

Mayfield CE Primary School Anti Bullying Policy

This policy was adopted by *Governors* in October 2017.
This policy will be reviewed in October 2018.

Signed.....

Headteacher

Mayfield Church of England School Anti-Bullying Policy

At Mayfield Church of England School we provide a calm and orderly environment where learning can readily take place, where high standards of work and behaviour are expected and where self-discipline is encouraged. As a Church of England school, we hold our values both explicitly and implicitly. Our ethos permeates all our policy and practice and this is the background for our behaviour policy.

As a school we have agreed to work with staff, pupils, and parents to create a school community where bullying is not tolerated.

Aims and Objectives:

Through our policy our school community:

- discusses, monitors and reviews its Anti- Bullying Policy and procedures annually;
- supports staff in identifying and tackling bullying appropriately;
- enables pupils in developing positive relationships;
- supports pupils in developing emotional, social and personal skills;
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively;
- ensures that all incidents are recorded and monitored;
- provides support for both the victim and bully;
- reports back quickly to parents/carers regarding their concerns about bullying;
- seeks to learn from anti-bullying good practice elsewhere and utilises support when appropriate.

Definition of Bullying

Bullying is:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." (Anti-Bullying Alliance and DfE: 2014)

- hurtful;
- intentional;
- repeated over a period of time;
- involves an imbalance of power.

It is important that governors, staff, parents and children are clear that bullying is different from other experiences that could be hurtful such as:

- isolated incidents of rudeness, physical hurting or exclusion;
- isolated or ongoing friendship conflicts.

Bullying may take the form of:

- name calling, which may be because of individual characteristics, ethnic origin, nationality or colour, sexual orientation or disability;
- physically hurtful behaviour, including kicking, hitting, punching or any use of violence;
- verbally hurtful behaviour, including teasing, sarcasm, spreading rumours;
- taking or breaking belongings and/or threatening behaviour;
- exclusion from the group;
- wanting to help the bully by joining in;
- helping the bully by watching, laughing or shouting encouragement;
- remaining resolutely uninvolved;
- cyber bullying - the use of technology such as mobile phones and the internet to bully;
- helping the victim directly, telling the bullies to stop, or fetching an adult;

All pupils present during a bullying incident need to be involved in resolving the problem.

Any child can be bullied but there may be factors which make a pupil more likely to be a victim such as:

- having a lack of close friends in school;
- lacking self-confidence/self-esteem;
- having an over-protective family environment;
- being from a different racial or ethnic group from the majority;
- being different in some obvious respect such as stammering or wearing glasses;
- having Special Educational Needs or a disability;
- behaving inappropriately, intruding or becoming a 'nuisance' to others;
- possessing expensive accessories

A victim may present with any of the following behaviours:

- reluctance to come to school;
- increased absence from school;
- anxiety and insecurity;
- showing unhappiness and loneliness;
- low self-esteem including feeling stupid, ashamed, unattractive;
- complaints of ill-health such as headaches and stomach aches;
- bed wetting and/or difficulty sleeping.

Staff need to be vigilant and report any concerns about a pupil's behaviour to the class teacher in the first instance. The Head of School is the named 'safe person' for children to contact if concerned about bullying. A named photo is displayed in the corridor.

Dealing With Bullying Incidents

Six key points which should be remembered when dealing with incidents:

- never ignore suspected bullying;
- don't make premature assumptions;
- listen in a non-judgemental way to all accounts;
- respond supportively;
- adopt a problem-solving approach;
- follow-up repeatedly, checking bullying has not resumed.

Staff should take the following actions:

1. Reassure the bullied or reporting child that they have done the right thing in reporting the incident, that the bullying behaviour will be investigated and the bullying stopped quickly.
2. Report the incident to the class teacher and provide a written account of what was witnessed or reported by those involved. (see Appendix 1)
3. The Headteacher, or Head of School will establish, through discussion with the class teacher and all the children involved whether it is a bullying incident (see definition) and make a record on SIMS.
4. The Headteacher, or Head of School, will contact the parents of the bully and the victim and arrange to meet them separately.
5. A plan of action will be agreed by all parties including appropriate sanctions, a follow-up meeting and regular monitoring of behaviour. (see Appendix 2)
6. This plan of action will be communicated to all staff, and all staff will be asked to be extra vigilant in order to monitor behaviour.
7. Outside agencies may be involved if appropriate.

Disciplinary Steps

We discipline and try to help the bully in the following ways:

1. By talking about what happened to discover why they became involved.
2. By informing their parents.
3. By continuing to work with the bully in order to help them understand their behaviour and take responsibility for it. This might involve working with the victim to understand how their behaviour has made the other child feel.

