

# Mundella Primary School Policies



## Anti-Bullying Policy

Date Created/Updated: April 2024

Responsibility: SLT/Governors

Date to be Reviewed: April 2027

Mundella Primary School is committed to providing a caring, creative and stimulating learning environment. Our five school values promote this:

- Respect
- Resilience
- Reflectiveness
- Resourcefulness
- Reciprocity

### Introduction

The purpose of the Anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social and unacceptable behaviour and affects everyone. Bullying happens in all parts of society; good schools acknowledge this and at Mundella we seek to be pro-active in addressing the issue. This policy is to be implemented with reference to Mundella Behaviour policy and our 'E-safeguarding policy.'

### Aims

- To ensure everyone in the school community understands what bullying is and strategies to counter bullying.
- To ensure that all governors, teaching and non-teaching staff understand their responsibilities when bullying is reported.
- To ensure all pupils and parents know what the school policy is on bullying and what they should do if bullying arises.
- To develop a whole school ethos which is friendly and caring where bullying is regarded as unacceptable.
- To develop the children's sense of worth and self-esteem to ensure they feel safe and secure at school.
- To develop a whole school culture where pupils and parents are assured that they will be supported when bullying is reported.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in changes in learning behaviours, self-esteem or attendance at school. Pupils must be encouraged to report bullying. Whilst sometimes staff may investigate cases of bullying initially, all instances must be reported to Senior Leaders via CPOMs. Teaching and support staff should be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## **Definition of Bullying**

At Mundella we define bullying as a persistent, repeated and deliberate attempt to hurt and humiliate someone. There may sometimes be one-off incidents and whilst they may be serious and must always be dealt with, they do not fall within the definition of 'bullying.' There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful or humiliating behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

The four main types of bullying are:

1. Physical: including hitting, kicking and theft
2. Verbal: including name-calling, racist, sexist and homophobic remarks
3. Indirect: spreading rumours, excluding someone from social groups
4. Cyberbullying: this is any form of bullying using technology which takes place online or through smartphones and tablets, to deliberately hurt or humiliate someone else.

## **Roles and Responsibilities**

### **The Role of the Governors:**

The governing body supports the Headteacher in implementing this policy. Any incidents of bullying are taken extremely seriously and acted upon. The governors require the Headteacher to keep accurate records of any bullying and to report to them the effectiveness of school anti-bullying strategies. The governors should respond promptly to any requests from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks them to investigate and to report back.

### **The Role of the Headteacher and Senior Leaders:**

It is the role of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and have access to it. The Headteacher should ensure that all staff know how to deal with incidents of bullying and have sufficient training to do so. The Headteacher should ensure that all children know that bullying is wrong and that it is unacceptable behaviour in school. The Headteacher should ensure that the school ethos makes bullying less likely. The Headteacher should keep accurate records of any bullying and report to governors about the effectiveness of school anti-bullying strategies.

### **The Role of Teachers & Support Staff:**

Staff should investigate any reported or potential incidents of bullying fairly and in accordance with the school policy and procedure. Staff should record all incidents of bullying on CPOMS. Staff should support the school ethos, which makes bullying less likely.

### **The Role of Parents & Carers:**

Parents and Carers have a responsibility to support the school's Anti-Bullying policy and Home-School Agreement. Parents and carers should work positively with school so that bullying incidents can be investigated and resolved as quickly as possible. Parents and carers who are concerned that their child might be the victim or the perpetrator of bullying should contact their child's class teacher immediately.

### **The Role of Pupils:**

Pupils have a responsibility to support the school's Anti-Bullying policy. Pupils should take responsibility for their own behaviour, look out for others and play a full part in our school ethos in which bullying is regarded as unacceptable.

### **Strategies:**

The key principles at Mundella are:

- Never ignore suspected bullying;
- Do not make premature assumptions;
- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are correct;
- Adopt a solution-focused approach, which moves people on from justifying themselves;
- Follow up regularly, checking the bullying has not resumed.

A range of strategies will be employed to support our anti-bullying ethos. This starts with class teachers providing a positive ethos in the classroom, as we believe by praising and celebrating success we can reduce incidents of bullying. Other strategies that are employed are wide ranging and may include:

- School assemblies to highlight anti-bullying
- Whole class circle, PHSE or P4C activities
- Peer mentor support e.g. peer mediators
- Playground buddy systems
- Specific/targeted adult supervision
- 1:1 development work with an adult
- Outside agency support
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### **Procedures**

If bullying is suspected or reported, the following steps must be taken:

- The incident will be investigated as soon as possible by the member of staff who has been approached; if the member of staff is, for whatever reason, unable to investigate, they will report the matter to a Senior Leader who will investigate.
- If the investigation identifies it to be a bullying incident, a clear account of the incident will be recorded on CPOMS and Senior Leadership alerted to it.
- The Senior Leader will ensure that a strategy is put in place, communicated appropriately to all/any children involved, their parents/carers and to any relevant staff.

- Parents will be informed of the situation at the outset and updated on the outcome whether they are the parent/carer of a child who is being bullied or of a child that is subject to an allegation of bullying.
- Governors – usually the Chair of Governors – will be kept informed of any serious incidents. If the Headteacher concludes there has been bullying, appropriate measures will be used to ensure that:
  - The victim is supported by actions to minimise future risk, restore self-esteem and confidence and put in place on-going support.
  - The perpetrator understands their behaviour is unacceptable, has consequences and that their behaviour must change.
  - The perpetrator is supported by actions to enable them to change their behaviour.
  - Monitoring takes place to ensure that changes in behaviour are sustained.

### **Disciplinary Steps:**

The following sanctions may be used:

Being separated from the victim – i.e. changing seating arrangements in the classroom

Verbal warning to child and parent/carers informed

Removal of playtimes

Internal exclusions

Being sent home for lunchtimes

Changing classes – if feasible

Fixed term exclusion

Permanent exclusion

If Parents/Carers are not satisfied with the response of the Headteacher, they may wish to contact the Chair of Governors to discuss the situation or make a complaint. Should any parent or carer not be satisfied after Governor intervention then they have a further right of appeal to the Advice & Conciliation Officer at the Local Authority, who is independent of the school.