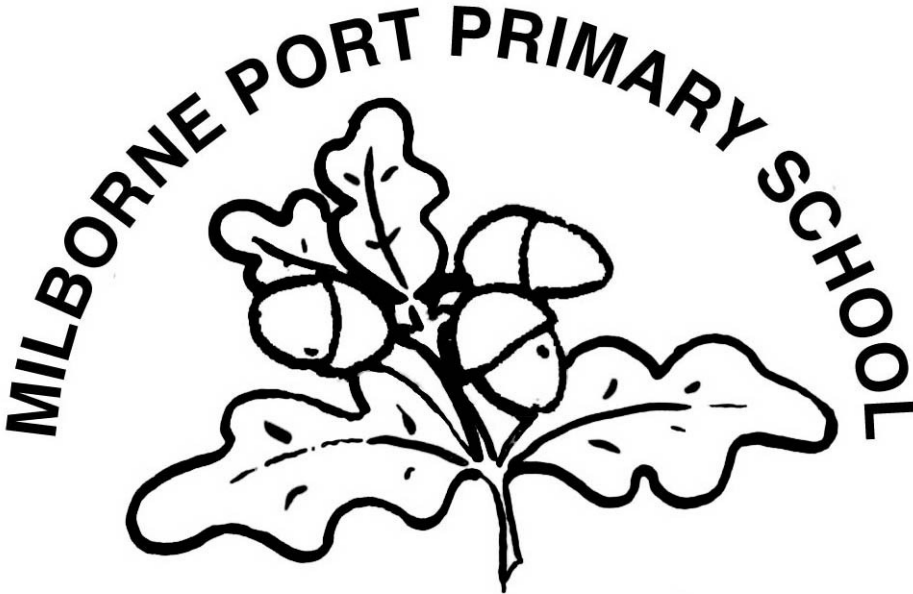


Anti-bullying Policy



Building a Foundation for Life

Including The Beeches Pre-School

Anti-bullying Policy

Update Block

Version	Reason for Update	Who	Date
1	Initial version	RE/JO	11/19
2	Annual review including covid-19 response	RE	10/20
3	Annual review including peer on peer abuse	SS	10/21
4	Periodic Review	SS/JO	11/22
5	Annual review	JR	01/24

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Anti-bullying Policy

1 Introduction

The school believes that:

Every pupil has a right to enjoy their learning and leisure time, free from intimidation and in a safe environment. The school will not tolerate bullying.

2 The school definition of bullying:

Bullying is a repeated, deliberate act, which causes distress to one child or a group by another person or a group. It can happen face to face or through cyberspace and comes in different forms:

- Verbal bullying: name-calling, spreading rumours, insults, repeated teasing.
- Emotional bullying: excluding someone from social groups.
- Physical bullying: hitting, kicking, taking or damaging belongings, threats
- Online or Cyber bullying: abuse through mobile devices or on social networking or gaming sites.
- Racist bullying: racial taunts, graffiti, or gestures.
- Sexual bullying: unwanted physical contact, or abusive comments.

Bullying can be based on any real or perceived difference. For example:

- Homophobic and transphobic bullying: discrimination based on sexuality and/or gender identity.
- Racial, cultural or gender differences.
- Disability bullying: the bullying of children who have special educational needs or disabilities.

2.1 What is NOT bullying?

One-off incidents are not usually bullying behaviour, although they may well be frightening and harmful. Staff will investigate any incidents and deal with them following the school's Behaviour Policy.

3 What does the school do?

We teach our pupils the importance of "Doing the right thing." The School's Seven Bees are embedded throughout the curriculum and form distinct values that are discreetly taught. Be Respectful, Be Compassionate and Be a Team Player help us to teach our pupils that bullying is wrong. Through a carefully planned programme of PSHE,

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including initiatives such as anti-bullying (Friendship) week and by responding to incidents, the school gives a clear and consistent message that bullying will not be tolerated.

The best way to counter incidents of bullying is to foster empathy with the feelings of others, in particular with the feelings of those being bullied. Whilst action must be taken against children who bully, negative measures alone are likely to promote resentment, and could aggravate rather than solve the problem. Along with the necessary sanctions, staff will use an Emotion Coaching Approach to deal with incidents.

The school has robust systems of communication between members of staff so that concerns are passed on.

Staff listen to pupils, parents and carers and, where it is deemed necessary, take action. They also listen to the views of those who are said to be bullying.

Staff will meet with the parents and carers of pupils who are possibly being bullied and with the parents of those who are possibly bullying. They will keep parents and carers informed of incidents and progress.

Bullying must be stopped so pupils and parents must inform their child's class teacher at the earliest opportunity. We will take all concerns seriously and investigate them.

All concerns will be recorded on **My Concern**.

4 What can pupils do?

Pupils are told:

- To inform an adult if they feel that they are being bullied. They can tell a lunchtime supervisor, their teacher, a teaching assistant, the Headteacher or a parent. Ideally, they must do this in school, as soon as an incident occurs.
- Children should be told to support each other by reporting all acts of bullying.
- Children should be taught not to look on but to report incidents of bullying.

5 What can parents and carers do?

If you believe that your child is being bullied, you should:

Anti-bullying Policy

- Assure your child that you will do something to help.
- **Contact the school.** Normally the first point of contact should be the class teacher. In addition to talking to the class teacher, you can put your concerns in writing. This will allow the teacher time to reflect on and follow up any issues raised. The class teacher will inform the head and if it is deemed necessary, action will be taken. The school will inform you of the action taken within, where possible, 24 hours. If you feel the school has not dealt with the situation adequately, work with us to find a solution. If you still feel issues are not being properly resolved, you can contact a school governor via the school office.
- Keep a diary of incidents with names, places and times.
- Be realistic in your expectations of what the school can achieve. A situation that has existed, unreported, for some time will take time to resolve.
- If you suspect your child of bullying, talk to them and try to find out why they are behaving in this way.

6 How the school deals with bullying

The flow chart on the last page illustrates how the school deals with incidences of bullying.

Initial meetings are held with both the bullied child and the child/children accused of bullying. A meeting with both/all children together might at this stage be appropriate.

If there appears to be a genuine case of bullying, parents of both children are informed and asked to meet with relevant staff at school.

In addition to appropriate punishments for bullying behaviour, the reasons why a child is bullying are explored using an emotion coaching approach.

A course of action is agreed to help both the child being bullied and the child who is bullying.

The effects of any agreed actions are carefully monitored.

Meetings with both children and, where relevant, with parents and carers, are held to review progress.

If the bullying behaviour has continued or been transferred to another child, then a further course of action is agreed.

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Once an incident has been resolved, staff continue, informally, to monitor the situation.

Advice

"Kidscape" <https://www.kidscape.org.uk> is a useful website for professionals, parents and carers.

