

**MALTON COMMUNITY PRIMARY SCHOOL
ANTI-BULLYING POLICY
2020.21**

Rationale

At Malton Community Primary School we believe that every person has the right to come into our school without the fear of being bullied. We recognise the seriousness of bullying as an issue for the whole school community to tackle. We acknowledge that everyone should own the problem of bullying and endeavour to maintain an effective network of communication between all groups involved. We promote an ethos of anti-bullying by listening to and supporting all those involved in bullying. We teach children social, emotional and behavioural skills through SMSC and PSHCE and these are underpinned by the way adults model positive relationships with everyone in school on a daily basis.

We believe that every person, child or adult, has the right to:

- Feel happy and safe
- Be different and individual
- Be treated with respect
- Have a voice

Every person, child or adult, can expect to be treated with:

- Courtesy
- Fairness
- Consideration

and should expect to treat others with the same respect.

The school describes bullying as:

Intentional, repetitive or persistent bullying of one person by another [or others], where the child being bullied feels they have no control over the situation

Bullying includes:

- **Being teased or called names**
- **Being hit, kicked or pushed**
- **Having money or other things taken**
- **Being ignored or left out**
- **Being picked on because of religion, race or where you live or come from**
- **Inappropriate sexual behaviour including touching**

AIMS

Our overall aim is to eradicate any form of bullying but we need to be realistic and have objectives we can achieve and measure:-

- To develop robust systems to report and respond to the incidence of bullying
- To reduce the number of bullying incidents in school
- To reduce the duration of bullying incidents when they happen [swift intervention action]
- To increase the number of children who feel confident enough to report bullying

- To increase the number of children who would help someone who is being bullied
- To increase the number of children, and parents, who feel that school takes effective action to deal with bullying
- To evaluate the effectiveness of this policy through regular PDBW meetings, annual pupil and parent questionnaires and school logs.

GUIDANCE

(1) WHAT TO DO ABOUT BULLYING - INTERVENTION STRATEGIES

Always acknowledge a child's reporting of bullying.

All levels of bullying should be handled quickly, sensitively and calmly without making hasty judgments. [Whether we have become aware of the bullying through our own vigilance, or another person's, the same process applies]:

All staff should use the following procedures:

- Ensure children feel safe by calmly separating all those involved
 - Talk with the victim to understand their feelings
 - Where appropriate take witness statements
 - ask other adults to help and interview the children involved separately
 - some children will be able to write down their own version of events
 - other children will prefer the adult to act as the scribe
 - endeavour to do this before children develop a 'shared version'
 - An appropriate adult should then follow up by talking with the perpetrator at a suitable time so that the child/children
 - understand the distress / hurt felt by the child on the receiving end;
 - understand that the behaviour is unacceptable;
 - make a response to the victim in the form of an apology and seek to improve the relationship - a short time may need to elapse to give some thinking time **but ideally it should be that day.**
 - In talks with both parties the adult will seek to discover whether there are underlying "reasons" for the behaviour
 - Give further feedback to the victim to reassure – this could be a 1:1 chat with an adult or with the other child/children concerned
 - Diaries may be offered to children who feel they would like to write down their experiences (see Appendix 1)
 - Lunchtime staff will give information to class teachers about incidents via discussion with the class teacher on the playground when they collect their class.
 - All incidents of bullying should be recorded on CPOMS with the Anti Bullying Lead, class teacher and other relevant members of staff notified.
 - The Leader for Anti-bullying will monitor the records of bullying every half term and use the statistics to evaluate the effectiveness of this policy.
 - The Leader for Anti-Bullying will update and monitor CPOMS regularly and analyse any patterns, liaising regularly with the Senior Leadership Team and the Personal Development, Behaviour and Welfare team.
 - Through discussions with the Senior Leadership Team, additional support such as nurture groups or playground monitoring will be put in place in order to address any reported incidents.
 - The Leader for Anti-Bullying will be a point of contact for parents and will act as a key worker for specific children where appropriate.
- In continued incidents of bullying, parents of both parties will be asked to come into school.
 - When a bullying incident is so severe that it is categorised as being high level, school may need to call in the police, social services or deal with it as a safeguarding issue. (The term 'high level' may be due to the nature of the bullying, or to the fact that bullying has continued in spite of measures being taken to make it cease).

