****

MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Church Lane, Mobberley, Cheshire, WA16 7RA

Headteacher: Mr D. Stenson B.Ed NPQH

T: 01625 800920• E: admin@mobberley.cheshire.sch.uk • W: www.mobberley.cheshire.sch.uk

**Anti-Bullying Policy 2023-24**

**Mobberley CE Primary School**

|  |
| --- |
| Vision Statement**“Open Hearts, Open Minds, Open Doors”**We aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens, with a life-long love of learning, based on the foundation of the core Christian values of respect, perseverance, compassion, friendship, courage and honesty.**Our Vision is Inspired By:** Matthew 7:7**“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”** |

**Rationale**

Mobberley Primary School promotes a culture of respect, care and inclusivity where good manners and behaviour are the expected norm. However, there are occasions when our expected values and behaviours

are challenged. All children are at risk of either being bullied or becoming bullies themselves. Children who are bullied or see their friends being bullied may find it difficult to concentrate on their learning.

Children who are bullies are unlikely to achieve their best. The effects of bullying can be longstanding. Some children may become temporary bullies after an event such as divorce, the death of a loved one, the birth of a new baby or because of boredom and frustration. Other children become established bullies and this may be because they like the feeling of power, feel inadequate, have been abused or feel no sense of accomplishment.

In either case, these children need help before it becomes a lifelong problem. The learning, safety and happiness of children who are bullied are at risk.

At Mobberley, we regard bullying as a serious matter and always take firm action against it.

**What is bullying?**

At Mobberley Primary School we define bullying in the following way:

“Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves.

Bullying is mean and results in worry, fear, pain and distress to the

victim/s.”

**Bullying can be:**

* Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures),
* Ridicule, humiliation, whispering.
* Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks,
* Making fun of someone.
* Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, using weapons,
* Punching or any other forms of violence, taking or hiding someone’s things.
* Racist: racial taunts, graffiti, gestures, making fun of culture and religion.
* Sexual: unwanted physical contact or sexually abusive or sexist comments.
* Homophobic: because of/or focusing on the issue of sexuality.
* Online/cyber: setting up ‘hate websites’, sending offensive text messages, emails and
* Abusing the victims via online means.
* Any unfavourable or negative comments, gestures or actions made to someone relating to
* their disability or special educational needs.

**Bullying is not:**

* A one-off incident.
* Very few minor incidents that have occurred between children that are separated by long periods of time.

**Recognising bullying**

Bullies do not come in standard sizes and are not stereotypes. It can be difficult to distinguish between the general ‘rough-and-tumble’ of school life and the persistent teasing or hurting that characterises bullying. Bullying may take place in ‘secret’ locations, areas which are difficult to supervise, or on the way to or from school. Bullying, however, is not necessarily kept secret from

other pupils. Other pupils as witnesses may be just what the bully seeks.

Bullies, both male and female usually have something in common:

* They tend to have assertive, aggressive attitudes over which they exercise little control.
* Tend to lack empathy, they cannot imagine what the victim feels.
* They tend to lack guilt; they rationalise that the victim somehow ‘deserves’ the bullying treatment.

**Recognising Likely Victims**

Bullies can tend to pick on children who are ‘vulnerable’ in some way, but this is not always the case.

The following can be possibilities:

* Children who are new to the school or class.
* Children who are different in appearance, speech or background from others.
* Children who suffer from low esteem.
* Children who show definite reactions when bullied, e.g. tantrums, loss of control, distress.
* Children who are more nervous or anxious.
* Children with a smaller social group of supporting friends

The ‘difference’ in a victim may be apparent only to the bully, simply a justification of the bullying. The victim may look just like any other child or may just be in the wrong place at the wrong time.

Children may suffer in silence, but below is a list of possible behaviours exhibited.

Children may:

* Be frightened of walking to or from school.
* Be unwilling to come to school.
* Begin doing poorly in their school work.
* Miss lunchtimes and skip food.
* Become withdrawn.
* Become distressed.
* Cry themselves to sleep.
* Suffer nightmares.
* Have unexplained scratches, bruises, cuts.
* Self-harm – cuts, pinches, bruises.
* ‘Lose’ belongings.
* Refuse to say what is wrong.
* Give improbable excuses to explain any of the above.

