



Anti-Bullying Policy

Person responsible: Head teacher
Ratified by the governing body: Summer 2024
Date for review: Summer 2027

A handwritten signature in black ink, which appears to read 'P. Parmenter'.

Dr Pip Parmenter
Chair of Governors

Our Policy takes into account DfE advice: Preventing and Tackling Bullying 2017 and the Equality act 2010

Definitions of Bullying:

DFEs guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (verbal or physical) or indirect (being ignored or not spoken to)

The following is a list of indicators for staff:

- Emotional – being unfriendly, excluding, tormenting;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on the issue of sexuality;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Cyber – via text messaging or the internet.

“One off” incidents are not bullying.

Aims and objectives:

At Messing Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

To this end we will endeavour to be alert to signs of bullying and harassment and will deal firmly with all such behaviour and take actions based on clear rules which are backed by appropriate sanctions and systems to support victims.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person’s responsibilities with regard to the eradication of bullying in the school.

Our behaviour logs enable us to detect patterns relating to the behaviour or of individual children.

Strategies for Preventing Bullying:

We aim to create a ‘telling school’ by:

- Raising awareness of different forms of bullying, including cyber-bullying and prejudice-based bullying through PSHE lessons, Circle Time and assemblies, and actively trying to prevent it from occurring
- Taking part in Anti-bullying week / workshops
- Posters designed and written by pupils

- Gathering information: observations and surveys
- Keeping records to inform planning for individuals
- Well being support programme
- Making it clear to children that adults are ready to listen
- Developing opportunities for children to tell and procedures to keep children safe
- Encouraging adults to be alert and sympathetic and to investigate all allegations of bullying and harassment
- Ongoing staff induction and training programme
- Adequate staff supervision at lunch and breaktimes
- Play Leaders to support children at lunchtime
- Involving parents
- Improving the environment – when occupied children are less likely to bully
- Using the curriculum to develop friendship skills
- Promoting friendship and appropriate behaviour

Dealing with an incident

This approach aims to develop a sense of empathy and responsibility that in turn leads to an increase in positive behaviours and a reduction in bullying and other socially unacceptable behaviours.

Step 1 – meet with the targeted pupil

After the bullying incident has been referred, the facilitator will talk to the targeted pupil about his / her feelings and how they have been affected by the behaviour of others.

Explain to the pupil what will happen next.

Re-assure them and set up a procedure for checking in.

Step 2 – convene a meeting with a group of pupils

The facilitator arranges to meet with a small group of pupils which may include pupils who have been directly involved, some bystanders and either friends of the target or good role models.

Step 3 – explain the problem

The facilitator tells the group about the way the target is feeling and emphasises his / her distress.

Step 4 – share responsibility

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the targeted pupils feel happy and safe.

Step 5 – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The suggestions are noted to be referred to later to see if they have an impact.

Step 6 – leave it up to them

The facilitator ends the meeting by asking the group to suggest solutions which can be put in place. He / she arranges a 'catch up' meeting with the group in a few days to see how things are going.

Step 7 – meet them later

The facilitator will continue with regular meetings with the group and targeted pupil to see how things have been going until they are confident that the bullying has stopped.

The role of Parents/Carers

Parents who are concerned that their child might be being bullied or who suspect their child may be the perpetrator of bullying should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the Head teacher .If they are still not satisfied they should follow the school's complaint procedure as detailed in the school prospectus.

Conclusion:

Through the implementation of this policy we hope to create a telling school and reduce the incidence of bullying, thus creating a real sense of community.
If our pupils learn to respect each other they will not become bullies.