



# **Anti-Bullying Policy**

**Ratified by the Governors Summer 2015**

## **Anti - Bullying Policy**

### **Background**

It is a Government requirement that all schools have an anti-bullying policy. While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgments about each specific case.' "Preventing and Tackling Bullying" DfE 2011

### **Ethos of Middleton School**

Middleton provides a welcome, supportive and inclusive environment which successfully meets a diverse range of educational needs and disabilities. There is an ethos of mutual respect for all and all staff members recognize their responsibilities in caring for and ensuring our pupils are safe from bullying.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This is when children learn best.

Pupils with SEN and disabilities may not recognize that they are being bullied or that their own behaviour may be seen by someone else as bullying. Using curriculum-based activities we endeavour to ensure that all pupils understand what bullying is and help them distinguish between different behaviours.

There is a whole school commitment to preventing bullying by:

- ✚ Safeguarding the well-being of our pupils and staff;
- ✚ Playing our part in creating a society where all are treated with dignity and respect;
- ✚ Providing a firm and prompt response if bullying does occur.

### **Aims and Values of Middleton School**

#### **Middleton School**

Will provide:

- ✚ A safe, happy, fun and secure environment in which children learn through their own experiences and develop their individual interests and strengths;
- ✚ A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- ✚ A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- ✚ An environment in which each child feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in children:

- ✚ Self-confidence, self-esteem and lively, imaginative and enquiring minds;
- ✚ Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity;
- ✚ Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- ✚ The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- ✚ Questioning, thinking and problem solving skills;
- ✚ The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- ✚ Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- ✚ Positive relationships between parents/carers and staff, parents/carers and their children.
- ✚ Respect for democracy and for public institutions and services

### **Definition of Bullying**

Bullying behaviour **can** include the following hurtful behaviours

- ✚ name-calling, taunting, teasing, mocking and making offensive comments
- ✚ offensive, threatening or personalised graffiti or other written material
- ✚ excluding people from groups
- ✚ gossiping and spreading hurtful or untruthful rumours
- ✚ kicking, hitting, pushing
- ✚ taking belongings
- ✚ cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

Pupils across Middleton School define bullying as:

*People hurting or upsetting you repeatedly and on purpose by doing nasty or unkind things.*

### **Governors**

Governing bodies have a responsibility to shape the ethos of the school. Creating an inclusive ethos so that all members of the school community feel safe and valued represents the most powerful intervention governors can make. The governing body support the headteacher in all

attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and review the effectiveness of this policy annually. The governors require the headteacher to keep accurate records of all incidents of bullying and report to the governors on an annual basis.

### **Headteacher**

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school bullying is far less likely to be part of their behaviour.

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on an annual basis at the Summer Term meeting.

### **Teaching and Support Staff**

Staff should ensure that all learners feel secure and valued and consequently are able to learn and contribute to school life. Some ways staff can achieve this are:

- promoting the well-being of individual learners and ensuring as far as possible that learners are free from bullying and harassment;
- ensuring that learners who have experienced bullying are taken seriously;
- helping learners to take responsibility for their actions;
- helping learners to take a positive view of difference and challenging stereotypical views;
- helping learners to articulate their views and experiences;
- modelling the behaviour and values they are trying to instil;
- taking advantage of training opportunities to increase their understanding of disability and improve their ability to recognize bullying and manage behaviour;
- providing well-differentiated accessible learning opportunities so that all learners experience the self-esteem and confidence that comes with success and achievement.

When any bullying behaviour comes to light staff will deal with the issue immediately. This may involve counselling and support for the victim of bullying and sanctions for the child who is the perpetrator. Time is spent with both the victim and the perpetrator to establish any underlying issues which need addressing. Staff will be attuned to any repetition of bullying behaviour and will bring this to the attention of the Head of Department in the first instance. Any further incidents by the same child should be reported to the headteacher. A note will be made by the staff involved at each stage and stored on the child's file.

### **Parents**

Parents who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the headteacher. If they remain dissatisfied they should follow the school's complaints procedure.

Parents are experts on their children's behaviour and their physical and mental well-being. They have a key role to play in supporting their children if they bully others or experience bullying themselves. They can offer advice to school staff on extra support their child might need or any creative solutions that that may help to resolve conflict.

### **Pupils**

Pupils are encouraged to tell anyone they trust if they are being bullied and if the bullying continues they must keep on letting people know.

### **Monitoring and Review**

This policy is monitored on a day-to day basis by the headteacher who reports to governors on at least an annual basis. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs.

This policy is reviewed every 3 years or earlier if necessary.