(2) GENERAL STRATEGIES FOR SCHOOL STAFF

- Promote pro-social behaviour (catch children behaving in a caring and supportive way and acknowledge and encourage)
- Be constantly vigilant for any signs of bullying
- Dispel any myth that bullying is 'only playing' or 'a natural part of growing up'
- Record all incidents of bullying on CPOMS and notify the Leader for Anti-bullying – what may appear to be low level bullying initially will be seen as severe if it continues – all bullying incidents should be detailed
- Inform both sets of parents when necessary - calmly, clearly & concisely (factually) – reassure that action is being taken for both parties.
- Give clear negative consequences which may include removal from a group (or class), loss of social time, loss of a privilege, contact with home.
- Communicate well with all other adults involved. If parents or carers report an incident to a member of the staff, the class teacher must be made aware of it
- Reduce opportunities for other children to support bullies
- Use class assemblies, whole school assemblies, SMSC and PHSCE activities to pre-empt bullying or to address issues in their class
- Provide examples and clear definitions for when behaviour is 'bugging' rather than 'bullying' and promote clear strategies for how to deal with this. Use class assemblies, whole school assemblies, SMSC and PHSCE activities to identify examples of behaviour and support children to define whether they are 'bugging' or 'bullying'
- Display the Respect poster prominently in classrooms and use this Code of Respect to promote positive behaviours in school through class discussions and referring to the poster.
- Ensure children are aware of the people that can help them during break times and lunchtimes: MSAs, staff members and the Leader for Anti-bullying.
- Promote the playground buddies (Wellbeing Warriors) to the class as peer mentors and ensure they are aware of where to find them (Friendship Bench) as well as how they can help.
- Seek support and advice from the Leader for Anti-bullying if unsure of how to proceed.
- **All teachers to go through the anti-bullying policy with their classes to share advice and strategies**

(3) GUIDELINES FOR CHILDREN

Safety in numbers

- Go around with a friend or in a group
- Stay near groups of people even if they are not your friends
- Get your friends together and say no to the bully
- Only go to places where bullying has happened to you if you have some friends or an adult near you

Ask for help

- Tell a teacher whom you know
- Tell any other adult you trust
- Tell them again, and again, if the bullying doesn't stop

Try to do something different

- Try not to show you are upset although it is difficult
- Walk confidently even if you don't feel that way inside. Practise.
- Just walk past if people call you unpleasant names
- Practise what you would say to a bully in front of the mirror

Look after yourself

- If you are in danger get away. Don't bother about your possessions
- Don't fight back. Talk to an adult

- If you are different in some way be proud of it. It's good to be individual
- Tell yourself it's not your fault – you don't deserve to be bullied

(4) GUIDELINES FOR PARENTS/CARERS

[taken from NYCC Behaviour & Attendance Strategy Anti Bullying guidelines for schools]

- Watch for signs - not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing.
- Listen to what your child says; try to establish if the problem really is bullying and not something else.
- Discuss with your child what you can do:-
 - Talk to your child's class teacher or another sympathetic adult at school. Do this for as long as the problem continues
 - Help your child to deal with the problem by him or herself. Be tactful.
 - If your child needs escorting home, meet him or her from school, perhaps round the corner for an older child, not the school gate.
 - Try not to be over anxious or over protective. It may sometimes be helpful to talk with the bully's parents, **but before you do this, take advice from the school.**
 - Do not promote a simple "thump back" approach - this rarely helps and may only make things worse for your child.
- Most children are called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- If a name is used which refers to your child's physical characteristics then let your child know that you love him or her, for the way they are, including these particular characteristics which make him or her an individual.

COLLECTIVE RESPONSIBILITY

- Anti-bullying is the responsibility of everyone in the whole school community

This policy has been developed and shared with the whole school community

Appendices

1. 'Childline' anti-bullying diary sheet

Anti-bullying Policy Appendix1

Diary sheet

Date and time	What happened ? What was said or done to you	Who was involved in the bullying ? Their names or a description if you don't know them	Where did the bullying happen ?	Was anyone with you or did anyone else see what happened ?	Following actions/ follow up/persons involved: (including date)