



*Learning through hard work, friendship and fun.*

# **Mill Lane Primary School**

## **Anti-Bullying Policy**

Adopted November 2020

Review date November 2021

At Mill Lane Primary School we believe that all bullying behaviour is unacceptable. It is imperative that all children and adults feel safe from bullying and know that any incidents of bullying will be dealt with appropriately.

### **This policy aims to:**

Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and foster a productive partnership, which helps maintain an environment free from bullying.
- Identify and deal with incidents of bullying consistently and effectively.

All children have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of The Child. Children should be supported in order to 'stay safe' and 'enjoy and achieve' as outlined in Every Child Matters agenda.

### **Definition of bullying**

Mill Lane Primary School uses the definition of bullying as:

- ongoing over time - it happens more than once
- deliberate and intentional.
- Unfair - there is an unequal power balance (imbalance of power). The person/people doing the bullying is/are stronger, or there are more of them or they have 'influence', higher status or power.

### **Evidence of bullying**

Bullying may look like (but not be restricted to):

**Physical aggression** - hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

**Verbal** - name calling, insulting, teasing, "jokes", mocking, taunting, gossiping, secrets and threats. Reference to upsetting events e.g. bereavement, divorce, being in care. Spreading rumours about an individual's reputation or that of his/her family.

**Banter** - 'Banter' is bullying. If students (or adults) are repeatedly 'joking' with an individual, who is not included in the joke, it is bullying. Our school does not tolerate the 'banter' excuse.

**Non-Verbal** - staring, body language, gestures, posturing.

**Indirect** - excluding, ostracising, spreading rumours and stories, emails, chat rooms, messaging phones, notes, making rude gestures or faces.

**Sexual** - touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated.

**Racist** - name calling, derogatory assumptions or generalisations about race, culture or religion, e.g. racial taunts, references to terrorism, dress, graffiti, Islamophobia.

**Homophobic** - name calling, exclusion and gestures relating to gender identity, warning others about a person, graffiti.

**Disability related** - name calling, exclusion, talking over or for a person, mimicking, physical overpowering e.g. moving wheelchair users, laughing at a difficulty. Threat of physical harm.

**Cyber bullying**- text messaging, internet chat rooms, the misuse of camera or video facilities including 'Happy Slapping' (bullying recorded on a mobile phone).

**Manipulation** - forcing someone else to carry out any of the above actions.

## **Signs of bullying**

Signs of someone being bullied **might** include:

- frightened of walking to or from school
- changes to 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 poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- 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 & jumpy when a cyber message is received

**These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated**

## **Preventing Bullying**

To fulfil our aims, the following strategies are used:

- The use of Restorative Practices to encourage open and honest dialogue to resolve conflict
- The use of peer mediation to prevent situations escalating or developing into bullying
- A positive whole school approach to raise self-esteem and encourage good behaviour in pupils (see the school's **behaviour policy**.)
- Explicit teaching of what bullying looks like and how to deal with it
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door policy in the school.
- Encouraging pupils and parents to report bullying.

We expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels that they are being bullied, this should immediately be reported to the deputy, the head or the chair of the governing body.

## **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher 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 follow the school **complaint policy**.

## **The role of the headteacher**

It is the role of the headteacher to implement our anti-bullying strategy, and to ensure that all staff are aware of the policy, and know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher will ensure that all staff receive sufficient training to identify and deal with all incidents of bullying.

## **The role of staff**

This policy will be shared and implemented by all staff. All staff will be made aware of the implications of the school policies to bullying.

Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, school staff will:

- acknowledge its existence
- remain objective
- listen to all accounts of the incidents
- record all cases of bullying incidents
- inform parents who will be asked to come in to a meeting (or attend via Zoom or over the phone if COVID prevents face to face meetings) to discuss the problem
- adopt a problem-solving approach that encourages pupils to find solutions Make regular follow-up checks to ensure that bullying has not resumed.

## **The role of parents**

Parents, who are concerned that their child is being bullied, or who suspect that their child may be the perpetrator of bullying should contact their class teacher, the deputy or headteacher.

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

## **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied or if they suspect any other pupil is being bullied. If the bullying continues they must keep on letting people know. We recognise that children may find it hard to communicate their concerns and are therefore encouraged to tell any person that they feel comfortable with; staff, parent, peer etc.

## **Dealing with bullying incidents**

Any incidents of bullying will be taken seriously and dealt with as quickly as possible

Staff who are dealing with a pupil who has been bullied will:

- USE RESORATIVE PRACTICES APPROACH (Key questions available to all staff)
- listen to the pupil's account of the incident
- reassure the pupil that reporting the bullying incident was the right thing to do
- make it clear to the pupil that this disclosure will need to be shared to prevent future bullying
- make it clear to the pupil that he or she is not to blame for what has happened
- make a note of what the pupil says
- report to the deputy or head so that appropriate action will be taken
- explain that the pupil should report any further incidents to a teacher or other member of staff immediately
- record the incident in G2 behaviour module

## **Monitoring, Evaluation and Review**

Review	Review	Review	This Review	Next Review
November 2017	November 2018	November 2019	November 2020	Nov 2021

In line with advice from Kirklees Safeguarding Partnership this policy will be reviewed annually.

A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined.

**It must be recognised that any action which the school takes against bullying, harassment or discrimination can only be determined according to the circumstances of each individual case.**

Reviewed November 2020