



Anti-Bullying Policy

LONDON MEED PRIMARY SCHOOL

London Meed School Values:

Respect Bravery Curiosity Community Resilience

Every child at our school is recognised as a unique individual. We aim to foster a sense of curiosity about the world, developing children’s ability to be brave enough to ask questions about the world around them. Children at London Meed are taught to embrace diversity in their community and the world, and appreciate people’s differences.

We believe that effective partnerships between children, staff, governors, parents, carers, and the wider community are central to the success of our children.

The Aims of this Policy

- To have a consistent approach to understanding bullying agreed across the whole school community.
- To encourage a calm and purposeful atmosphere and learning environment.
- To ensure all pupils feel safe and secure.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-regulation so that each member of the school community learns to accept responsibility for his/her own learning and behaviour

Anti-Bullying Policy: contents

| | |
|--|----|
| Rights, Responsibilities and Respect in school | 3 |
| Golden Rules | 3 |
| What is Bullying? | 4 |
| What does it look like if someone is being bullied? | 5 |
| What is and is not Bullying | 5 |
| How to Report Bullying Episodes | 5 |
| Whole-school Priorities | 6 |
| Approaches to Addressing Bullying | 7 |
| Pro-active Strategies | 7 |
| Peer support strategies for resolving episodes of Bullying | 8 |
| Reactive Strategies | 8 |
| Direct Sanctions | 9 |
| Parental Involvement | 9 |
| Children’s Involvement | 10 |
| Misbehaving Outside of the School Premises | 10 |
| Anti-Bullying Policy Monitoring and Review Procedure | 10 |

Rights, Responsibilities and Respect in school

The school expects every member of the school community to behave in a respectful and considerate way towards each other. All teachers and pupils are individuals, however, teachers are adults and pupils are children; teachers have a responsibility to teach them to be responsible members of the community.

All pupils at London Meed have the right to be heard, to learn and to have their needs met. They have the responsibility to do their best to ensure other pupils are able to exercise these same rights. Therefore all pupils will:

- Adhere to the Good Behaviour Policy
- Act in the spirit of the school values of Respect, Bravery, Curiosity, Community and Resilience
- Follow the Golden Rules

Teachers take their role very seriously. Their primary concern is that pupils learn as much as possible to equip them for their lives.

To do this will sometimes mean managing pupil behaviour and making decisions that will affect them. It is the teacher's responsibility to ensure that there is a secure and purposeful atmosphere in class. Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

Teachers have the responsibility to use this policy to ensure they act in a fair and considerate manner towards pupils and to each other.

Mutually respectful relationships should be constantly expected but also acknowledged. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that guidance is followed. The way we teach, our stance, expression, voice, hands, eyes and language used has a great effect on the way children feel when at school. We know that we can make the difference by setting an example of how we should all behave towards each other.

Golden Rules

The whole school, children and adults work towards upholding the school's Golden Rules;

- Be kind and gentle
- Listen when others are talking
- Tell the truth
- Do our best
- Be polite and helpful
- Look after our own and other people's property

What is Bullying?

Pupils at London Meed generally report a very low incidence of bullying. At London Meed Primary School, we acknowledge that bullying does happen from time to time. We want to make sure that anyone feeling bullied knows that any reports are taken very seriously and will be investigated.

The Governors, staff and pupils of London Meed Primary School accept the following definition of “bullying”. Bullying may be physical, verbal, pictorial or written (in the case of cyber bullying) and has three key characteristics:

- It is an on-going (not an individual event) series of incidents
- It is usually deliberate (although not necessarily planned)
- It is unequal – (this can result from size, number or perceived “difference”)

Specific types of bullying include those relating to:

- Race, religion, culture or gender
- SEN or disabilities
- Appearance or health conditions
- Sexual orientation
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

This may appear in many forms, including:

- Making unwelcome comments unfavourable or negative comments, gestures or actions
- Repeated teasing, ridicule or humiliation
- Repeated indirect actions that cause a child to feel socially isolated or leaving the student out of activities
- Verbal name-calling, sarcasm, spreading rumours
- Making threats, rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence
- Graffiti or gestures
- Unwanted physical contact
- Cyber: sending offensive text messages, emails or misuse of other social media or information technology

A ‘series of incidents’ is not only by a particular person or group but can also be subjective, in terms of a bullied person's experience. So, for instance if a series of un-connected children do some of the above to an already vulnerable child then it may be seen as bullying by the bullied but may not in any way be recognised as such by any one of the individual perpetrators.

