Much Birch C of E Primary School
Anti Bullying Policy



'We will flourish and reach our God given potential'

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. **John 15:5**

All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations

Updated – every 2 years

Review date Sept 2027

Head teacher Ms B Davies

Chair of Governors Rev. Mark Johnson

ANTI-BULLYING POLICY

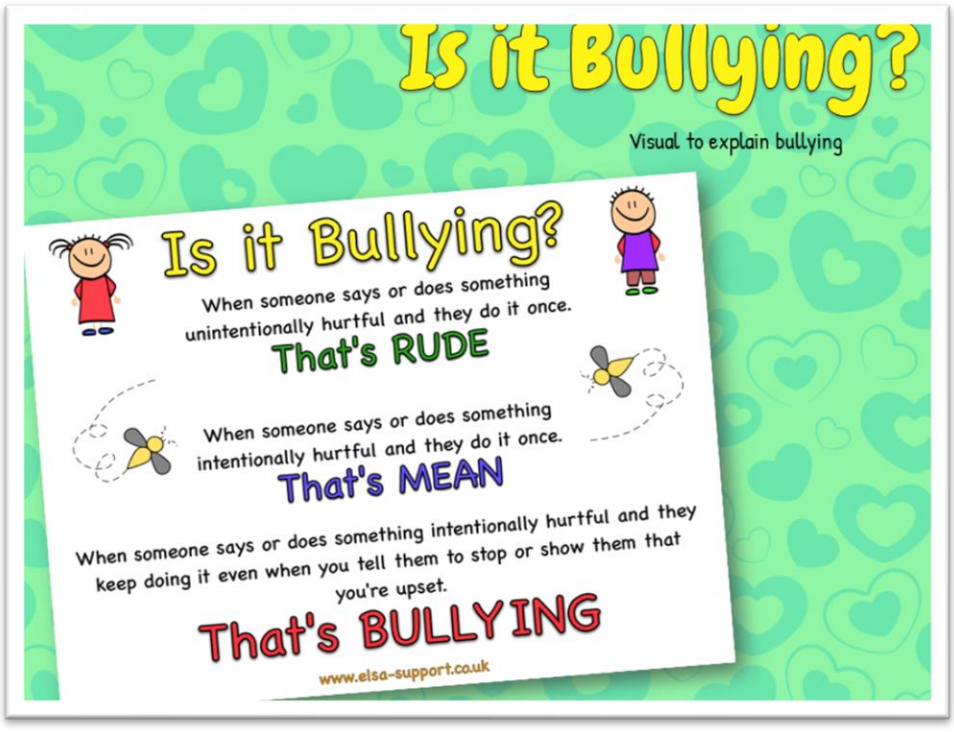
At Much Birch Primary School we are committed to working with staff, pupils, parents/carers and outside Agencies to create a school community where pupils feel safe throughout the school day.

Bullying is not tolerated.

Our promises

- We promote good citizenship and friendship whilst making it clear that bullying is anti-social and contrary to our ethos.
- We want to make sure all pupils understand it is wrong to be a bully
- We will **support** bullies to change their behaviour and become responsible members of our school community.
- We have a consistent system to deal with bullies so everyone knows what will happen if there is a problem.
- We will publicize our policy to everyone including parents/carers, children and staff

Definition of Bullying (This is linked to our child-on-child abuse policy)



From time-to-time children fall out with each other. How we deal with conflicts is part of our social development. At Much Birch we actively promote values and positive behaviour, which are the skills needed to work collaboratively and make a positive contribution to a team.

Bullying is different to the normal falling out and arguments children often have, with their friends at play, as they grow up. It is the sustained intimidation/targeting of a victim that is emotionally carried

out by a person or group in order to cause physical and/or emotional hurt. It can be a single, unresolved, intimidating incident or a series of intimidating incidents. Bullying is a deliberate act, carried out to cause distress in order to give the bully (or bullies) the feeling of power status or some other gratification.
Children would not choose to play happily with someone who is bullying them, they may have incidences with classmates that need to be addressed, but if the child continues to play happily with classmates, they have had fallings out with, is not bullying. We aim to teach our children resilience, as they may meet people in school and further in life that are 'different' to themselves and may act in ways that they themselves may not, children may need emotional toolkits to understand these differences.

