

MAPLE PRIMARY SCHOOL



Anti-Bullying Policy 2016/17

Definition

The definition of bullying is:

"Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally".

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, and all forms of cyber-bullying;
- Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physical abuse.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour. Behaviour is bullying behaviour if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group; and,
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

Types and Forms of Bullying

Bullying can take many forms, as described in the "Safe to Learn" suite of guidance from the Department for Children, Schools and Families (DCSF, 2007). Bullying takes place through means which can be verbal (e.g. name-calling), indirect (e.g. exclusion), physical (e.g. hitting) and via electronic devices (e.g. texts). The DfE (Department for Education) has also highlighted particular forms of bullying for which it has issued separate guidance. These are: racial and religious bullying; homophobic and transgender bullying, bullying related to special educational needs and disability; and cyberbullying. Cyberbullying, which means the use of electronic equipment such as computers and mobile phones, involves new and increasingly complex forms and types of bullying, such as impersonation and exclusion from social networking.

Staff

The staff will act - and be seen to act - firmly against bullying wherever and whenever it appears. Individual members of staff will try to be alert to signs of bullying and act promptly and firmly against it. Staff will listen to children's concerns, taking complaints seriously and using their judgement sensitively. Where appropriate they will investigate any complaints:

- a) Asking - Who? What? Where? Why?

- b) Supporting the victim by withdrawing to a place where a calm conversation is possible, with a witness present if it seems appropriate.

All incidents of bullying should be reported to the Headteacher, who will record the following information:-

1. Details about the nature of the incident;
2. A note of the action taken and
3. A list of parents and others who were notified.

The Headteacher will provide regular feedback to teachers and teaching assistants (at staff meetings) and lunchtime staff (as required) so that all are kept informed about any bullying issues that arise. Issues are also discussed at the weekly Special Children meeting for all staff.

The Headteacher will review annually the policy, practice and method of reporting incidents. At the Curriculum and Standards Committee meetings the Headteacher will report on:

- a) The above review
- b) Variations in the number of reported incidents over a given period of time (usually annually) and
- c) Consideration of any action which needs to be taken to reduce the risks of incidents of bullying taking place. The Curriculum and Standards Committee will then report to meetings of the Full Governing Body, as appropriate.

The staff are expected to act as positive role models for the pupils.

Pupils

The school will ensure that pupils:

- Have opportunities to learn about what constitutes bullying and what to do about it.
- Have opportunities to develop the skills to resist bullying and to deal with bullying.
- Are made aware that knowing about bullying by or to others and doing nothing, is unacceptable.

Also, in relation to cyberbullying, the school will advise pupils that:

- They should not respond to abusive emails, text messages or phone calls, and should always tell an adult who is advised to either contact their service provider or CEOP; and that an in-school log is being kept of any reported incidents that take place out of school.

- They should keep to public areas of chatrooms, and never give out personal contact details (including passwords) online or post photographs of themselves.

At the year group meetings with parents at the beginning of each academic year and through Assemblies/ PSHE/Computing specific lessons, cyber-bullying will be discussed; and parents will be expected to monitor and support their child's computer usage, being encouraged to use appropriate parental control settings (e.g. Web Safe).

The school will aim to ensure that victims and witnesses of bullying know that it is 'OK to tell' and that they will receive practical help if they do so.

Much of the above will be taught / discussed during assembly / class council and Circle Time/PSHE lessons. Talks with small groups and individuals will also be held, as appropriate.

Anyone who bullies will be made aware of their actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It is recognised, however, that some bullies themselves need help and support and that the school has a responsibility to ensure that they receive it.

Parents

Parents, carers and families have an important role to play in helping the school to deal with bullying. They should:

- Discourage their children from using bullying behaviour at school, at home or elsewhere.
- Take an active interest in their children's school life, discussing friendships, how playtime is spent and the journey to and from school.
- Watch out for signs that their children are being bullied, or are bullying others.
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.
- In relation to cyberbullying, parents should be aware, and their children understand, how to use technology safely, including the use of moderated chatrooms, suitable websites and parental control.

The school will make these points clear to parents through letters, group meetings (e.g. Year 6 Start of Year Parents meeting, initial meeting with parents of new entrants) and individual meetings with the class teachers / Headteacher.

Pupils in Key Stage 1 and 2 sign an internet agreement document, in line with the school policy.

Governors

The Governing Body has an important role to play in ensuring that the school's policy is operated by all staff and that it is effective. It should review the school's policy regularly, consulting all interested parties in revising the policy as necessary; help to explain and comment on the policy to all interested parties and ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.

To summarise:

Through our policy, reporting procedures and everyday practice, as a school we will aim to ensure that:

- Our opposition to bullying is made clear.
- The reasons for our objections to such behaviour are explained.
- Steps are taken to ensure, as far as possible, that such behaviour is not repeated.
- The parents of the offender are informed of the school's policy not to tolerate such behaviour.
- Children who have been bullied, and their parents, are supported.
- The nature and response to an incident is made known to other staff.

The school will endeavour to ensure that its response to bullying is clearly understood by all members of the school community and that everyone is clear about their role and responsibilities in preventing and responding to bullying.

We will seek to encourage and praise good / respectful behaviour at all times.

This policy will be reviewed every four years or earlier if required, with an annual update.

September 2016