



Anti-Bullying Policy

Aims of the Policy

Everyone at Morgan's Vale and Woodfalls Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community have an equality of opportunity and be able to achieve their personal best. The school's Community Values have strong Anti-Bullying themes and this policy contains guidelines and procedures that demonstrate how the school's values are applied in practice to:

- reduce and resolve incidents of conflict between pupils
- reduce and resolve incidents of bullying
- promote an Anti-Bullying culture within the school.

Definitions of Bullying

The DfE 'Preventing and tackling bullying' document, October 2014 defines bullying as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation (homophobic, biphobic and transphobic bullying), or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking belongings, sexual assault
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones or by using other social media

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their gender (including trans-gender), ethnic origin, nationality or colour; sexual orientation (homophobia, biphobia or transphobia); or some form of disability.

The school recognises that primary-aged pupils often 'fall out' and need help to resolve conflicts. The school works hard to ensure that pupils know this is different from bullying as part of the Preventative Actions below. The school is clear that bullying of any kind is unacceptable, will be taken seriously [**see Behaviour Policy**] and will be addressed quickly.

The school also recognises that Bullying is a form of peer to peer abuse and that this policy should be read in conjunction with the School's **Child Protection Policy**.

Preventative Actions

Prevention is better than cure so at Morgan's Vale and Woodfalls School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum and Collective Worship whenever possible to reinforce the Community Values and an Anti-Bullying culture within the school. PSHE / Circle Time sessions are key times to discuss friendships, how to resolve conflicts with peers, the nature of bullying and how it can be avoided. The school participates in the annual Anti-Bullying Week in November and uses materials from the Anti-Bullying Alliance website and SEAL.

We are aware of places and times when conflicts are more likely to arise, such as during queuing, moving around the school, break and lunch-times, when groups of certain pupils are together. We ensure that pupils are well supervised and members of staff are vigilant at all times. Pupils of concern are raised and discussed at weekly staff meetings. Any pastoral information, concerns or incidents involving a pupil are noted on **Child Welfare and Child Protection Concern Sheets**. In this way patterns of behaviour can be followed over a period of time and changes spotted. MDSAs, TAs and other support staff are familiar with the school's **Behaviour and Anti-Bullying Policies**.

We encourage pupils to be assertive and to tell another pupil to stop if they are behaving towards them in a way that they don't like and seek help from an adult if the behaviour persists. We encourage pupils to walk away from conflicts rather than retaliating and to seek adult help. We help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

There is provision for school members to report incidents anonymously through the Bubble Board in the reception area of the school near the School Office.

We encourage pupils with positions of responsibility ie. House Captains, School Council Members, School Council Leaders, Peer Mediators, Positive Play Leaders to be aware of developing problems and inform an adult if they have concerns. Ideas to promote an Anti-bullying culture are discussed at School Council meetings.

Year 6 pupils may have the opportunity to be trained as Peer Mediators. Their role is to act as another person for pupils to approach if they had had a 'fall-out' and wanted help to resolve their conflict. Peer Mediators are trained by the Classteacher and report to staff. They are trained to hear both parties, mediate and allow the pupils to resolve their differences and repair their relationship. Peer Mediators are not be involved in issues relating to pupils in their own class or incidents of bullying – these would be referred straight to a member of staff.

Actions in Response to Incidents of Bullying

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents on a **Bullying Tracking Sheet** so patterns of behaviour can be tracked over time and interventions recorded. The Classteacher of the victim will be responsible for this together with the Headteacher as well as recording follow-up actions and outcomes. If bullying includes racist abuse then it will be reported to the Headteacher to be recorded in the Racial Incident Book as well.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. All pupils involved in the incident will be interviewed individually to establish what has happened.

If the incident is not too serious, a problem-solving approach may help. The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should

remain focused on finding a solution to the problem and stopping the behaviour recurring. Most incidents at the school fall into this category and usually both parties are to blame in some way. It is important that, following the discussions, the pupils are given opportunity to apologise and leave feeling the situation has been resolved and put behind them. Regular checks with pupils involved are made to monitor the ongoing situation.

A more serious, one-sided case of bullying would follow the procedures of the Serious Misbehaviour section of the school's **Behaviour Policy** and may lead to Exclusion.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and any action that takes place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. The Classteacher and / or Headteacher will contact the parents on a regular basis, initially weekly and then lengthening if there are no further incidents or concerns.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Morgan's Vale and Woodfalls School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources to support our action. This policy is seen as an integral part of our **Behaviour Policy**.

Agreed by the Governing Body

Signed  (Chair of Governors)

Date 07.12.16

Policy History/Review Log

Effective Date	Reason for change or revision	Authored/Reviewed by	Next review date
January 2013	Review of DfE guidance and best practice	GNS	January 2016
September 2016	Update to align with Child Protection Policy	GNS	September 2019