Also, especially if the person has already previously experienced bullying, even a single incident can be felt part of a subjective 'bullying' experience by that particular person, as subjectively it appears as a part of a systematic experience by the bullied.

It is the role of individual pupils' teachers to investigate any such allegations in the first instance. This is to assess whether the allegations are founded, fall within the category of bullying or are discreet episodes. In any case a record of discussion should be made. Further investigation may then be made by those or by more senior teachers to resolve any issues of alleged bullying.

What does it look like if someone is being bullied?

Adults should be aware of these possible signs, if a child:

- Changes their usual routine/route to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Often feels ill in the morning
- Begins to under-perform in school work
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Suddenly becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying may be a cause.

What is and is not Bullying

Bad feeling caused by falling out with friends, the odd occasional name calling, arguments or when the occasional trick or joke is played on someone is not classed as bullying. Children sometimes fall out or say things because they are upset. It is an important part of children's development to learn how to deal with friendship breakdowns. It may be hurtful and may require a quiet word. If it is repeated and done consistently then it may become bullying.

How to Report Bullying Episodes

All staff will respond calmly and consistently to all allegations and incidents of bullying at London Meed Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be

heard. Staff will protect and support *all* children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- All bullying allegations and incidents to be reported to a pupils' teacher to investigate any such allegations in the first instance.
- Further investigation may then be made by those or by more senior teachers to investigate any issues of alleged bullying.
- Individual or groups of children may be spoken to, to find out more.
- A restorative chat may be convened to investigate more fully.
- Reactive action may then be taken in line with the reactive strategies listed below.
- There may be a need for a review of pro-active and peer-support strategies.
- A further restorative chat may be convened to resolve the issue.

If a child is somehow caught up in possible bullying behaviour then parent/s or carer/s will be involved as soon as possible in a positive approach to help the child.

If allegations have been made or in cases where bullying is suspected then a dedicated form will be completed by a senior teacher (*Bullying Allegation: Record of Notification* see pages 11-12). All completed forms will be kept in a file in the Head Teachers office.

Whole-school Priorities

This Anti-Bullying Policy aims to provide a framework for a consistent whole-school approach. As such its contents will be kept 'open' for discussion and possible revision by all teaching and support staff, parents and pupils.

Key pointers for an effective strategy

- Flexibility: A toolkit of strategies providing a range of interventions: what works for one will not necessarily work for all
- Consistency: a consistent whole-school approach is important for effectiveness
- Information: Staff training including knowledge about bullying, and the range of anti-bullying interventions, should be a part of initial and on-going teacher training
- Auditing: for bullying behaviour on a regular basis provides base line information from the students about the levels and types of any bullying prevalent in the school
- Evaluation: Regular evaluation of anti-bullying work is vital to know whether what the school uses works

Approaches to Addressing Bullying

Three main approaches have been identified as key to addressing bullying (see 'The Use and Effectiveness of Anti-Bullying Strategies in Schools' DFE-RB098)

- Pro-active Strategies
- Peer Support Strategies
- Reactive Strategies

Pro-active Strategies

London Meed School uses a range of whole-school pro-active strategies to create an environment that inhibits bullying both in the school building and playground:

These approaches involve working with pupils, parents, school staff and the whole-school community to provide a solid foundation from which to embed developments and improvement in a systematic way.

Some examples:

- Staff lead by example in modelling behaviour with full support across the school
- Personal, Social Health and Health Education
- Assemblies are used to underpin a clear, anti-bullying message.
- School council is a good opportunity to hear pupil views
- Parent/carer involvement: encouraged with an 'open door' access to staff
- Adult modelling of positive relationships/communication is used, and rated as highly effective. Consistency is vital
- Developing a restorative ethos and culture that supports the development of social and emotional skills is used, and rated as highly effective. Further staff training is an important consideration
- Classroom strategies are delivered through the curriculum to educate students about bullying and discuss anti-bullying work
- Circle time can be used proactively and reactively
- Playground Self-help strategy, the use of 'I' messages: say firmly but politely "I don't like it when you do that – please stop" (see Good Behaviour Policy)
- Improving school grounds: monitoring of school grounds and building: are there any 'hot spots'
- Effective Pastoral Care including Learning Mentor 1:1, Nurture Group and lunch club
- Training Midday Meal supervisors to understand school policy and ethos
- Future movement of school community further along the restorative ethos

