

3-5 Anti-Bullying policy

This Policy applies to the entire setting including the EYFS.

The DfE defines bullying as:

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

Bullying can be extremely serious. It can be physical or emotional (which can cause psychological damage).

As a result of this DfE definition, the school makes the following clear statements:

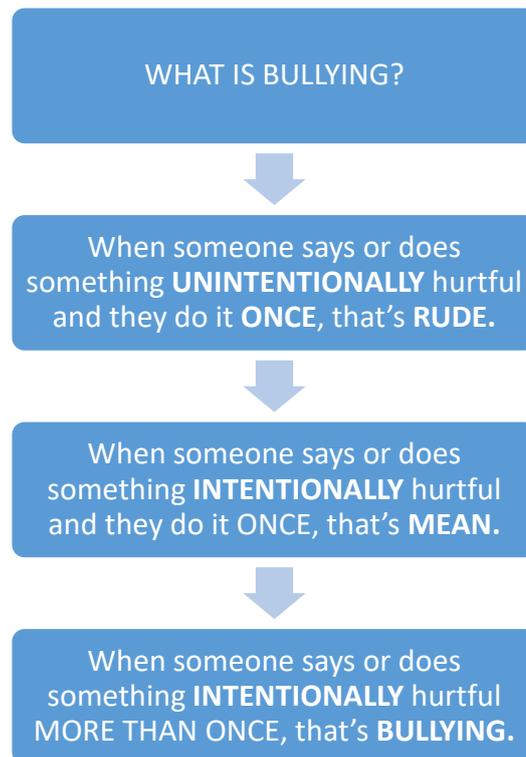
- The school has a **zero tolerance** approach to bullying.
- The school categorises bullying as a form of physical and/or emotional abuse.
- All staff treat bullying incidents as seriously as any other safeguarding matter.
- All types and symptoms of emotional and physical (including sexual) abuse should be considered as possible in relation to peer to peer abuse/bullying.
- The school is committed to reaching a full and lasting resolution to any bullying incident or accusation.

Given the school's position, there is no need to list all types and symptoms of physical and emotional abuse in this policy and staff (and parents) should refer to the safeguarding policy to build awareness of how to identify bullying. In summary, however, bullying typically includes derogatory remarks, deliberate isolation or violent conduct. It can be on the grounds of race, religion, culture, sex, gender, homophobia, special educational need and disability or because child is adopted or is a carer, it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs or email).

Staff are trained in the contents of this policy and methods of dealing with conflict during staff meetings and inset training.

1. What is the threshold for bullying?

All children and adults at the Mead are taught, via guidance and discussion, the threshold for bullying using the following flowchart (which is displayed in every classroom):



Through termly (as a minimum frequency) assemblies, stories, literature, projects and PSHEE lessons, all children are taught the meaning of this flowchart. Through numerous methods, the words 'intentional' and 'unintentional' are discussed and explained as is the decision to continue to act intentionally hurtful after the first incident rather than to act with remorse and reconciliation.

2. Preventing Bullying

A culture of 'bucket filling'

The school aims for no bullying to occur. In September 2017, 9 new school rules (Appendix 1) were established by the teaching staff and signed by all children. One of these rules gives a clear expectation for children to act with kindness and inclusion. Through the theme of 'Filling Buckets' (based on the book by Carol McCloud) children are taught the value (for all) of simple kindness and the damage (for all) of unkindness (bucket dipping). This is a constant theme throughout the school. The PSHEE scheme is also fully flexible and teachers know they should prioritise kindness and respect as and when they feel their class needs further support and guidance.

Positive behaviour is reinforced throughout the school day, reinforced and celebrated each week in the Friday assembly.

Action on 'rude' or 'mean' behaviour by staff

All staff know to **always** act on rude or mean behaviour. As well as our rule on kindness and inclusion, another asks children to 'keep their hands and feet to themselves' and therefore to never hurt each other physically. Any hurtful actions or words known to a member of staff will be acted upon by talking to the child responsible, reminding them of our rules and culture of 'bucket filling' and asking them to explain their actions/words and consider the

feelings of the other person with the aim that they apologise to the victim. Staff meetings on a Tuesday morning and termly are an opportunity for staff to share any incidents they have dealt with so that any recurring themes can be identified. Any pupil known to be repeatedly acting in a rude or mean way (but not towards the same victim(s)) will receive 1 to 1 coaching from their class teacher (and potentially the Deputy Head Pastoral) and their behaviour and peer relationships will be closely monitored by all staff. This may involve the child losing play time or golden time or getting a 'minus' as a punishment. Parents will usually be informed in such instances.

Action on 'rude' or 'mean' behaviour by children

The year 6 pupils are given a training session on safeguarding and bullying at the start of the academic year. They are trained to look out for signs of bullying/abuse and asked to remain vigilant around the school for examples of rude or mean behaviour. They are trained to speak to those involved and to report the incident to the nearest member of staff. All children are encouraged to take responsibility in highlighting rude or mean behaviour. Children are encouraged to express their feelings with their words (never to react physically) and to explain to the other child that their rude or mean behaviour has caused them hurt and upset. All children know (through regular verbal reminders and the posters throughout the school) that they can and should speak to another pupil (particularly year 6), a teacher, a family member, or an external agency (NSPCC/Childline) if they have been hurt, by bullying or cyberbullying either inside or outside the school. By asking children to take responsibility for expressing their feelings and confronting those who have acted in a hurtful way towards them we aim to empower them to deal with conflict at an early stage and thereby prevent bullying.