**Strategies for Prevention and Intervention**

We try to prevent bullying and intervene if we feel that it is taking place. As a school, we try to create an environment which makes it clear that bullying behaviour is unacceptable. We endeavour to provide an atmosphere of tolerance and caring for others, where children learn to take account of

the consequences of their actions, particularly on other children and to develop respect for other children’s rights and belongings. This is done by making clear our positive expectations of how they should behave.

**Strategies used to prevent bullying**

The following are strategies we use to implement a robust behaviour policy:

* Weekly PSHE lessons and circle time from EYFS to year 6 to educate children about bullying. Activities include: reading stories, drama/ role play, discussing scenarios, etc.
* Themed weeks (EYFS to Year 6) every half term to teach children about accepting and celebrating differences including: gender, race and sexual orientation.
* Raising awareness of these issues through regular assemblies.
* Undertaking regular pupil voice to monitor the effectiveness of the anti-bullying policy.
* Each class reflecting on the ‘golden rules’ at the start of the academic year which promote respect and tolerance.
* Raising awareness of cyber bullying through computing curriculum.
* Class teacher/designated Midday assistant to support an individual who is experiencing difficulties.
* Mrs Knowles to provide additional emotional (ELSA) support to individuals experiencing difficulties.
* Regularly reviewing playground provisions.
* Using praise and rewards to reinforce good behaviour.
* Encouraging the whole school community to model appropriate behaviours towards each other.
* ‘Buddy’ scheme to pair up youngest children with the oldest children allowing ‘modelling’ of appropriate behaviours.
* Regular training for all staff including midday assistants.
* Staff have strong relationships with children allowing them to speak openly to trusted adults.
* Effective communication between all staff using the CPOMs system
* Staff are alert to the possibility of the occurrence of bullying. They encourage children to discuss any such problems and listen sympathetically when they do.
* Children are positively encouraged to inform teachers if they feel that they are a victim of bullying.

Where an allegation of bullying has been made, the following intervention strategies may take place.

**What can children do if they are being bullied?**

* Always, tell someone that they can trust – it can be a teacher, a teaching assistant, midday assistant, a parent, a friend, or a relative.
* Their words will be listened to and acted upon sensitively.
* Tell themselves (and for adults to reassure them) that they do not deserve to be bullied and that it is wrong.
* Try not to show the bully that they are upset. It is hard, but a bully thrives on someone’s fear.
* Stay with a group of friends/people. Bullies usually pick on individuals.
* Write down the problem and give it to someone they trust.

**What can children do if they know someone is being bullied?**

* Tell an adult immediately. School staff will deal with the bully without getting them into trouble.
* Alerting staff will ensure that they look out for certain pupils and not allow situations to develop in a bad way.
* Take action! Watching and doing nothing looks as if they are on the side of the bully. This is sometimes known as silent approval.

**Strategies for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation.

 If bullying is suspected/reported:

* A member of the Senior Leadership Team will be informed.
* A member of the Senior Leadership Team will carry out an initial investigation.
* The member of staff will talk to and listen to the suspected victim, and any witnesses, making sure that the children feel safe and all are given the opportunity to ‘give their side’ of events.
* The member of staff will talk to the child accused of being a bully about what has happened to discover why they became involved. They will make it clear that bullying is not tolerated at Mobberley Primary School.
* The problem will be identified and possible solutions agreed.
* Appropriate and proportionate sanctions from the behaviour policy may be applied.
* Where necessary, outside agencies may be involved.
* Parents of the victim and the alleged bully will be informed on all matters identified by the school as bullying. This will not happen if an allegation against a child proves to be unfounded.
* All allegations of bullying and bullying incidents will be recorded on the schools’ electronic CPOMS system to inform all relevant staff.