Our school bullying definition:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

INTIMIDATION can be:

Physical:
Threats, any form of persistent violence e.g. pushing, kicking, hitting, pinching.

Verbal:
Name-calling, sarcasm, spreading rumours, persistent teasing.

Emotional:
Tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.

Racist:
Racial taunts, graffiti, gestures.

Sexual:
Unwanted physical contact, abusive comments including homophobic remarks

Cyber bullying:
Bullying using communication technology like mobile phone messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive messages or e-mails, personally or anonymously
- Making insulting comments about someone online
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail

Prevention of Bullying

If incidents of bullying occur, we will deal with them but we hope to create an atmosphere where bullies **do not** thrive and are a rarity. We will create this atmosphere by:

Encouraging friendships

- All pupils will take part in positive group work in class because it develops good communication skills and teaches us to work together as friends and team members. This includes work from our new RSE policy
- In class we will make use of circle times and PSHE lessons to develop friendship bonds and understand their value and importance. This ethos will be reinforced in school assemblies and the whole school culture and curriculum.
- We will promote good values during our Acts of Worship and PHSE and Anti-Bullying Week.
- Our pastoral mentor can talk through any issues and the children can pop any worries in each classes 'Worry Box'

Building the confidence of all pupils

- We will create a culture where it is okay to talk about weaknesses and worries in a supportive, caring environment.

- We will use worry boxes/circle time to share our feelings too.

- Our school ethos is based on positive reinforcement. We are always on the lookout for good behaviour, excellent work and kindness which we can all reward.

- Pupils will be taught how to cope with what happens when relationships go wrong and given strategies to deal with conflict. They will also have specific lessons about the problem of bullying. It is important to remember that it is not necessarily bullying when relationships go wrong.

- Mrs Bridges will provide mentoring where appropriate.

The School Environment

- Playtimes and lunchtimes are well staffed so there are lots of people looking after pupils and encouraging positive relationships. Including pupil play leaders (PALS) and pupil elected kindness coaches.
- We are a well-resourced school with lots of useful play areas and equipment to allow us to play constructively.
- There are clear guidelines about where we can and cannot go at unstructured times to ensure we can be supervised properly.

What happens when bullying does occur?

We will encourage an environment where ALL incidents of bullying are reported to an adult.

If a pupil reports an incident of bullying, they need to know the adult will ALWAYS treat it seriously and with discretion. All incidents will be investigated and logged on MyConcern.

To begin with the teacher will speak to both parties to establish exactly what has been happening. If the teacher thinks they can deal with it with a warning, then they will. If the incident requires further investigation, it will be dealt with by a member of the Senior Leadership Team. The Headteacher or Deputy will always be informed of any **serious** incidences. All serious incidents will be recorded and parents of both parties will be advised and requested for their support in resolving the issue.

Bullies will always be given the support they need to understand why their behaviour is inappropriate.

After a report of bullying the adult will always ensure that there are follow up meetings with the victim to check everything is all right.

All teachers must inform Senior Leadership Team of any incidents of bullying that they deal with.

Individual Responsibilities

Everyone involved with Much Birch Primary School have a responsibility to respond to allegations of bullying, and all pupils, whether permanently or temporarily on the school roll, will be covered by this policy.

Pupils

Pupils are expected to: -

- Report all incidents of bullying using the procedures in place.
- Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents that the victim(s) may be afraid to report. A vehicle for this may be Circle Time, Role Play sessions or School Council.
- If you are targeted, try to remain calm, look at the bully and tell them to stop; remove yourself from the situation as quickly as possible, tell someone.
- Adhere to and promote the aims and objectives of this statement.
- Refrain always from any behaviour which may constitute bullying of fellow pupils.

