



MET Primary Anti-Bullying Policy

September 2024

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Children First

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ANTI-BULLYING

Rationale

Everyone in The Mowbray Education Trust Primary Schools have the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening, and this policy contains guidelines to support this ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the schools.

This document outlines how we make this possible at Ab Kettleby, Brownlow, The Grove, Somerby and Sherard Primary Schools.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

Our Trust Primary schools work hard to ensure that all pupils know the difference between bullying and simply "falling out".

Preventing Bullying

At The Mowbray Education Trust Primary Schools, all people working with children will be vigilant to the signs of bullying. Additional systems used by the school include:

- Sharing of information relating to pupils through internal means and recording these on pupil records. These documents record any information which may affect the well-being of pupils.
- Termly Pupil Progress Meetings in which the Headteacher meets with each class teacher to review the well-being and progress of all children. Any potential difficulties would then be highlighted and addressed accordingly.
- Any alleged incident of bullying will be thoroughly investigated and recorded

Actions to Tackle Bullying

Prevention is better than cure so at all of the Mowbray Education Trust Primary Schools we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the schools and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. A member of the pastoral or school leadership team will be responsible for this and will be required to give a copy of the report and the action taken to the Headteacher. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist or homophobic abuse, then the Headteacher will record the occurrence as a Racial or Homophobic Incident.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk, and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal

rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counseling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. This will run alongside the Behaviour culture approach within our classrooms.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst cases of bullying are few, we believe that one case is one case too many and that it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on our Trust Behaviour Advisor and outside resources such as the Emotional and Behavioural Support Service and Oakfield School to support our action. This policy is seen as an integral part of our Behaviour Policy and restorative approach.

Monitoring of the Anti-bullying policy

This policy will be reviewed annually by the MET Behaviour and SEND Advisor. At every review, the policy will be shared with the Quality of Education Committee for approval.

Log of Changes to Policy				
Version	Page	Change	Approver	Date
1.0	Whole Document	New branding inserted	SH/SB	15.9.23
	Pg 3	Wording change – from ‘classroom teacher’ to ‘member of pastoral or senior leadership team’.	SH/SB	
	Pg 4	Change of reviewer to MET Behaviour and SEND Advisor	SH/SB	
1.1	Whole document	Change dates	SB	September 2024

Appendix 1 - Example

Record of Bullying / Racist / Homophobic Incident

Incident Type: Bullying Racism

Date Incident Reported : _____

Details of Those Allegedly Involved:

Name	Perpetrator(P) or Victim (V)	Age	Gender (M or F)	Ethnicity (see below for Codes)	Religion (see below for Codes)

Type / Nature of Incident

<u>Written</u> E.g.: graffiti, notes, letters, writing on jotters, written threats, ridicule through drawing etc.		<u>Isolation</u> Shunned by peers, rejected, left out of groups or activities, 'sent to Coventry' etc.	
<u>Verbal</u> E.g.: name calling, threatened, extreme sarcasm, discriminatory comments etc.		<u>Incitement</u> Encouraging others to bully, repeatedly behaving in a discriminatory manner, repeatedly wearing discriminatory insignia such as racist badges etc.	
<u>Physical</u> Pushing, shoving, fighting, tripping up etc.		<u>Using Technology</u> Anonymous phone calls, offensive / threatening text messages / emails	
<u>Damage to Property</u> Theft of bags, clothes, money, tearing clothes, ripping books etc.		<u>Other</u> Please specify	

Please tick if there is / was any suspicion that the alleged incident may have been influenced by any of the following (you may wish to tick more than 1 box)

Race		Social Class		Disability	
Gender		Sexual Orientation		Other: Please Specify	

When Did the Incident Occur?

Before Start of School		During Lessons		During Morning Break	
At Lunchtime		During Morning Break		After School	
Other: Please Specify					

Where Did the Incident Occur?

In Class		In School (not classroom)		Outside School	
In School Grounds		Other: Please Specify			

Who Reported the Incident

<u>Reported By:</u>	<u>Insert</u> ?	<u>Please Give Full Name(s)</u>
Victim(s)		
Other Pupil		
Visitor		
Parent / Carer		
Member of Staff		
Other: Please Specify		

Please Indicate the Investigative Procedures Carried Out

Investigated Incident		Interviewed Pupils	
Interviewed Parents of Victim(s)		Interviewed Parents of Perpetrator(s)	
Other: Please Specify			

After Investigation, Was the Allegation Substantiated?

YES

NO

Signed: _____ (Staff

Member) Date : _____

Please pass a copy of this form to the Headteacher. Thank you.

Codes

Ethnicity of perpetrator(s) and victim(s)

B	Bangladeshi	I	Indian
BA	Black African	MP	Mixed Parentage
BC	Black Caribbean	O	Other
BO	Black Other	P	Pakistani
C	Chinese	SW	White Scottish
E	English	W	White Other
GT	Gypsy/Traveller	U	Unknown

Religion: of perpetrator(s) and victim(s)

B	Buddhist	M	Muslim
C	Christian (Other than Roman Catholic)	N	no religion
H	Hindu	RC	Roman Catholic
J	Jewish	S	Sikh
JW	Jehovah's Witness	O	Other

Mowbray Education Trust

Record of Bullying / Racist / Homophobic

Incident Investigation Form

<u>Date:</u>	<u>Time:</u>
<u>What Happened?</u> (details of incident)	
<u>Comment (Interviewee 1)</u>	
<u>Comment (Interviewee 2)</u>	

Comment (Interviewee 3)

Comment (Interviewee 4)

Agreed Action

After Investigation, Was the Allegation Substantiated?

YES

NO

Signed: __ (Staff Member) Date : ____

Please pass a copy to the headteacher