

MILFORD PRIMARY SCHOOL

ANTI - BULLYING POLICY



Vision Statement

Milford school sits at the heart of the community, where all involved strive for excellence. Each child is supported in their learning journey and the fulfilment of individual potential.

Care, share, respect and learn

Summer 2017

1. Introduction

1.1 At Milford Primary school (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential fulfilling our ethos statement for all children. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.

1.2 We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

2. Policy Development

2.1 This policy was formulated in consultation with the whole school community with input from Members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through the school council, circle time discussions and anti-bullying ambassadors. The school ambassadors have developed a Student friendly version which is displayed in school.

3. Roles and Responsibilities

3.1 The Governors - Have overall responsibility for the policy but delegate the day to day responsibility and implementation to the headteacher who will liaise with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying leader.

The Anti -bullying leader in our school is: Headteacher

Their responsibilities are:

Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

Implementing the policy and monitoring and assessing its effectiveness in practice

Ensuring evaluation takes place and that this informs policy review

Managing bullying incidents

Managing the reporting and recording of bullying incidents

Assessing and coordinating training and support for staff and parents/carers where appropriate

Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Jo white

4. Definition of Bullying

4.1 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

There is a deliberate intention to hurt or humiliate.

There is a power imbalance that makes it hard for the victim to defend themselves.

It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi- sexual, transgender or questioning their gender role.

5. Reporting and Responding to Bullying

5.1 Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

It will be made clear to children who are bullied that it is not their fault. Staff will endeavour to restore self-esteem.

Procedures

All reported incidents will be taken seriously and investigated involving all parties as quickly as possible.

Outline the steps the school will take for example

Interviewing all parties

Informing parents

A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate

Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists

Follow up especially keeping in touch with the person who reported the situation, parents/carers

Support for the victim and the bully.

Ensure all staff made aware of issues so that further incidents can be dealt with appropriately.

6. Recording Bullying and Evaluating the Policy

6.1 Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator in the first instance. Further

incidents will be dealt with and recorded by the headteacher. Parent/carers will be informed of the action taken.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors termly in the head's report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Milford Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

For Example

Restorative Approaches

Anti-Bullying week annually in November.

PSHE/citizenship

Specific curriculum input on areas of concern such as Cyberbullying and internet safety

Student voice/school council

Peer mentoring schemes/Anti-bullying ambassadors

Playground Buddying

Staff training and development for all staff

Assemblies

Displays

Signed **G. Taylor**

Date for review - **Summer 2019**

This policy should be read in conjunction with:

Separated Parents Policy

Children Missing from Education policy

Physical Intervention Policy

Code of Conduct for Staff Policy

Online Safety Policy

Domestic violence Policy

Child Protection and Safeguarding Policy

Preventing Extremism and Radicalisation Policy

Looked After Children Policy

Private Fostering Policy