Parents

If a child appears very unhappy, always complains of pains, is reluctant to go to school or displays significant changes in behaviour it **MAY** be they are a victim of bullying. However, children may display these symptoms for a variety of reasons, and they are not necessarily being bullied.
For example, they may be having difficulty with some aspect of work in school, experiencing friendship difficulties, feeling tired or unwell, experiencing changes to home or school routines etc. It is therefore important that parents/carers discuss these issues with teachers so that support can be offered.

In all instances we ask parents/carers to:

- Encourage children to talk to them, their friends or teachers about their concerns.
- Report any concerns to us as soon as possible. It is important that parents realise that they have a vital role to play in the good conduct of their children at school. They have a responsibility to:
- Stress the importance of sociable behaviour.
- Report any misgivings they may have concerning either victims, or perpetrators of bullying to an adult.
- Actively endorse and support the Anti Bullying Policy.

School will discuss with the parents/carers of the victims and perpetrators the actions taken regarding their own child. **However, due regard will be given to confidentiality in the event of referrals to outside agencies.**

Staff

It is the responsibility of all staff to ensure that they:

- adhere to the policy and apply it consistently themselves
- always carry out their responsibilities for supervision of children with a rigour that will lessen the opportunities for bullying behaviour to occur
- deal with **ALL** suspected/reported incidents in a serious and sensitive manner
- monitor pupil performance and note any significant changes, which may be the result of bullying behaviour.

Whilst recognising that there are constraints on time, it must be appreciated that the benefits of these actions will greatly outweigh the burden put upon teachers, and if **all** incidents are dealt with **effectively**, then their number will **decrease.**

Governors

It is the responsibility of the Governing Body to monitor the progress being made by the school in relation to incidents of bullying and the effectiveness of this policy. This may take the form of periodic reports from The Headteacher to the Governing Body as appropriate. They may have access to the Bullying log as appropriate.

WHAT TO DO IF AN INCIDENT OF BULLYING IS REPORTED TO YOU.

Teaching Staff

Explain to the child that they have done the correct and mature thing in reporting the problem to you.

Try to get a history of: -

1. What has happened?
2. To whom
3. By whom
4. Where
5. When
6. Over how long
7. Names of witnesses

Make brief notes, if possible, and encourage the child (who is possibly the victim of bullying) to re-count as much as they can. The important factor to remember is that the child may have been bottling up all of this upset for some time, and it may have taken a great deal of courage to report these incidents.

After every incident is re-counted then repeat back to the child what you believe the situation to be. This ensures that you have the situation clear in your head, and assures the child that you have listened to them properly. Listening is very important at this stage as the child will often be experiencing extremely low self-esteem, and the time you spend with them is extremely important in the counselling process.

Once these facts, as the child sees them, have been ascertained, the next step is to call in the perpetrators of the bullying and question them. If there is more than one then it is necessary to try to interview each child separately, so that there is the opportunity to allow a child who has been caught up in events that they do not really want to be involved in, to relate the series of events with anonymity. This also means that suggestion/influence of one or more of the groups will not interfere with the series of events as re-counted by others.

Whilst recognising that time is precious, with support from teaching assistants and others it is necessary to make the time to resolve these situations. It may be appropriate to talk to some children whilst in the classroom, as this is often the place where bullying occurs and is reported.

Try not to use leading questions but allow them to re-count their version of the events. It is important once again to repeat what they have said so that they realise that you are listening to their interpretation of the facts. They should also be asked if there are any witnesses that they can think of that might substantiate their accounts.

Where there are discrepancies between the accounts it will be necessary to call in witnesses from both sides to verify the facts. Once the facts have been established then it is necessary to resolve the conflict

in a sensitive and fair manner. This usually takes the form of asking those responsible to try to appreciate the hurt and upset they have caused, by doing your best to help them to empathize with the other child's feelings.

As the process continues it is advisable to keep notes and refer to them so that the children feel that you have noted down the situation, and that a record of what is said is being kept.

The final stage of the resolution is to explain that a close eye will be kept on the situation, and if the situation continues our Concerns Procedure will be set up (see Annex A).

