

Anti-Bullying Policy



Myton Park
Primary School

Status	Date
Date issued	October 2024
Prepared by	Alison Morgan
Review date	September 2027
Date adopted by Governing Body	November 2024

Together we nurture, inspire and achieve

Myton Park Primary School Anti-Bullying Policy

This policy should be read in conjunction with the Behaviour Policy and the Online Safety Policy.

Overview

Myton Park Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. The whole school community has a role in the prevention of bullying and each member needs to have a consistent view of what bullying is. When bullying does occur, all pupils should feel safe to report and know incidents will be dealt with promptly and effectively.

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

DfE 2017 Preventing and tackling bullying advice for Headteachers, staff and governing bodies

Aims of the policy

For all governors, teaching and non-teaching staff, pupils and parents to:

- have an understanding of what bullying is;
- recognise the signs and symptoms of bullying;
- know what the school policy on bullying is;
- have a whole school approach to the management of bullying following clear procedures;
- be aware of the issues that surround bullying;
- to develop a partnership with parents to further support the needs of children.

Bullying - a definition

Bullying can be:

- Emotional: being unfriendly, excluding a person, tormenting, looks, sending offensive texts/emails (cyber bullying - Internet Safety Policy)
- Physical: pushing, kicking, hitting, punching, threatening behaviour and gestures, taking or damaging personal belongings or any use of violence
- Verbal: name calling, sarcasm, spreading rumours, teasing, whispering

- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: name calling, abusive comments or physical bullying because of sexual orientation
- Disability: bullying directed at children who have a disability or special educational need
- Racist: racial taunts, graffiti, gestures, racist 'jokes', social exclusion because of race
- Outside school: texting, cyber bullying, making videos, up-skirting, gender stereotypes, social media (including, but not exclusive to – Tik-Tok, Facebook, Snapchat, Instagram, WhatsApp and online gaming)

We accept that sometimes children are unkind to each other and this can result in name calling or even physical aggression. This does not mean the perpetrator is a bully. Bullying is distinctive from other forms of aggression in a number of ways, (linked to STOP):

- There must be the intention to hurt -the bullying behaviour must be deliberate, not accidental
- There must be a hurtful action – there must be behaviour that causes harm or distress to the victim
- There must be a repetition of the behaviour – bullying is repeated, it is not a one-off occurrence
- There must be an abuse of power – bullying requires that there is an imbalance of power between the individuals involved and the more dominant individual abuses the power that he or she has over the less dominant individual. It is difficult for the victim to defend himself or herself

Within school we will use the slogan **STOP: Several Times On Purpose**

Raising Awareness

Anti-bullying forms an important part of the curriculum. Awareness of what bullying is and strategies for dealing with it are taught within PSHE lessons, during Anti-Bullying Week and through assemblies. In addition, children can debate this in Pupil Voice activities and as part of the Steering Group. As a school, we celebrate differences and promote inclusion.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after Children/Children in our Care (LAC/CIOC)
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language

However, we also know that any child can become the victim of bullying, at any time.

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and investigate if a child:

- Changes their behaviour
- Becomes anxious, emotional, withdrawn or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Is reluctant or unwilling to go to school
- Repeatedly complains of feeling unwell in the morning
- Has a decline in their school effort and/or attainment
- Develops sleep or appetite problems
- Has unexplained cuts or bruises
- Begins bullying other children or siblings
- Is frightened or unwilling to say what is wrong

Strategies - procedures to follow:

Pupils will:

- Report bullying to a member of staff. This could be verbal, non-verbal, anxious children, racial, vulnerable etc.

Parents/carers will:

- Inform school if they are worried about their child in relation to bullying. They should approach a member of staff. Key contacts include:
 - Mrs Morgan – Headteacher
 - Mrs Boddy – Deputy Headteacher and SENDCO
 - Any member of the Senior Leadership Team
 - Class teacher

School will:

- Always listen. If a child reports bullying, the child will be listened to, taken seriously and appropriate enquiries made.
- Report all incidents of bullying.
- Investigate all incidents of bullying.
- Make a written record of the incident. This will describe the complaint that was made; the investigation carried out and actions taken. This will be recorded on CPOMs by the most relevant staff. Teaching Assistants to disseminate any incidents to a teacher to enable them to complete CPOMs. Racist bullying will be recorded in the same way but under an additional category.
- Inform parents/carers and if necessary, invite them to come in to discuss the issue.
- Work with a child to identify a key person to offer ongoing support to the child and to be available for them to report any future concerns or incidents to.
- Apply these procedures consistently.

Pupils who have been bullied will be supported by:

- Always having a member of staff (Teacher or TA) to talk to
- Individual/group work on developing strategies for dealing with bullying and developing friendships
- Development of self-esteem and self-confidence through intervention from adults
- Continued support to ensure that the bullying has stopped

Pupils who have bullied will be supported by:

- Exploring the reasons for the bullying through discussions with the child and their parent/carers
- Helping the child to understand why their behaviour is wrong and how to change
- Speaking to parents/carers

Bullying can also take the form of:

- Staff to child
- Child to staff
- Staff to staff

Policies and procedures are in place for these. These include: Whistle Blowing Policy; Child on Child Abuse Policy; Code of Conduct.

These are available upon request.

Cases of bullying will be dealt with seriously and consistent procedures will be adopted.

Review and monitoring

The school will review this policy regularly and assess its effectiveness in school. The policy will be promoted regularly and implemented throughout school.

The policy takes account of the Human Rights Act 1998. When dealing with incidents of bullying, the school will consider Human Rights issues. It was written in conjunction with:

Bullying in schools – A positive approach – Stockton on Tees Education, Leisure and Cultural Services Preventing and Tackling Bullying; Cyberbullying - DFE Guidance on Bullying

Key Contacts

Alison Morgan, Headteacher

Vikki Boddy, Deputy Headteacher and SENDCO

Disseminating the Policy

This Anti-Bullying Policy will be published:

- On our website www.mytonpartk.org.uk (with paper copies available on request in the school office)

We will also use other methods and occasions such as parents' consultations and assemblies to share information about anti-bullying and national initiatives.

This policy runs alongside the commitment we have to the United Nations Convention on the Rights of the Child as a Bronze Rights Respecting School.

Appeals Procedure

Any appeals against this policy can be made through the School Complaint Policy.



Article 12: Respect for children's views. Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 19: Protection from violence. Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 29: Aims of education. Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

