



Malvern Way Equality Statement

At Malvern Way, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Anti-bullying – March 2020

(this policy should be considered alongside our Behaviour for Learning policy and Home School Agreement)

At Malvern Way Infant and Nursery school we take our responsibility to ensure the well-being of all our children seriously. We aim to work in partnership with parents and children to create a happy and safe school environment. As part of this work, we are committed to protecting our school community from bullying and abusive behaviour. While bullying at our school is rare, we acknowledge that hurtful behaviour arises as our young children are developing appropriate social behaviour and do make mistakes. Our focus therefore is on providing both a proactive and reactive education to support the development of our children.

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.

Aims & Objectives:

- To ensure our school is a happy and safe place to learn and children are enabled to make their own choices free from threat, harassment and any type of bullying behaviour
- To promote positive relationships
- To build a shared understanding of bullying, why it happens and its effect
- To provide children with appropriate strategies to deal with bullying behaviour
- To ensure there is a consistent, timely and effective response to incidents of bullying
- To communicate procedures effectively so that all members of our school community know what they can expect from the school and what the school expects from them

Our definition – What is bullying?

“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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender [gender identity], sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” **Preventing and tackling bullying DfE 2017**

Bullying can be defined in three ways:

- It is **intentionally hurtful** and can take the form of physical, emotional or mental pain;
- It is, or has the potential to be, a **repeated and sustained experience**, rather than an isolated incident;
- It involves an **imbalance of power** between the person being bullied and the person bullying

Bullying can take many forms, but the main types are:

- **Physical** – hitting, kicking, taking or damaging belongings
- **Verbal** – name calling, insulting, making offensive remarks. Name calling is the most common direct form. This includes nasty names about individual characteristics, ethnic origin, nationality or colour, sexual orientation or some form of disability.
- **Misuse of new technologies** – sending texts on mobile phones, sending hurtful messages by email
- **Indirect** – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

While the school is most likely to be dealing with behaviour that occurs during the school day, we accept that there may be information/behaviour from outside of school which is relevant for consideration.

How can we prevent bullying?

We believe that education is a powerful tool in preventing incidents of bullying. Using the principles of Protective Behaviour, all of our children have a “Helping Hand” that identifies adults in school who they would go to with a problem. We also encourage children to be part of the solution to difficulties and encourage them to use their voice in an assertive way. Here are some of examples of other strategies that the school uses to meet our responsibilities:

- Use of story time to explore stories with a theme of bullying
- Assemblies which raise the profile of anti bullying themes
- Participation in anti-bullying events
- Use of drama, including professional theatre groups
- Focus on positive behaviour in our badges assembly and other school reward systems
- Establishing and reviewing class rules regularly
- Use of PSHE lessons to explore themes more fully and focus on key issues for particular cohorts

The Role of All Staff at Malvern Way

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- Staff take all accusations of bullying seriously
- In line with our behaviour policy, teachers keep records of incidents that happen in their class, and that they are aware of in the school

- If an incident of bullying occurs, all those involved will be spoken to by a member of the SLT
- Facts will be established as clearly as possible
- Staff support the child who is being bullied to help them feel safe and find responses to bullying that work
- The child displaying bullying behaviour will be made aware of the seriousness of his/her behaviour and the consequences of his/her actions
- Staff will work with the child who is carrying out the bullying in order to address their behaviour and support restoring trust within the relationship of the bullied child
- Parents/carers of all those involved will be informed and appropriate support will be offered to all (this may include involving outside agencies)
- The incident will be logged using our systems
- If the bullying persists, the Headteacher will inform the Governors and exclusion procedures may be considered
- Report to the governing body, all incidents of bullying

The role of the children

- Children are expected to tell a trusted adult if they or someone else is being bullied, and if the bullying continues, they should keep on letting people know
- Children are encouraged to follow our Golden Rules and positive behaviour patterns are rewarded within school. This includes not taking part or being a bystander
- As part of the school community children have a responsibility to help combat bullying by following

See a golden rule broken
Tell the person to stop, say "NO!"
Off to tell an adult
Pleased to make it better

The Role of Parents and Carers

Parents and carers have an important role to play in helping the school to deal with bullying and have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents should:

- Discourage children from using bullying behaviour at home, school, or elsewhere
- Take an active interest in your child's school life
- Monitor your child's access to and use of the internet and mobile technology
- Distinguish between bullying and unacceptable behaviour (take note of our definition)
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying. The matter would then be investigated. It is unhelpful to contact the parents/carers of others involved.
- Work in partnership with the school to a positive outcome, understanding that confidentiality means they may not be given all the information (e.g. sanctions imposed)
- Maintain an appropriate level of discretion
- Be prepared to accept a fresh start – forgive and forget
- Avoid using language which labels the individuals
- A parent who is dissatisfied with the way the school has dealt with a bullying incident should refer to the school's complaints policy

The Role of Governors

- To support the Headteacher and all staff in all attempts to eliminate bullying from our school
- To understand our definition of bullying
- To monitor incidents of bullying through information received in the termly Headteacher’s report
- To review the effectiveness of this policy and the strategies used to promote a safe learning environment regularly
- To ensure the Headteacher keeps accurate records of all incidents of bullying, and reports to the governors on request about the effectiveness of school anti-bullying strategies

Monitoring and Review:

The Headteacher is responsible for monitoring the day to day effectiveness of this policy. Governors monitor the effectiveness using information provided in reports from the Headteacher. The policy will be reviewed annually alongside the Behaviour for Learning policy.

Signed Headteacher

Signed Governor

Date

Appendix 1

Factors to help determine if incident constitutes bullying for parents

- ✓ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ✓ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ✓ Involves an imbalance of power
 - Target feels unable to defend her/himself
 - Perpetrators exploiting their power (size, age, popularity, labelling, name calling etc...)

Conflict

A disagreement or difference of opinion

An inevitable part of group dynamics

Equal power between those involved

Usually an isolated or occasional incident

All involved make an effort to resolve the situation

Bullying

Based on an imbalance of power

The intent to harm/upset – on purpose

Happens repeatedly

Serious – causes physical or emotional harm

Does not stop when asked

Appendix 2

Factors to help determine if incident constitutes bullying for children
(these are displayed in all classrooms)

Bullying is when I can say yes to all these things

A child or group of children
is making me sad

The same child or children
is making me feel sad a lot
of the time

They are doing this on
purpose and they know
they are doing it

If I can say yes to all of
these – I must tell an adult