



# Matchborough First School Academy



## Anti- Bullying Policy 2023

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Signed by Governor:

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## **Principles and Values**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

## **Objectives of this Policy:**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and all staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All parents should know what the school policy is on bullying, and what they should do if bullying arises.
- A pupil friendly version will be shared to help children understand what the school policy is on bullying and what they should do if it happens to them or witness it happening to other. (See Appendix 2)

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

## **What Is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Matchborough First School Academy is considered to be:

**“Unacceptable behaviour which occurs ‘lots of times, on purpose’.”**

Bullying can be short term or continuous over long periods of time.

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### **Bullying can be:**

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical pushing:** kicking, biting, hitting, punching or any use of violence

**Racial:** racial taunts, graffiti, gestures

**Sexual:** unwanted physical contact or sexually abusive comments

**Homophobic:** because of, or focusing on the issue of sexuality Direct or indirect Verbal name-calling, sarcasm, spreading rumors, teasing

**Cyber bullying:** all areas of internet, such as email and internet chat Twitter, Facebook misuse

**Mobile threats:** by text messaging and calls misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles,

### **Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.

It can take place in group activities and between families in the local community.

### **Perpetrators and Victims:**

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

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Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from difficult living situations, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Signs and Symptoms for Parents and Staff**

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises

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- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

**These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.**

#### **Stage 1:**

All known/reported incidences of bullying will be investigated by the class teacher in the first instance. Once the investigation is completed the class teacher must inform the Senior Leadership Team.

#### **Stage 2:**

If issues continue to arise or they are of significant cause for concern then the class teacher will escalate this to a member of the Senior Leadership team.

#### **Stage 3:**

All cases that are found to be Bullying will be reported to the Governing Body and dealt with by the Head teacher following the behavior policy.

#### **Outcomes for children:**

In the event that a child is displaying unacceptable behavior, they may be asked to genuinely apologise (as appropriate to the child's age and level of understanding)

Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy).

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Wherever possible, the pupils will be reconciled. The child may receive input around emotions and feelings, social skills, behavior management strategies or be identified for group work taking place in school.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

E.g. police, Targeted Family Support, CAMHS CAST, Reach for Wellbeing

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from The Behavior Outreach Support Service, reduced timetables, or even fixed or permanent exclusion will be considered ( please see Exclusion policy).

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log (See Recording Bullying section and Appendix 1) and monitored to ensure repeated bullying does not take place.

## **Prevention**

At MFSA we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE lessons, the school values, assembly themes, Anti-bullying week, Buddy Bench, E-Safety Day, Well- being Ambassadors.

Identify strategies for students, parents and staff to help them deal with bullying incidents;

- Use the curriculum, assemblies, school council, personal development and other pastoral opportunities to reinforce the ethos of the school
- Encourage students to report any incidents of bullying to an adult within school
- Investigate and record all reported incidents of bullying, including racist and homophobic abuse
- Discuss bullying issues appropriate to the incident and to the student's age and level of understanding - using the most appropriate strategy. Problem solving or 'No Blame' approach may be adopted
- Offer help, support and advice to victims
- Deal with the situation using appropriate behaviour modification measures including sanctions
- Seek to ensure that all students know the difference between bullying and simply "falling out"

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- Monitor incidents of bullying and take appropriate actions when patterns emerge.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff will record this on CPOMS. Further discussions with parents should also be recorded on CPOMS.

Any investigation of bullying should be recorded by the Senior Leadership Team once investigated by the class teacher. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body

If an incident of bullying has taken place the staff member dealing with the investigation will follow the behavior policy and implement sanctions as necessary.

### **Support for victims of bullying:**

If an incident of bullying has taken place, the victim(s) may be offered support from our Family Support Worker. This support may include 1:1 or group sessions where the child(ren) will be able to talk openly about their feelings, wishes and emotions. The aim of this work will be to rebuild confidence and self-esteem. The child will be supported to identify their support networks in school and at home and to nominate a 'go-to' member of staff that they can talk to if they need to'.

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### **Support for perpetrators of bullying:**

If an incident of bullying has taken place, the perpetrators may be offered support from our Family Support Worker. This may include 1:1 or group sessions where the child (ren) will be able to talk openly about their feelings, wishes and emotions. The aim of this work will be to build upon the child's social skills, promote positive friendships and to reintegrate them back into friendship groups safely. The child will be supported to identify their support networks in school and at home and to nominate a 'go-to' member of staff that they can talk to if they need to'.

### **Advice to Parents:**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, external agencies will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

### **Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.
3. Post information regarding specific issues on Facebook or other social networking sites as this will itself become a safeguarding issue.

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## Appendix 1- Behaviour Log

Childs Name:	Child's Class:	
Date :	Staff member completing this form:	
Description of Incident:		
Who was affected:		
Action Taken:	By Whom:	Date:
Conclusion:		
Has this incident been reported to the head teacher?	Yes	No
Has this incident been recorded as a bullying incident on the bullying log?	Yes	No
If Yes- has this been discussed with governors?	Yes	No

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# Pupil friendly Anti-Bullying Policy

Bullying is when it is...	If I know it is bullying, I should...
<b>S</b> everal <b>T</b> imes <b>O</b> n <b>P</b> urpose	<b>S</b> tart <b>T</b> elling <b>O</b> ther <b>P</b> eople

Together we can **STOP** it!

## What is Bullying?

In our school, bullying is hurting someone more than once, on purpose, by using behavior or words which are meant to frighten or hurt that person.

<b>Emotional:</b> Saying hurtful words and making you feel bad about yourself.	
<b>Physical:</b> Hitting, kicking, pushing or hurting you.	
<b>Sexual:</b> Touching you in places that are covered by your underwear. Remember the PANTS rule!	 <p><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p>
<b>Racial:</b> Saying hurtful words about the colour of your skin, your religion or your family background.	
<b>Homophobic:</b> Being nasty about who you are or who you or your family choose to love.	
<b>Cyber:</b> Hurtful messages or not nice images being sent on a computer, tablet or mobile phone.	



What should you do if you are being bullied or see someone else being bullied?

## Do

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
  - Ignore them.
  - Walk away.
- Talk to a friend.
  - Get help
- TELL SOMEONE.

## Don't

- Do what they say.
- Get angry or look upset
  - Hit them.
- Think it's your fault.
  - Hide it.

Who can I tell?

An Adult in school

An Adult at home

A Friend

Childline (0800 1111)

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