Peer support strategies for resolving episodes of Bullying

We encourage children to take responsibility for their own behaviour. We ask them to consider alternative choices. Where possible, with adult guidance, we encourage children to discuss the difficulties to try and resolve disagreements rather than just apportion blame. This approach is called 'restorative'. It is a response to inappropriate behaviour that puts repairing the harm done to relationships and to people over and above the need for assigning blame and dispensing 'punishment'

The restorative approach is to challenge those who behave inappropriately to find a solution that is meaningful and meets the needs of those harmed. Once participants have found a way forward, they agree on the best way for the harm to be repaired, what outcome would best meet their needs to ensure that the incident will not be repeated.

Procedures are designed to allow pupils to understand their mistakes. Therefore there should always be a route left open that leads back to behaving in an acceptable way.

At London Meed peer support schemes are a flexible intervention that for some includes training. Peer buddies can be the 'eyes and ears' of the staff in the playground.

Peer support schemes available at London Meed include:

- Sports Crew
- Circle of friends
- Lunch club

Peer supporters are trained to use a restorative approaches in dealing with low level incidents and are supervised by a designated adult and if appropriate via buddy meetings.

Reactive Strategies

All reactive strategies include flexibility of response to alleged incidences of bullying.

'Restorative approach' is a collective term for a range of flexible responses, ranging from informal conversations through to formal facilitated meetings. Restorative approaches work to resolve conflict and repair harm, encouraging those who have caused harm to acknowledge the impact of what they have done.

Restorative approaches provide an effective, flexible range of strategies to prevent and respond to bullying, but are best used consistently and throughout the whole school.

Our Good Behaviour Policy describes the nature of a restorative approach. We have developed restorative approaches with the students. Many low-level incidents are resolved or escalated through the use of adult-led restorative chats. We aim to further develop staff competency, as adult modelling is critical to consistency and effectiveness of the strategy.

However, direct sanctions are needed as a back-up if the restorative process fails.

Direct Sanctions

Initial reactive strategies used by staff at London Meed School to respond to incidences of bullying include:

- Verbal reprimands
- Serious talks
- Conversations with parents

Direct sanctions are sometimes used as a response to alleged bullying. Parental involvement is key in planning a direct response. Direct sanctions include:

- temporary removals from class
- internal exclusion
- short-term exclusion
- permanent exclusion
- offer of using a seclusion room as a safe haven for more vulnerable pupils.
- a structured re-integration process and agreement for excluded Pupils.

Any such sanction would be used in the context of an Individual Behaviour Plan and /or one-to-one individual meetings with target setting and review.

Direct sanctions are often seen as the clearest message that bullying is not tolerated, but is not the most effective long-term strategy. At London Meed we see pro-active strategies as primary to building an honest respectful school community where bullying is seen as unacceptable by all.

Parental Involvement

Parents have a vital role to play in any Anti-Bullying Policy adopted by a school. Before initial publication this policy was screened by a number of parents who were able to give constructive advice towards its content and structure.

This policy is shared with all parents and is available on the school website. As a parent should you have any concerns about bullying, in the first instance approach the class teacher. Similarly, if the school has concerns that a child is caught up some way in possible bullying behaviour then parent/s or carer/s will be involved as soon as possible in a positive approach to help the child.

London Meed expects parents to accept consequences of their child's actions and to agree that school has the right to make decisions and impose sanctions regarding their child. We understand that sometimes we may get it wrong. If a parent feels that this may be the case they should contact the school. A meeting with Ms Langtree or Mr Viinikka can be arranged to get clarification. This should be done without compromising the united front to the child.

Parents can support our approach to behaviour by:

- Giving feedback to us about their child's behaviour- let us know about the good as well as the bad
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and curriculum meetings
- Avoiding misunderstanding by discussing problems or differences of opinion at an early stage with the class teacher
- Valuing the professional judgement of school staff
- Respecting other families with different cultures, languages and life-styles

Children's Involvement

It is very important for the children at London Meed School not only to understand the key points of our Anti-Bullying Policy but also regard it as their own. Throughout the process of drawing up this Policy we have sought the views of the children. With such ownership they will feel that they had a part to play in its formation. School Council have read and amended this policy.