These proactive responses from both staff and children aim to both minimise rude and mean behaviour as well as stop any escalation of such behaviour towards bullying.

Resilience and Character training

Alongside our proactive work in identifying and supporting potential bullies we also work proactively to identify potential victims and then give them resilience and character training to lessen the risk of them becoming victims of bullying. PSHEE themes include how to make friends; anger management (how to walk away/calm down); keeping perspective (accepting that different points of view are allowed or knowing that your troubles are often not as bad as you think); dealing with conflict; humility and self-deprecation. Children with these traits are less likely to become victims of bullying.

Organisation and Vigilance

Whilst aiming to give children enough freedom to disagree, problem solve and resolve conflict, we also aim to reduce the likelihood of major incidents by being both organised and vigilant. We organise class lists to maximise positive peer relationships, duty rotas to maximise effective supervision and seating plans/team selections to minimise negative fallout. Equally, whilst on duty and around the school, the teaching staff are constantly committed to being vigilant for behaviour that needs intervention.

E-Safety

A detailed E-Safety Policy (3-10) sets out the acceptable use of the internet.

- Children are not allowed to bring any device into school.
- The school's network blocks all websites which could be used to pass abusive messages between children.
- Staff know not to share passwords with children and to never have their own devices visible in any area where children could be present.
- E-safety training forms a significant part of our ICT curriculum and children are well coached regarding their online behaviour. Parents are also given e-safety awareness training.
- Children know that online behaviour will be treated in exactly the same way as behaviour in 'the real world' and that the school's power to deal with bullying incidents extends beyond the school gates.

3. Dealing with bullying (including online/off-site)

The clarity and repetition of the message of 'talking to someone' creates a culture where the reporting of bullying (by the victim or someone else) is highly likely. Children and parents know it is their responsibility to report concerns or allegations to a member of staff immediately whether it be on or off the school premises. Staff know that they should treat and act upon concerns / disclosures / allegations of bullying in exactly the same way as an allegation of abuse, in line with the safeguarding policy.

The ideal outcome is always **to reach reconciliation between the bully and the victim and to ensure that the bullying stops immediately and does not reoccur**. Therefore, although sanctions may often be needed, we do not enter into a resolution with the intention to 'punish' the bully as this might often be to the detriment of the ideal outcome listed above. Unless the DSL (Deputy Head Pastoral, Mr John Agnew) and the teachers involved decide a more bespoke approach is needed, most bullying incidents will warrant the following approach:

1. Most appropriate member of staff to interview the victim and record exact details of their account.
2. Any and all appropriate witnesses interviewed with accurate notes taken. Witnesses may not be interviewed if their knowledge of the investigation may be to the detriment of the ideal outcome.
3. Key staff to meet (including Deputy Head Pastoral) and decide how to take the matter forward with the most likely next step being to interview the accused bully and finalise the most accurate picture possible. All steps recorded in the bullying log.
4. All parents are informed and step 5 is discussed with them and the children. The victim should choose to follow through with step 5.
5. If appropriate, the next best step is to bring victim and bully together for a **reconciliation meeting**. This is a chance for the victim to express how the bully's actions/words have made them feel and for the bully to express remorse. Collectively, an appropriate sanction will be agreed as well as clarity over their future

conduct around one another. A plan is written up and signed by all parties. Again this meeting and its conclusions will be recorded in the bullying log.

It is then vital that class teachers and other staff continue to be vigilant and observe the bully and victim carefully. Positive reinforcement and management skills used to avoid the situation escalating again.

The keeping of a log allows the school to evaluate the effectiveness of different approaches and to enable patterns to be identified.

A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and so recording and procedures for a safeguarding concern should be followed.

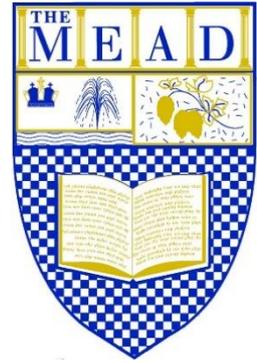
In extreme cases (the threshold of which is determined on a case by case basis by the Head), the Head reserves the right to suspend or exclude any pupil for bullying another child at the school as well as informing local children's services and potentially the police.

STAFF: A Webster (Head), J Agnew (Deputy Head Pastoral)

AMENDED: December 2017

NEXT REVIEW: December 2019

| Record of anti-bullying assemblies 2017-18 | |
|---|---|
| Tuesday 5 th September | Introducing the new school rules |
| Friday 8 th September | Filling Buckets |
| Monday 18 th September | Pixar's The Birds, introduction of flowchart. |
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School Rules

Outside the classroom

- We will respect all property.
- We will stay safe and keep our hands and feet to ourselves.
- We will be kind, thoughtful and include others.

Between lessons

- We will walk, line up quietly and make way for others.
- We will wear smart, correct uniform.
- We will always show good manners.

During lessons

- We will listen to the teacher and our peers.
- We will not call out.
- We will choose to learn and not disturb others.