



Millfields Primary School

Anti-Bullying Policy

Signed: ...David Roscoe..... (Chair of Governors)

Date: ...04/07/19.....

Safeguarding and PREVENT Statement

At Millfields Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Millfields Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Millfields Primary School works in accordance with the PREVENT Duty and treats this issue as seriously as any other child protection matter.

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Anti-Bullying Policy

This statement describes our agreed practice

1 Introduction

1.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Relational Conflict vs. Bullying

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

<u>Relational Conflict</u>	<u>Bullying</u>
Happens Occasionally	Repeated Hurtful Behaviour
Accidental	Deliberate
Equal Power	Imbalance of Power
Remorseful	No Remorse
Effort to solve problem	No effort to solve problem

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The Headteacher ensures that all teachers understand the **Plan in Response to an Allegation of Bullying** (App 1), and their role in this. Staff are aware that bullying can be done by well-liked children to those who are not perfect themselves, and that no child deserves to be bullied, whatever their behaviour or demeanour. If there are issues with any children, the Headteacher will ensure that teachers, TAs and MDAs are informed via their team leader/supervisor, so that behaviour can be monitored.

4.3 The Headteacher ensures that the **Plan in Response to an Allegation of Bullying** (App 1) is carried out, with specified recording and communication taking place.

4.4 A logbook of reported bullying incidents and the actions which have taken place is held in the School office, and is completed in accordance with the **Plan in Response to an Allegation of Bullying** (App 1). Teachers keep the Headteacher informed from the outset, although the Headteacher may not become involved directly until Stage 2.

4.5 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. School assemblies and PSHE lessons regularly re-visit this issue and children are clearly taught what constitutes bullying, and what to do if they either observe it happening, or are a victim themselves. If an incident occurs, children know that they must tell someone about it, and should be confident that something will be done about it.

4.6 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.

5 The role of the member of staff

5.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Whenever a member of staff is alerted to the fact that bullying may be taking place, the Headteacher must be informed.

5.2 Where wider staff, especially LSAs and MDAs, need to be made aware of children who are being bullied and of the perpetrator(s), in order to monitor behaviour in class and on the playground, then this will be done either verbally, or by written memo. LSAs and MDAs may be the first members of staff to spot bullying taking place.

5.3 Ingrained and persistent bullying may need the establishment of support groups for both the victim(s) and the perpetrator(s). This can be led by any member of staff, but would be most likely to be an LSA or teacher with whom the child/ren feel comfortable.

5.4 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher, and with reference to any reported incidents and their handling, although names of specific children do not need to be reported. Governors should consider information with regard to gender, age and ethnic background of all children involved in bullying incidents. This may have links with the Racial Equality policy and the Behaviour and Discipline policy.

The policy itself should be reviewed every three years.

Date: May 2019

Review date: May 2022

Appendix 1

Millfields Primary School

Plan in Response to an Allegation of Bullying

It is the understanding of this school that where a child perceives that they are being bullied, this is almost always the case. The actions and outcomes may be different for different children, but every incident should be treated with the same gravity.

	Stage	Action	Notes/comments
1	<p>Either a report is made of a child being bullied by the victim/other children/family or bullying behaviour is noted by members of staff.</p>	<ol style="list-style-type: none"> 1. Class teacher (if appropriate) or Headteacher speaks to victim to ascertain who the perpetrators are. 2. If there is evidence that bullying has happened, the victim is offered the opportunity to talk with the adult, who will act as mediator with the perpetrator(s) to say how this bullying makes the victim feel. The adult makes it clear that the bullying should stop and makes a review with the victim on a regular basis (once a week initially) to check progress. 3. Parents of perpetrators are informed by either class teacher or Headteacher of incident. 4. Parents of victim are informed about action which has taken place and what will happen next (reviews or stage 2). 	<p>Headteacher to be informed.</p> <p>Incident to be recorded in logbook.</p>
2	<p>Review or further report from the victim/parents indicates that the bullying has not stopped.</p>	<ol style="list-style-type: none"> 1. Headteacher speaks with victim/family again to find out what is happening. 2. If there is evidence that this is continuing, parents/carers of the perpetrator(s) are invited into school to speak with the Headteacher and their child(ren). 3. Perpetrator(s) have sanctions applied (staying in at playtime/lunchtime; loss of privilege (eg: sports competition) as applicable and in order to both enforce the unacceptability of the action and to protect the victim. 4. Perpetrator(s) are told that the bullying must stop, and every effort is made to ensure that home and school are working together to prevent this. 5. Parents of perpetrators and victims are told what will happen next (Stage 3). 	<p>Incident recorded in logbook.</p> <p>Meeting with parents of perpetrator(s) recorded and entered onto child's file.</p>

3	Review or further report from the victim/parents indicates that the bullying has not stopped.	<ol style="list-style-type: none"> 1. Headteacher invites in victim and family to talk through issues. 2. Victim is offered support through weekly social skills sessions. Review meetings also continue. 3. Parents of perpetrator(s) are invited into school and an individual behaviour plan (IBP) is set up for their child. Teachers and SENCO are responsible for monitoring this and reporting to Headteacher about any concerns. 4. Sanctions for further bullying are made clear to both child and parents (in order of severity): <ol style="list-style-type: none"> a) Staying inside for play/lunch times. b) Lunchtime exclusions. c) Half day fixed term exclusion. d) Full day fixed term exclusion. e) Two day fixed term exclusion. f) Longer term fixed term exclusion. g) Permanent exclusion. 5. Positive role model support group is established for perpetrator, to model and encourage good behaviour. 	<p>Incident recorded in logbook.</p> <p>Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child(ren) about sanctions which may follow.</p> <p>IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by Headteacher.</p>
4	Review or further report from the victim/parents indicates that the bullying has not stopped.	<ol style="list-style-type: none"> 1. Headteacher holds meeting with those involved and families. 2. Sanctions a), b) and c) may begin. 3. Support from Behaviour Support is accessed by SENCO. 4. Support may be accessed from other agencies: Family Support Worker; CAMHS, etc. 	<p>Incident recorded in logbook.</p> <p>Meeting with parents of perpetrator(s) recorded and entered onto child's file, including details about having informed parents and child(ren) about sanctions which may follow.</p> <p>IBP recorded and entered onto child's file, and monitored daily by teacher; checked fortnightly by SENCO.</p>
5	Review or further report from the victim/parents indicates that the bullying has not stopped	<ol style="list-style-type: none"> 1. Headteacher holds meeting with those involved, including outside agencies, and families. 2. Sanctions d), e), and f) begin. 	<p>Governors are informed immediately about decisions to exclude. Governors discuss the possibility of permanent exclusion.</p> <p>All records are kept as above.</p>

6	Review or further report from the victim/parents indicates that the bullying has not stopped	<ol style="list-style-type: none"> 1. Headteacher holds meeting with those involved, including outside agencies, and families. 2. Headteacher talks with Chair of Governors about exclusion. 3. Perpetrator(s) permanently excluded from the school. 	Agreement from Chair of Governors/ FGB must be gained before parents are notified of exclusion.
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