



**Mabe  
Primary  
School**



**Kernow Learning**  
Building Excellent Schools Together

# Anti-Bullying Policy

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Appendices:	No
School or Trust policy:	School

## **Meeting your communication needs:**

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 372662 or email [mabe@kernowlearning.co.uk](mailto:mabe@kernowlearning.co.uk)

## **Mabe Primary School Anti-Bullying Policy**

**This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, R(S)HE Policy and the Behaviour Policy**

Our policy supports that we aim:

- To nurture respectful, responsible children who reach their full potential.
- To create an environment where every child can achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To provide stimulating learning opportunities and environments that engages children and promotes passion for learning.
- For children to develop pride in their work and in all that they do.
- To celebrate all success.
- For children to be able to thrive in a nurturing environment
- For children to behave in a way that promotes everyone's enjoyment in school.
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
- To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To embrace, value and celebrate all cultures represented in school, the wider community and around the world.

At Mabe Primary School we aim to provide a happy secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community.

**“Bullying in any form is always unacceptable.”**

### **What is Bullying?**

Staff and Governors at Mabe Primary School accept the definition:

***“Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally.”***

### **Bullying is defined as:**

*“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.*

(DfE “Preventing and Tackling Bullying” 2014)

Or

The Anti-Bullying Alliance defines bullying as *“the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power”*.

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is “emotional” and plays on perceived weakness: the imbalance of power.

Bullying can be **REPEATED** deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional:** being unfriendly, excluding, tormenting.
- **Physical:** pushing, kicking, hitting, or any use of violence.
- **Racist:** racial name calling, graffiti, unacceptable gestures.
- **Verbal:** name calling, spreading rumours, teasing.
- **Sexual:** unwanted sexual contact, sexually abusive or comments.
- **Cyber/Online:** threats by text message, email misuse, social media Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

#### **Examples of cyberbullying or online bullying include:**

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Whatsapp, Tik-Tok, Instagram, Facebook, Twitter or Snap Chat etc
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Tik-Tok Facebook, Twitter, Instagram or Snapchat etc
- **Damage to Property or Theft:** children may have their property damaged, taken off them or stolen.
- **Homophobic** – behaving or speaking in a way that may makes someone feel hurt, angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, nonbinary.
- **Child on child** - child on child abuse ( see policy ) occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;

At Mabe School we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs



- Sexual Orientation of either the pupil or members of their family
- Gender

### **Effects of Bullying**

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

### **Anti-Bullying as part of the Safeguarding , R(S)HE and Relationship & Behaviour curriculum**

Ensuring that any forms of bullying are dealt with quickly and effectively and that children are educated through our PSHE curriculum ( see policy ) and the jig-saw teaching scheme which is part of our wider safeguarding duty. This is the duty of all adults within school. Our R(S)HE Policy and curriculum outline how we approach the education of pupils in terms of bullying.

Our Ethos is to have a whole school approach to ensure that all staff, pupils, parents /carers and Governors have a set of clear, inclusive values that are understood and used as part of our whole school community. The values are a consistent contribution to developing a culture of mutual respect where all unacceptable behaviour, including bullying are minimised.

At Mabe Primary School careful consideration is given about preventing bullying and helping pupils to interact positively.

### **What do we do as a school when bullying takes place?**

Parents/ Carers and their wider families can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many incidents have taken place?
- How long have the negative actions been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

### **What do we do as a school to prevent bullying?**

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if

they know it is taking place. In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Educating the children using the Jig-saw scheme of lessons from nursery through to Year 6
- Regularly giving children opportunity to talk and share their feelings
- Constantly reviewing all behaviour incidents. This includes bullying type behaviours, which are analysed by My Concern reports, behaviour and safeguarding reports and the head teachers report which is shared with the governing body.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas so, all pupils are able to extend and apply their learning in all subjects.
- Lessons, as part of our curriculum, discussing bullying – referring to social and emotional aspects of Learning.
- School, classroom and playground rules make clear the behaviour we expect (Care for everyone and everything, Follow instructions with thought and care, Show respect and good manners at all times)
- Our use of rewards through our dojo in Reception to Year 6 and movement up the flow-chart for children in Early Years encourage positive behaviours and attitudes between children.
- Recognised the importance of the physical organisation of our school and the organisation of breaktimes and lunchtimes. This includes staggered lunchtimes, additional staff on the playground, nurture lunches and SLT and pastoral staff available to all children during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Regular contact with staff and outside agencies working with our vulnerable pupils
- After school clubs
- Leaflet shared with parents / carers regarding steps to take and school policy regarding bullying.
- Staff share information and concerns about children during a weekly staff meeting, which can then be acted on accordingly.
- Posts on our Dojo system and website to assist parent / carers with help sites and understanding of bullying for both adults and children

### **Roles and Responsibilities**

Pupils/ Parents/ Carers and all staff at Mabe School take a shared responsibility for promoting good behaviour.

### **What is my responsibility as a pupil at Mabe School?**

- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will follow the Relationship and Positive Behaviour policy and take part in making decisions on it.



- I will follow the schools Rules for Life which have been written by the children for the children
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.

### **What are my responsibilities as a parent / carer ?**

- I understand all parents/ carers, visitors and staff of Mabe Primary School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the school's behaviour policy.
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree actions.

### **What is my role as a member of staff at Mabe Primary School?**

- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents/carers.
- I will follow and implement the school's positive behaviour policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will report any forms of bullying using MyConcern and with the appropriate staff on a need to know basis
- I will record incidents in a manner which reinforces the school's behaviour policy.
- I will respond to worries and concerns, so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all children's needs.
- I will encourage and support all children to develop the schools' Values.