7 Child-on-Child Abuse

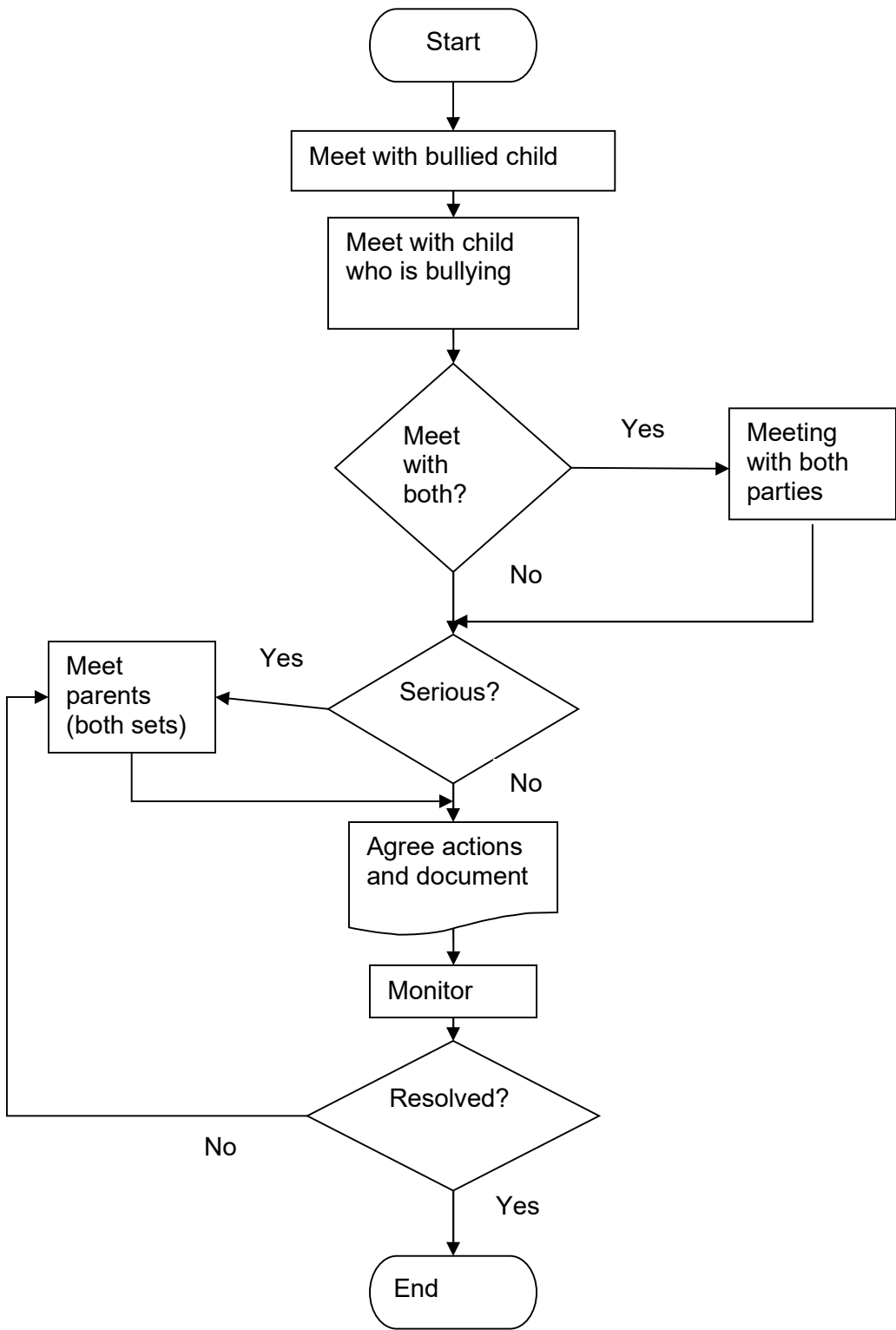
Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. This abuse can also happen on-line, this is child-on-child abuse with a digital element, for example cyberbullying. At Milborne Port Primary School, staff are aware of the serious nature of such abuse and there is no tolerance of this abuse; it is dealt with in line with this policy.

8 Monitoring and Evaluation

The school will review this policy annually and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

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9 Flowchart



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10 Appendix asking questions

The Anti-Bullying Alliance suggests asking these questions to the alleged victim, in order to record an allegation of bullying:

- Where and when did the bullying take place?
- Were there any other children or young people around at the time?
- Were there any adults around? (This will be helpful to understand why another adult may not have reported the behaviour or if the adult is the one who is bullying the child or young person.)
- Names of the children, young people or adults who are bullying you
- What were you doing before the incident took place?
- What happened or was said? Try to use the exact language.
- What happened next?
- Has this happened before?

Remember, always take the perceptions and feelings of the young person being bullied as the starting point.