4. By excluding them from the playground, if this is appropriate, for a limited time.
5. By rewarding them for positive changes to their behaviour.
6. By monitoring their behaviour, logging any further incidents and discussing them with the child.
7. If the bullying is serious and continues in spite of all the actions taken the pupil may be excluded from school.

Working with Parents

The school recognises that it is important to work with parents. In order to help parents understand what bullying is, what actions the school takes if bullying is reported and the work the school does to prevent bullying; behaviour and anti-bullying leaflets are given to all parents on admission, containing information about how Mayfield CE Primary School expects children to behave and how we manage bullying incidents. A further copy may also be given to parents if they report bullying to the school or their child is involved in a bullying incident. The anti-bullying leaflet forms an appendix to this policy. (see Appendix 3)

The school will always involve the parents of the (alleged) bully and the victim so that the school may work co-operatively with them.

1. If a parent or carer reports an incident of bullying, members of staff should:
 - recognise that the parent may be angry and upset and take measures to help them to calm down;
 - keep an open mind - a lack of staff knowledge about the alleged bullying does not mean no bullying has occurred;
 - remain calm and understanding;
 - make clear that the school does care and that something will be done;
 - explain the school policy;
 - ask for details and record the information;
 - make a further appointment to explain actions and find out if it has stopped.
2. Where appropriate, involve the School Council in discussing how to resolve the problems.
3. Hold whole school assemblies to raise awareness about bullying and read, share and discuss stories in class where characters are teased, discriminated against, hurt or are bullied.
4. Use co-operative group work, games, problem-solving activities and role play situations to help pupils learn to:
 - to develop self-confidence and assertiveness;
 - consider different points of view;
 - be more tolerant of others and value their differences;

- listen to each other and communicate understanding of others;
- trust each other;
- work co-operatively, managing conflicts assertively;

5. Hold Circle Time activities which:

- create a safe space to explore issues of concern;
- explore relationships;
- enhance effective communication;
- affirm the strengths and self-esteem of each person

This will enable the children to:

- focus on their own feelings and those of others;
- listen to one another and tolerate others' views;
- learn to take turns;
- discuss difficult issues using a problem-solving approach.

6. Develop a Circle of Friends, when appropriate, which aims to:

- improve the level of acceptance and inclusion of a pupil;
- helps the pupil make friends inside or outside the Circle;
- increases the insight into the pupil's feelings and behaviour.

A Circle of Friends meets without the pupil present and, supported by a member of staff:

- describes the pupil, only saying positive things;
- lists things about the pupil that they find difficult;
- discusses how they would feel and behave if they were isolated or socially excluded;
- considers how they might help;
- identifies what might stop the pupil changing;
- volunteers to form the pupil's Circle of Friends (between 6 - 8 pupils)

The Circle of Friends then meets with the pupil and the member of staff in order to:

- negotiate ground rules;
- clarify the aim of enabling them all to make friends;
- enable each volunteer to say why they joined the Circle;
- say what they like and value about the person;
- list the negative behaviour and come up with strategies to change it.

The meeting is minuted and the Circle of Friends continues to meet every week for about 30 minutes to discuss progress and review strategies.

Personal, Social, Health and Economic Education (PSHEe) Curriculum

Mayfield CE Primary School holds an annual Anti-Bullying Week when all classes engage in aspects of the PSHEe curriculum covering 'Anti-Bullying'. This includes:

- learning about different forms of bullying, including prejudice and cyber bullying
- developing an understanding of the feelings associated with bullying to develop empathy
- what children should do if they are a witness or a target of bullying
- knowing who to contact in and outside of school should they be worried about bullying
- learning strategies for managing feelings and bullying situations
- knowing ways to support others who have been a victim of bullying
- encouraging children who use bullying behaviour to make other choices
- encouraging a collective responsibility for actively tackling bullying

An overview of the objectives for each year group can be found in Appendix 4.

Links with Other Policies

Behaviour and Discipline Policy

Racial Equality Policy

PSHEe policies and curriculum planning document

Teaching and Learning Policy

References

Anti Bullying Alliance and DfE: 2014

Bullying - don't suffer in silence - DfES 2002

Developing Children's social, emotional and behavioural skills: a whole-curriculum approach - Primary National Strategy DfES 2004

Useful web-sites and phone numbers

Our school website has links to outside agencies who offer support and guidance.

Anti-Bullying Alliance

www.nch.org.uk/aba

Childline

www.childline.org.uk

Bullying Online

www.gov.uk/bullying/

Kidscape

www.kidscape.org.uk

National helpline for parents

www.parentlineplus.org.uk

BBC Schools bullying site

www.bbc.co.uk/schools/bullying

For Kids by Kids Online

www.fkbko.net

Act Against Bullying

www.dontsufferinsilence.com

www.actagainstbullying.co.uk

www.bullying.co.uk

NSPCC

www.nspcc.org.uk

Appendix 1

Incident Report Form

Name of Reporting Member of Staff: _____

Date: _____

Name of victim: _____ Class: _____

Brief details of the incident: (any preceding circumstances, behaviour and consequences)

Action taken:

This Section to be Completed by the Headteacher or Head of School

Information passed to (names and dates):	
Staff	
Parents/carers	
Others	
Immediate outcome:	
Action Plan Completed:	

Signed: _____ (HT or HofS) Date: _____

Appendix 2

Reflection:

The pupil's description of what they did wrong and reasons for their behaviour:

The Golden Rule(s) they broke:

Who was affected by their behaviour and how they might have been/be feeling?

What they think they should do to make the situation better:

Action Plan:

Signed: _____

Date: _____

Mayfield CE Primary School

Anti-Bullying



Information for Parents and Carers

Your child's school must by law have an anti-bullying policy and use it to reduce and prevent bullying. The Mayfield CEP School Anti-Bullying policy can be found on our school website or a copy made available on request. This leaflet provides parents with a summary of the policy and guidance for what to do if you think your child is being bullied or using bullying behaviour.

Definition of Bullying:

*Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**.*

Bullying Behaviour Includes:

- repetitive name calling, nasty teasing, sarcasm or spreading rumours
- ongoing threats and/or extortion
- repeated physical harm
- deliberate damage to belongings
- leaving pupils out of social activities deliberately and frequently
- cyber bullying (bullying using technology such as mobile phones and the internet)
- supporting bullying behaviour

It is important to note that bullying is different from other hurtful experiences such as:

- an isolated incident of rudeness, physical hurting or exclusion;
- isolated or ongoing friendship conflicts.

Working With Parents and Carers

Parents/carers and families have an important part to play in helping schools deal with bullying.

What can you do?

1. Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.
2. Watch out for signs that your child is being bullied, or is bullying others. Common symptoms include headaches, stomach ache, anxiety and irritability. Don't dismiss negative signs. Contact the school immediately if you are worried.

3. Read this leaflet, look at the recommended web-sites and ask to see the school's policy if you have concerns about bullying.

If your child has been bullied or has witnessed bullying:

- calmly talk to your child about it;
- make a note of what your child says, particularly who was said to be involved, how often the bullying has occurred, where it happened, when it happened and what happened;
- reassure your child that telling you about the bullying was the right thing to do;
- explain that further incidents should be reported to a teacher immediately;
- make an appointment to see your child's class teacher;
- explain to the teacher the problems your child is having.

Help your child to:

- stay calm and look as confident as they can;
- be firm and clear - look the bully in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away;
- keep speaking up until someone listens and does something to stop the bullying;
- not blame themselves for what has happened.

Talk to the teacher about bullying:

- try and stay calm - the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of the incident;
- be as specific as possible about what your child says has happened;
- make a note of what action the school intends to take;
- ask if there is anything you can do to help your child or the school;
- stay in touch with the school - let them know if things improve as well as if problems continue.

If your child is bullying other children:

Children may be involved directly or indirectly in bullying other pupils. Parents may not be aware of this. Children sometimes bully others because:

- they don't understand that it is wrong;

- they are copying friends, older brothers or sisters or other family members who they admire;
- they haven't learnt other, better ways of socialising with their friends;
- their friends encourage them to bully;
- they are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying other children:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy;
- discourage other members of the family from bullying behaviour or from using aggression or force to get what they want;
- show your child how to join in with other children without bullying;
- make an appointment to see your child's class teacher;
- regularly check with your child and the schools how things are going at school;
- give your child lots of praise and encouragement when they are co-operative or kind to other people.

What will the Mayfield CE Primary School do?

- discuss, monitor and review its policy and procedures on a regular basis;
- support staff in identifying and tackling bullying appropriately;
- enable pupils to develop positive relationships;
- support pupils in developing emotional, social and personal skills;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively;
- ensure that all incidents are recorded and monitored;
- provide support for both victim and bully;
- report back quickly to parents/carers regarding their concerns on bullying;
- seek to learn from anti-bullying good practice elsewhere and utilise support when appropriate.

Above all we will work closely with parents and the child until the problem is resolved and your child feels safe, secure and happy at Mayfield CE Primary School.

Appendix 4

Class	Learning Objectives
Robins (Reception)	<ul style="list-style-type: none"> • I can talk about my feelings and behaviour. • I can describe kind and unkind behaviour. • I know that some behaviour is unacceptable. • I know who to talk to if I feel sad or have been hurt. • I understand how others are feeling and what they need. • I can play with other children in a friendly way.
Pipits (Year 1)	<ul style="list-style-type: none"> • I can tell you what bullying is. • I can tell you how someone who is bullied feels. • I understand that being unkind and hurting someone doesn't make me feel better. • I can think of ways to make me feel better when I feel hurt without hurting others. • I recognise similarities and differences between myself and others. • I understand that differences can enrich our lives. • I realise that children from different ethnic groups can be stereotyped, and that stereotyping is unfair. • I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. • I know what to do if I am bullied.
Bramblings (Year 2)	<ul style="list-style-type: none"> • I know that different things contribute to our identity. • I can tell you what bullying is. • I can tell you how someone who is bullied feels. • I can be kind to children who are bullied. • I know how to stand up for myself. • I know what to do if I am bullied. • I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. • I know we do not all think the same about situations and opportunities. • I know that when you feel sad, it affects the way you behave and how you think. (SNTB p17) (A3) • I am proud of the ways in which I am different (SNTB p17) (D13) • I know that it is wrong to tease someone because they are different and I am developing the ability to support others when someone is being unkind to them. (D9) • I recognise that people have different ways of living and I can think about ways to respect difference. (Cultural Diversity Year 2 Unit 2) (D9)

<p>Skylarks (Year 3)</p>	<ul style="list-style-type: none"> • I can understand how I might hurt others. • I can tell you what bullying is, including prejudice and cyberbullying. (D4) (Y3 SNTB p4&5) (LTF p100 Friends) • I can tell you how cyberbullying is different from other forms of bullying. • I know what to do and who I can talk to both in school and outside of school if I am being bullied. (Y4 SNTB p20) • I can tell you why witnesses sometimes join in with bullying or don't tell. (D4) (Y3 SNTB p5) • I can tell you some ways of helping to make someone who is bullied feel better. (D7) (Y3 SNTB p5) • I understand that it is important to report bullying that takes place inside or outside of school.
<p>Nightingales (Year 4)</p>	<ul style="list-style-type: none"> • I can tell you what bullying (including prejudice and cyberbullying) is. (D4) (SNTB p4) and (D4 -Y4) (SNTB p19 and LTF p100 Friends) • I can tell you how cyberbullying is different from other forms of bullying. • I know how it might feel to be a witness to and a target of bullying. (B1 - Y4) (SNTB p20) • I know that witnesses can make the situation better or worse by what they do. (B1 - Y4) (SNTB p20) • I can explore what is meant by bullying, racism and discrimination and ask people appropriately about their personal experiences. (B11) (Y4 QCA Citizenship Unit 7 p5) • I can empathise with the experiences of other people who have been treated unfairly and describe situations from another's point of view. (B16) (Y4 QCA Citizenship Unit 7 p3 and p5) • I know what to do and who I can talk to both inside and outside of school if I am being bullied. • I understand that it is important to report bullying that takes place inside or outside of school.
<p>Nightingales And Falcons (Year 5)</p>	<ul style="list-style-type: none"> • I can tell you what bullying (including prejudice and cyberbullying) is. (D4 - Y5) (SNTB p4) and LTF p100 Friends. • I know some of the reasons why people use bullying behaviours. (D4 -Y5) (SNTB p6) • I can explain the difference between direct and indirect types of bullying. (D4 -Y5) (SNTB p6) • I understand how rumour-spreading and name-calling can be bullying behaviours. (D4 - Y5) (SNTB p6) • I can explain some of the ways in which one person (or group of

	<p>people) can have some power over another. (B15 - Y5)(SNTB p6)</p> <ul style="list-style-type: none"> • I know some ways to encourage children who use bullying behaviours to make other choices. (B7 - Y5) (SNTB p6) • I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one. (D8 -Y5) (SNTB p6) • I know what to do and who I can talk to both inside and outside of school if I am being bullied. • I understand that it is important to report bullying that takes place inside or outside of school.
<p>Falcons (Year 6)</p>	<ul style="list-style-type: none"> • I can tell you what bullying (including cyberbullying) is. (D4) • I know some ways to encourage children who use bullying behaviours to make other choices. (D8) (SNTB Y6 p20) • I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one. (B7) (SNTB Y6 p20) • I understand how rumour spreading and name-calling (both on and offline) can be bullying behaviours. (D4) (SNTB Y6 p20) • I can explain the difference between direct and indirect types of bullying. (D4) (SNTB Y6 p20) • I can explain some of the ways in which one person (or group of people) can have power over another. (D4) (SNTB Y6 p20) • I know some of the reasons why people use bullying behaviours. (D4) (SNTB Y6 p20) • I know some ways to encourage children who use bullying behaviours to make other choices. (B7) (SNTB Y6 p20) • I know what to do and who I can talk to both inside and outside of school if I am being bullied. • I understand that it is important to report bullying that takes place inside or outside of school. • I have the skills to challenge prejudice and injustice, including bullying.