It must be explained that the first instance of the bullying continuing must be reported to any member of staff who will then refer it on as necessary.

Where there is clear evidence of a case of bullying, then the agreed sanctions will come into effect.

Having said a close eye will be kept on the situation it must be made clear that this applies to all involved.

A record of all incidents and interventions must be kept, if for no other reason than to facilitate the monitoring of the frequency of incidents of bullying, so that the effectiveness of the policy may be monitored.

If any staff needs any help or guidance then they must approach a member of the Senior Management Team who will provide assistance in the form of support with relevant literature, training opportunities as available or just advice.

Lunchtime staff

LISTEN carefully to what is being said in a calm and sensitive manner.
Find out **who** is involved.

Find out **where** and **when** it has been happening.

Find out if there are any witnesses.

Call those being accused of bullying to you and give them a chance to tell you their version of what has happened. **We LISTEN**.

Ensure they have a chance to answer any accusations made of them.

If there is a problem, then this should be reported to the child's class teacher who will proceed in the appropriate manner.

Parents:

We will deal with all accounts of bullying reported to us in a serious and confidential manner.

We regard bullying as “behaviour by one or more people that produces damaging or hurtful effects, physically or emotionally to any individual(s).”

WHAT TO DO IF YOUR CHILD REPORTS THAT THEY FEEL THEY ARE BEING BULLIED IN SCHOOL: -

LISTEN carefully to what they have to say.

Tell them they have done the right thing in telling you.

Try to explain to them that although they are part of a problem it is **not** their fault, and steps can be taken to resolve the problem without escalating it.
Try to be supportive; **do not advise them to retaliate**. (This often makes the situation worse.)
Try to get as many facts as possible –
Who is involved?
When is it taking place?
Where is it taking place?
How often is it occurring?

WRITE THESE DOWN.

Ask if they have told anyone in school and what the outcome was. Come into school or ring to report the facts that you have to the **Class Teacher**.

Keep asking your child about the situation in a supportive manner, to find out if the bullying has recurred, if so; report it immediately to the school. This will be referred on to the appropriate members of staff who will then investigate the matter.

It has always been, and will continue to be, our aim to provide a safe, secure and happy environment in which all children can learn, play and develop without fear of bullying. Working in partnership with parents we will endeavour to fulfil this aim.

Annexe A

Much Birch C of E PRIMARY SCHOOL

Concerns Procedure

Dear Parents,

As part of our on-going self-evaluation we have updated our concerns procedure.

If you have any concerns regarding your child's emotional, social or educational wellbeing please feel free to contact us. Most problems can be dealt with satisfactorily simply by talking to your child's teacher. However, on the rare occasion where this is not to your satisfaction please follow the procedure outlined below.

Step one: Discussion with the class teacher

A meeting will take place where an agreed action will be agreed. A second meeting will be arranged to discuss whether the concern has been resolved. If not, a new action may be considered or if you feel that your concern has not been dealt with satisfactorily you may move to the next step.

Step Two: Discussion with SLT

At this stage you should arrange to meet with the deputy. A new agreed plan will be drawn up and a date set for a second meeting. If the issue remains unresolved, you may move onto the next step.

Step three: Discussion with the Executive Head teacher

At this stage a meeting will be held with Mrs Davies to discuss what further action can be taken. It may be that a pastoral support plan needs to be put in place /Behaviour Support team are required to be included/external agency support.

Step four: Governors

The Governors can be contacted through the school office, or governor's email through the clerk to Governors admin@much-birch.hereford.sch.uk

Each of the above stages will involve an action plan being agreed by both parents and staff. It will be necessary for each action plan to be given a minimum of two weeks to take effect. At each stage a follow up meeting will be agreed, where both parties can consider whether to move onto the next stage. Please note that the Executive Head teacher will be informed from Stage 1.

Here at Much Birch, we aim to make children, parents and staff happy. By ensuring this procedure is followed we will endeavour to achieve our aim.

Thank you for your continued support.