### **Investigating Bullying Concerns at Mabe School.**

#### **Our initial action is to establish if the concern is bullying. We do this by:**

- Listening to the adults /child's concerns.
- Speak with other adults and children.
- Ensuring all children's/adults feelings are validated and respected.

#### **Full investigation to take place, to establish if bullying is founded.**

Staff member to liaise with pupil's parents/carers/class teacher/key adult/key stage leaders/ headteacher throughout the investigation

#### Founded Bullying

- Recorded on MYCONCERN as founded bullying.
- Bullying incident log completed this will be working document and will include:
- A summary of incident including dates and times.
- Details of the incident
- Any follow up actions, for example calls made to parents/carers



#### Unfounded Bullying

- Recorded on MYCONCERN as unfounded bullying.
- Supportive actions and regularly check -ins with pupils.
- Feedback to parents with strategies to support pupil if needed.
- A clear understand between all involved why this was unfounded bullying. Ensuring that child's feelings are not dismissed.

All children's well-being is at the forefront of any investigation.

After an incident has occurred:

- Parents / Carers will be kept informed by regular meetings or phone calls by the Headteacher/ Key stage Leader / class teacher
- Preventive work will be carried out within the class setting.
- Restorative conferences will be done within school with the key individual or groups of children

#### **Bullying is not:**

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach the children about this and advise our parents/ carers on this subject.

#### **Signs and Symptoms:**

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)/
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Unexplained cuts or bruises
- Secretive use of phones and other forms of technology connecting with others

**Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level**

**Possible actions school may take depending on seriousness of the bullying.**

<b>Level of severity – Examples</b>	<b>Strategies/ Actions in response</b>	<b>Strategies for assessing effectiveness</b>
<p><b>Low level</b></p> <ul style="list-style-type: none"> <li>• Teasing name calling of low-level names.</li> <li>• Slight push or shove.</li> <li>• Moving seats from targeted pupil.</li> <li>• Refusing to work.</li> <li>• Isolating peers from friendship groups</li> </ul>	<p>Member of staff talks to those involved.</p> <p>School's policy on bullying reinforced.</p> <p>Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer.</p> <p>Member of staff decides to inform other members of staff to keep "eyes" and "ears" open.</p>	<p>Staff to have informal check-ins with the pupil to ensure they feel happy in school.</p> <p>Pupils feel they can report any feeling of unpleasantness to an adult.</p> <p>Staff notice that pupil has been happy and settled in school with no incidents.</p> <p>Pupil is back to their "normal self".</p>
<p><b>Medium level</b></p> <ul style="list-style-type: none"> <li>• As above.</li> <li>• Increasing even after step one has been followed.</li> <li>• Targeted because of a certain part of their personality.</li> </ul>	<p>Staff member decides that behaviour needs further investigation and records the behaviour on My Concern.</p> <p>Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders.</p> <p>Behaviour incidents on My Concern checked and parents informed. Whole class session regarding bullying.</p> <p>Victim, bully and bystanders supported. Shared in briefing for all staff to keep "eyes" and "ears" on identified pupils.</p> <p>Review effectiveness of actions taken within appropriate timescale.</p>	<p>Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</p> <p>Parents are engaging with school and sharing their thoughts.</p> <p>Strategies that have been put in place to support the pupil are followed through and recorded.</p> <p>The bullying stops and the pupil is aware of strategies to cope with incidents.</p> <p>Pupil is back to their "normal" self.</p>





<p><b>High level</b></p> <ul style="list-style-type: none"> <li>• Physical assault.</li> <li>• If the pupil's emotional wellbeing is affecting their day to day life.</li> <li>• Targeted due to protected characteristics</li> </ul>	<p>Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher and if appropriate, the Designated Safeguarding lead. They record the incident on My Concern.</p> <p>Senior member of staff informs parents immediately and meetings/phone calls arranged as soon as possible.</p> <p>Senior member of staff investigates and decides whether case needs to be referred to external agencies.</p> <p>Assessment completed with details recorded and appropriate action implemented.</p> <p>Review of effectiveness of action taken within appropriate timescale.</p>	<p>Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</p> <p>Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel.</p> <p>Parents are engaging with school and sharing their thoughts.</p> <p>The bullying stops and the pupil is aware of strategies to cope with incidents.</p> <p>Pupil is back to their "normal" self.</p>
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We expect that low-level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved to understand what has happened and then with those responsible for the bullying to give the "evidence" of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/ carers and to report immediately if anything happens again.

For more serious bullying, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be spoken to. Parents will be informed, involved as appropriate and provided with feedback. A formal record of the incident will be made. The school will determine the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying and help to change the behaviour of those bullying, including support to develop protective skills for those bullied Eg. when the behaviour has been linked to racism, homophobia and other protected characteristics of the child and/or their family members. A decision will be made about referral to and involvement of specialist external support services.

Mabe School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.



Our school policy is to provide the pupils involved with some form of counselling in order to enable the pupils to discuss with one another, strategies for resolving the problem and avoiding conflict.

The school uses the following sanctions for bullying incidents depending on the level of incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/ lunchtimes and support by key staff members.
- Excluded from after-school clubs.
- Internal exclusion within school but away from personal class.
- Formal Exclusion from school.
- Involvement from outside agencies.

All sanctions will be clearly defined and shared with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

### **Monitoring and Evaluation of this Policy**

All aspects of behaviour are documented and reviewed daily. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.

### **What you can do if you feel you are being bullied**

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk) .

Parents and carers:

- Speak to staff members in school
- Arrange an appointment with staff member our school office number 01326 372662.
- National Bullying Helpline on 0845 225 5787 or [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk) .

No-one should suffer bullying.

Please **DON'T SUFFER IN SILENCE: there is always SOMEONE TO TALK TO at Mabe Primary School**