**Action to be taken to support the victim:**

* Environmental changes will be made if necessary – classroom, playground to ensure that child feels secure.
* Staff must communicate with other staff and record, where relevant, any incidents or concerns on CPOMS.
* The situation will continue to be monitored by all staff to ensure no repetition.
* Children will be observed at break times, lunchtimes and in the classroom by a designated adult. Any follow-up findings will be recorded on CPOMS.
* Mrs Knowles can arrange informal ‘keeping in touch’ meetings to provide emotional support as frequently as deemed necessary.
* Key friends identified by the child might be asked for extra support.
* The child will nominate an adult in school whom they trust and feel they can talk to.
* The child will be made aware of the importance of immediate reporting of any further incidents.
* Parents will be invited into school so that action taken can be shared.

**Action to be taken to support the bully:**

* The type of support will depend on individual needs, age and maturity of the child.
* It may be suggested that the children involved meet with the support of their class teachers
* The child will have reflective opportunities to understand that their behaviour is unacceptable and the negative impact it is having on the victim.
* A trusted adult (Teacher or other) will discuss with the child what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.
* The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
* Sanctions for behaviour may be used in line with the school’s behaviour policy.
* If the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

**The role of staff**

The Headteacher and staff set the school climate of positive behaviour management, respect for self and others, co-operation and tolerance. It is the responsibility of all members of staff to actively promote this ethos. When children feel they are important, valued and belong to a friendly, welcoming school, bullying is far less likely to be part of their behaviour.

**The role of the Headteacher**

It is the responsibility of the Headteacher to uphold good behaviour and to implement the school’s anti-bullying strategies. They must ensure all staff are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

**The role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidents that occur are taken seriously and dealt with appropriately. The Governing Body is responsible for monitoring the incidents of bullying that occur and reviews the effectiveness of the school policy. 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.

**The role of Parents and Carers**

Parents have an important part to play in supporting the school with anti-bullying.

We ask parents to:

* Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
* Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with etc. Parents should start with positive questions such as ‘Tell me the best thing that happened today.’
* If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.
* If you feel your child has been bullied by another child, please do not approach that child or the child’s parent on the playground, please inform school immediately.
* It is important that you advise your child not to fight back. It can make matters worse.
* Tell your child that it is not their fault that they are being bullied.
* Reinforce the school’s policy concerning behaviour and bullying and make sure your child is not afraid to ask for help.

**Procedure for Reporting and Responding to Bullying Incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by staff and dealt with impartially and promptly. All those involved with the incident will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step- by-step procedure will be used for reporting and responding to bullying allegations or incidents:

* Ensure the victim (s) is and feels safe.
* Report all bullying allegations and incidents to relevant adults. (a nominated adult, usually the class teacher, and/or a member of the senior leadership team who will conduct a full investigation).
* Listen and speak to all children involved about the incident separately and record all significant comments on CPOMs.
* Staff will reinforce to the bully that their behaviour is unacceptable.
* The problem will be identified and possible solutions suggested.
* The bully (bullies) may be asked to apologise.
* Other consequences may take place and appropriate sanctions in line with the school’s behaviour policy applied.
* Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
* If possible, the pupils will be reconciled.
* An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
* All allegations of bullying and incidents of bullying will be recorded by staff on CPOMS.
* Parents will be informed and will be invited to come into school for a meeting to discuss the issue.
* After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

By taking the measures outlined above, we endeavour to deal positively with any incidents of bullying which may occur in school. There is no uniform, certain or quick ‘solution’ to bullying but by encouraging children to speak out and by showing that we take it seriously, we help to create an atmosphere in which bullying cannot flourish.

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying 0845 230 2560 [www.actagainstbullying.com](http://www.actagainstbullying.com)

Anti-bully www.antibully.org.uk Anti-Bullying Alliance (ABA) 0207 843 1901 www.anti-bullyingalliance.org.uk Anti-bullying Network 0131 651 6103

www.antibullying.net Beatbullying 0845 338 5060 [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Bully Free Zone 01204 454 958 [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

Bullying Online 020 7378 1446 [www.bullying.co.uk](http://www.bullying.co.uk)

Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Kidscape 020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only) [www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC 0207 825 2500 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

Policy adopted: Sept 23

By the Governing Body of Mobberley C of E Primary School

Review Date: Sept 24