and that their behaviour must change.
- The perpetrator is supported by actions to enable them to change their behaviour.
- Monitoring takes place to ensure that changes in behaviour are sustained.

8. Disciplinary Steps: Refer also to behaviour policy

- Verbal warning to child and parent/carers informed
- Targeted exclusions (e.g. from specific activities or parts of the school for a fixed period)
- Internal exclusions (e.g. removal to a different classroom or Headteacher's office for a fixed period)
- Fixed term suspension
- Permanent exclusion

If parents and carers are not satisfied with the response of the Headteacher, they may wish to contact the Chair of Governors to discuss the situation or make a complaint.

Should any parent or carer not be satisfied after Governor intervention then they have a further right of appeal to the Advice & Conciliation Officer at the Local Authority, who is independent of the school.