# MOTTRAM ST. ANDREW PRIMARY ACADEMY



# ANTI-BULLYING POLICY

Mottram St Andrew Primary Academy is committed to providing a friendly, caring and safe environment for all of our children, so that they can learn and fulfil their potential.

**Principles:**
- Everyone has the right to learn in an atmosphere which is free from fear.
- All members of the school community will be listened to and taken seriously.
- Bullying is unacceptable.
- We have a duty to work together to protect all children from bullying.

**Aims:**
- To provide a safe, secure, caring environment in which all pupils can learn without anxiety.
- To ensure all children, staff, parents and governors have a clear understanding of what bullying is.
- To develop an anti-bullying culture where bullying is not tolerated in any form.
- To promote a culture which helps to prevent incidents of bullying.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To ensure everyone takes responsibility for both preventing bullying and dealing effectively with any incidents of bullying.

**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, 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, Department for Education, July 2017

In school we use the acronym **STOP** to identify bullying behaviour:

**STOP** = **S**everal **T**imes **O**n **P**urpose

That is bullying behaviour is actions which are repeated and done deliberately to cause harm.

Bullying can happen to anyone. Specific types of bullying include:
- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

Incidents of bullying can include:
- Physical incidents such as hitting, kicking or pushing.
- Name calling and persistent teasing.
- Excluding from friendship groups.
- Stealing or damaging personal property.
- Sending offensive, inappropriate or upsetting messages via text, email, social media or gaming.
- Trying to make you do something you don't want to do.
- Spreading rumours and negatively influencing the way others think about you.
- Making negative comments about your family.
- Making racist comments.

**Signs of Bullying**
Everyone should be aware of possible signs of bullying:
- Unwillingness to come to school
- Anxious, moody, quiet, withdrawn
- Lacking concentration and deterioration of school work
- Unhappy but is reluctant to explain why
- Difficulty sleeping and/or suffers from nightmares
- Comes home hungry
- Unexplained cuts and bruises
- Damaged or missing personal possessions
- Shows aggression

Any concerns regarding changes in behaviour should be explored to try and determine, and address, the underlying cause.

Reviewed February 2023

**Bullying Prevention**

*Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.*
Preventing and Tackling Bullying, Department for Education, July 2017

Our school culture promotes mutual respect between all members of the school community, and there is a strong family atmosphere within school. Specific examples that contribute to a culture that helps to prevent bullying include:

- We actively promote our core values of Kindness, Honesty, Co-operation and Determination.
- Staff build excellent relationships with the children, and get to know their individual personalities and strengths.
- These positive relationships ensure that children are normally confident to confide in an adult in school, if something is troubling them.
- We have high expectations of behaviour from all children, and a behaviour policy which is followed by all staff.
- Our school rules are clear and consistently used across school.
- We celebrate good behaviour with praise, stickers, house points, and certificates.
- Where behaviour falls short of the standard we expect, we have clear consequences which are understood by the children.
- Children are taught what bullying is, including the acronym **STOP** and the importance of telling someone if you are being bullied or if you know someone else is.
- A progressive curriculum for PSHE (Personal, Social, Health & Economic) education is taught across school.
- The children's individual strengths and personalities are recognized and celebrated.
- Staff support children in resolving any friendship issues.
- Roles and responsibilities within school develop responsibility and self-discipline.
- Opportunities are planned for co-operative group work.
- Seating plans and talking partners are regularly changed, so that everyone has the opportunity to work and get to know different people within the class.
- Class discussions encouraging children to work together, to respect each other's ideas and to listen.
- The Computing curriculum teaches the children about Internet safety.

**Dealing with Incidents of Bullying**
Bullies rely on nobody telling about what is happening. We actively encourage all children to tell someone in school if something happens to them or someone else that is making them uncomfortable or unhappy. Whilst we do everything we can to create a climate where children know they can come to staff in school, we also explain that if they ever feel unable to they must tell a parent so they can come on their behalf.

We again use the acronym **STOP** for this:

**STOP** = **S**tart **T**elling **O**ther **P**eople

Whilst the circumstances around any alleged incident will be individual the following are some guidelines for dealing with any alleged incident of bullying.

Suggestions for talking to the victim:
- Reassure the child that they have done the right thing by reporting the situation.
- Actively listen to the child by stopping what you are doing, looking at him/her and using supportive body language such as nodding.
- Ask the child to tell you what happened by asking questions such as:
  - "Tell me what happened"
  - "Who was involved?"
  - "When and where did this happen?"
  - "What did you do or say?"
  - "How often has this happened or is this the first time?"
  - "Was there anyone who saw or heard this?"
  - "Have you spoken to anyone else about this / these incidents?"
  - "How have you been affected by this/these incidents?"

Suggestions for talking to the child accused of bullying:
- The goal when talking with the alleged perpetrator is to get him/her to tell the truth and to be able to accept the impact their behaviour has had.
- Use questions such as:
  - "I would like to talk to you because I've heard that 'x' has been having a rather bad time" or "I need your help, 'x' has been rather upset recently".
  - "What do you know about this?"
  - "What have you seen?"
- After you have made the first couple of statements, remain silent and wait for the pupil to
- respond.
- Whilst the child tells you their side of the incident do not interrupt but encourage them with nods, and phrases such as "really", "that's interesting" etc.
- If you detect a note of concern for the victim, stop the conversation and reinforce the notion that you both agree that the victim is upset and anxious.
- Elicit constructive solutions e.g. "What can we do about it?"

If there is disagreement about what has happened then school staff may also speak to other children who have witnessed any incidents.

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If after investigation by staff, it is clear that bullying has taken place then appropriate consequences will apply for the pupil who has been bullying in order to show clearly that their behaviour is wrong. It is also important to consider the motivations behind bullying behaviour and what concerns it reveals for the perpetrator.

Support for pupils who are bullied will be tailored to the individual child's circumstances and level of need. It can include time to talk with a member of staff the child knows well and making supportive friends aware of what's happened. A designated member of staff is allocated to follow up with the child as long as is felt needed.

Once the behaviour is identified as bullying, the incident is recorded, along with any actions to be taken. Both sets of parents are informed. Wherever appropriate the children will be brought together to reconcile, but this would not be done without the victim's consent.

It is important to note that if investigation of what has happened reveals it to be a two-sided friendship issue rather than bullying staff will still do everything to support the children in resolving this.

**Conclusion**

Mottram St. Andrew Primary School recognises that bullying can have significant consequences on individuals. It can create a barrier to learning as well as a serious impact on mental wellbeing. By effectively preventing and tackling bullying, we ensure that school is a safe place for all of our children, where they can learn, make friends and develop their own individual personality.