Teachers, Senior staff and others in the school are always keen to talk about these issues with individual children. There is also a suggestion box in the library area. This is an opportunity for pupils to express any wishes, concerns or anxieties.

Once adopted, school staff will continue to review aspects of this policy with pupils from time to time.

Misbehaving Outside of the School Premises

This policy is also applicable as a response to allegations of bullying that may occur off the school premises. This includes actions witnessed by a staff member or reported to the school whether or not the pupil is engaged on a school-related activity. This may also include incidents involving digital social media. In any such cases the school will investigate the situation when the pupil is back on school premises, or elsewhere if the pupil is under the lawful control of the staff member, for instance on a school trip. Please see the relevant section in the Good Behaviour Policy.

Anti-Bullying Policy Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing. This policy and its effects will be monitored regularly. It will be reviewed with children and staff at the start of each school year in the light of the school's growth and development as a community. Parents are also invited to make comments and proposals for changes and additions.

This Policy will be reviewed at least every three years.

The next review is due by spring 2024

| | | | |
|---|---|-----------|-------------------|
| Bullying Allegation: Record of Notification | | Date | |
| Child's Name | | | Class |
| Name of Person | | | |
| Position Etc. | | | |
| In Person | Email (attached) | Telephone | Letter (attached) |
| Reported to | | Role | |
| Pupil Context | M/F FSM/PPG SEN Disability EAL Ethnicity OTHER: | | |

DETAILS OF THE ALLEGATION

Where have the incidents occurred? (Tick any that apply)

- | | |
|---|-----------------------|
| <input type="checkbox"/> In School Building <input type="checkbox"/> In School Grounds <input type="checkbox"/> Outside School Premises <input type="checkbox"/> On way to/from School | OTHER (please detail) |
|---|-----------------------|

What has happened? (Tick any that apply)

- | | |
|---|---|
| <input type="checkbox"/> Excluding someone from activities <input type="checkbox"/> Saying mean things to their face <input type="checkbox"/> Spreading false or malicious rumours <input type="checkbox"/> Online including social or other media | <input type="checkbox"/> Physical acts OTHER (please detail) |
|---|---|

Duration of alleged difficulties: 1 week 1 month Several months About a year Over a year

Indicate Frequency: Every Day 2-3 times per week Weekly Monthly Occasionally

Please describe or give any additional notes or examples

.....

.....

.....

.....

(continued on separate sheet?)

Alleged perpetrator/s (if known): Year Class

What would complainant/s like to happen

.....

.....

.....

| | |
|---|--|
| AGREED ACTIONS: | |
| <input type="checkbox"/> | <input type="checkbox"/> Pupil to complete self-assessment form? |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| Follow-up Review date set: Yes/ No Date: | |

| | | | |
|--|--|--|--------------------------|
| Follow up Procedures Pro-Forma | | | |
| Please tick if there is any indication that the alleged bullying may have been influenced by perceptions of: | | | |
| Ethnicity | | Class / Socio-economic Status | If OTHER (please detail) |
| Gender | | SEN/ Disability | |
| Age | | OTHER (please detail) | |
| Please indicate the investigative procedures carried out in this period | | | |
| <input type="checkbox"/> Reviewed incidents | | <input type="checkbox"/> Interviewed parents of other pupils experiencing alleged bullying | |
| <input type="checkbox"/> Interviewed pupils involved | | <input type="checkbox"/> Interviewed parents of alleged bullying pupil/s | |
| Other (please detail) | | | |

| | |
|---|--|
| Following Investigation please indicate what action taken to address alleged bullying (support and sanctions) | |
| | |
| | |
| | |
| | |

| | | | |
|--|--|------------|-----------------------|
| Please indicate what restorative / preventative work was carried out in this period. | | | |
| Whole School | | Individual | OTHER (please detail) |
| Whole Class | | | |
| Group Work | | | |

| | |
|--|--|
| Follow-up Review Meeting Outcomes (see also any attached contemporaneous notes) | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |