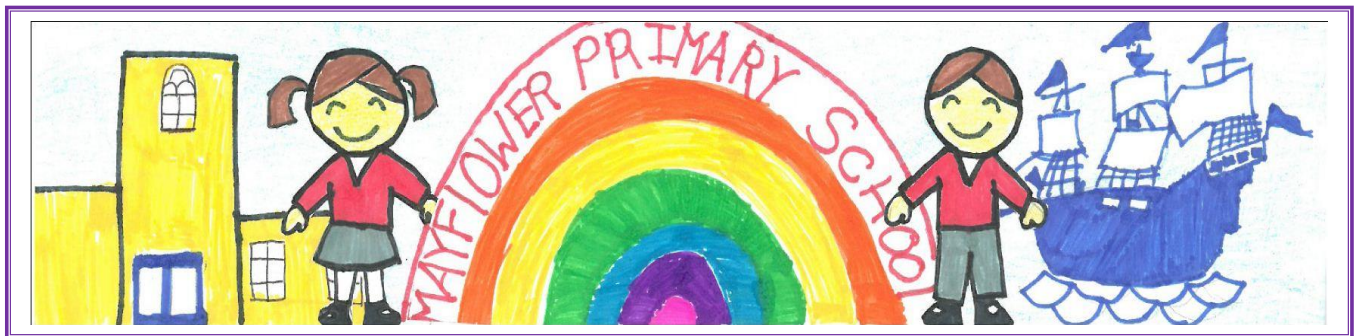
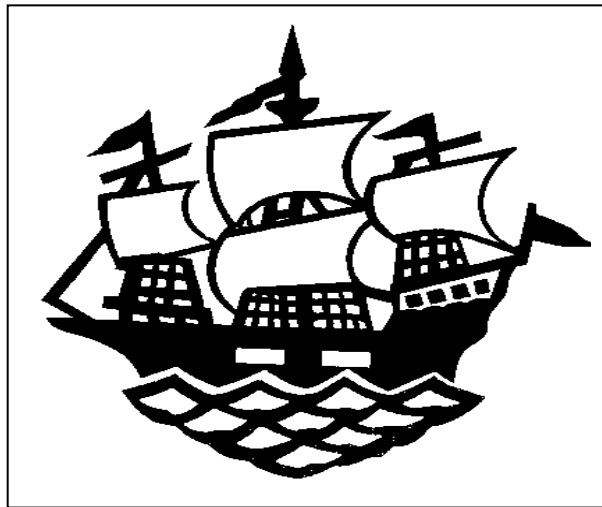


MAYFLOWER PRIMARY SCHOOL



ANTI-BULLYING POLICY 2022-2023

Children and young people have the right to learn in an atmosphere that is free from bullying, harassment and discrimination. Bullying is something we take very seriously and we want to work in partnership with schools, parents / carers, young people and the wider community to tackle this issue.

Policy Date:	June 2017	Version: 5	
Policy Review Date:	September 2022	Head Teacher: Luke Whitney	Insert Date
Ratified by Governing Body:			
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	21.09.22

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

It is a government requirement that all schools have an anti-bullying policy. This policy was drawn up, with reference to Preventing and Tackling Bullying (Oct 2014) following consultation with Governors, Staff, Parents and Pupils. Use was made of DfE guidelines on Preventing and Tackling Bullying.

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis.

Objectives of this Policy

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. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and what each person's responsibilities with regard to the eradication of bullying in our school.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying, whether the school community is directly or indirectly affected by bullying or not.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying.

What Is Bullying?

Definition

"Bullying is unacceptable behaviour by an individual or group, repeated over time, which intentionally hurts another individual either physically or emotionally" (Preventing and Tackling Bullying: DfE: October 2014). Bullying involves a perceived imbalance of power between the perpetrator and victim.

Bullying is different to other unacceptable behaviours. It is not an occasional argument or falling out with peers. It is not a one-off incident or disagreement. In other words, bullying at Mayflower is considered to be “unacceptable behaviour which occurs ‘several times, on purpose’.”

Several Times On Purpose (STOP)

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Including physical aggression towards a person such as hitting, pushing, spitting, biting, kicking, punching
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Material	physical damage to belongings/property
Direct or indirect verbal	Examples include threats, insults, name calling, spreading rumours, teasing
Cyber bullying	Including all forms of social media, email, text or instant messaging, Facebook misuse. Misuse of associated technology ie camera and video facilities, iPad, games consoles etc

Bullying may be related to:

- Race
- Gender
- Religion, faith or lack of faith
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Bullying behaviours are not restricted to pupils and therefore all pupils and staff should be aware of the possibility of bullying by any adult within the school or the wider community. Should anyone suspect that this is taking place, this should be reported immediately to the Head teacher. If the Head teacher is suspected of bullying the matter should be reported to the Chair of Governors.

Reporting and Responding

Pupils are expected to Start Telling Other People (STOP). They have all been taught the importance of this.

If a friend has reported bullying to another pupil, or it has been witnessed as a bystander, then they have the same responsibility to share this information with a trusted adult.

All pupils can identify their trusted adults on their 'Helping Hands'

All members of staff are responsible for listening to any child who is reporting a suspected bullying incident to them. If the staff member does not feel able to gather an accurate account of the situation then the information must be passed to an appropriate staff member immediately.

The staff member dealing with the incident will take time to listen to all the pupils involved and fully investigate the situation before recording the details on an Incident Report Form. All incident report forms are seen by the Head Teacher.

The parents/carers of the perpetrators and victims are notified when incidents of bullying are evidenced.

The victim will be supported with any emotional or practical support strategies and guidance they may need.

The child displaying unacceptable behaviour will face consequences that vary depending on the severity and type of incident and may include being asked to genuinely apologise (as appropriate to the child's age and level of understanding). Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Other consequences may take place Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes including withdrawal of privileges, detention or internal exclusions. . Wherever possible, the pupils will be reconciled.

There will also be consideration taken for any emotional or practical support strategies and guidance they may need. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, Early Help Team.

The needs of the perpetrator will also be investigated to examine if the underlying cause for their actions needs addressing to support them to change their behaviours. Where appropriate this will be done with support from the parents of the perpetrator enabling discussion about any concerns that they may be having.

For issues with persistent bullying and an unwillingness to alter behaviour choices, specialist advice and support will be requested from the SEMH Team and/or Educational Psychologists. In some cases, a reduced timetable, or even Fixed Term or permanent Exclusions may be considered.

If bullying is disclosed by a pupil to a parent or member of the wider community then the adult needs to encourage the pupil to report the incident to school staff. If the pupil feels unable to do this the adult is expected to report the incident.

If parents and members of the wider community suspect bullying it is their responsibility to inform a member of staff as soon as possibility.

Staff are committed to respond in the same way if an incident that has occurred out of school is reported to them.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Incident Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher, and asks her/him to conduct an investigation into the case, and to report back to a representative of the governing body.

It is the responsibility of the Head Teacher 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 know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

- Incident report forms are recorded electronically on CPOMS.
- Behaviour incidents are reviewed by the Head Teacher and the data is analysed to look for patterns of repeated behaviours. This helps to determine whether alleged incidents are then categorized as bullying.
- The Head teacher reports to the Governing Body.
- If bullying is suspected the Head teacher is informed immediately and an investigation into the alleged incidents begins.
- Incidents will be tracked and monitored using the Behaviour Reflection forms which will be logged in the Behaviour file.
- Behaviour reports will continue to be made on a half termly basis.
- Any follow up action required with a member of staff dealing with the incident will be managed by the SLT.

Parents and carers who are concerned that their child might be being bullied, or who suspect that 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 remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

As the parent of a child whom you suspect is being bullied, please:

- Reassure the child
- Listen to the child's concerns about the bullying or incident
- Obtain as many details as possible about the situation. This will help with investigating and solving the problem.
- Assure the child that you will work with them to find a solution.
- Encourage the child not to respond with violence or aggressive behaviour.
- Encourage the child to speak to adults in school. If they do not feel confident enough to do so then report the problem to staff yourself.
- Report bullying incidents to the class teacher, Head Teacher (Mr. Whitney), Deputy Head Teacher (Mrs. Boydon), or our SENCO (Mrs. Archdeacon).

Please Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your class Young Consultant
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship Stop
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHCE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

Prevention

The ethos and working philosophy of Mayflower means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Our aim is for children and adults to work together to prevent bullying. As and when appropriate, children will:

- Be involved in discussions about writing school rules.
- Read stories about bullying, or have them read to them in class or assembly.
- Use role-play to help create feelings of empathy.
- Use Circle time to help build relationships with all members of their class.
- Complete questionnaires and interviews to inform staff of how they feel at school.
- Take part in small group activities to build self-esteem.
- Complete specific work in PSHCE lessons
- Take part in anti-bullying events.

- Receive rewards for good behaviour.
- Sign the school's Respect Code.
- Be taught how to use the Internet safely.

As and when appropriate, adults will:

- Take part in CPD and staff training.
- Take advice from specialist agencies for further advice.
- Refer families to services such as Family Support.
- Reinforce expectations of behaviour as a regular theme in line with our Vision and our Respect Code expectations.
- Recognise and reward good behaviour.
- Challenge any inappropriate behaviour and ensure all incidents are fully investigated.
- Follow the equality policy; supporting every child in our school.
- Ensure PSHCE is delivered to all pupils, supporting the inclusive nature of the school.
- be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.
- reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.
- Listen to pupils and parents' concerns, including information about any incidents that occur on the way to and from school.
- Report significant concerns to parents.
- Provide an open door policy through weekly Parents Groups.
- Provide pupils with a range of opportunities to build relationships outside the classroom e.g. clubs.
- Communicate concerns about pupils to the relevant professionals.
- Ensure that a lunchtime system closely monitors children who are at risk of aggressive behaviours and an option of a quiet and calm environment is available.
- Maintain a good ratio of duty staff and lunch and break times to monitor playtimes.

Signs and Symptoms For Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged

- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher.

Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed annually as part of the 'Child Protection' suite of policies.

Signed: _____ (Chair of the Governing Body)

Date: _____

Signed: _____ (Head Teacher)

Date: _____