



Mountbatten Anti-Bullying Policy

June 2019

Mountbatten School recognises that the health and wellbeing of children is paramount. The school understands how bullying can cause long term distress and lifelong psychological damage. We aim high to create a community that is co-operation in which all partners work together to eradicate bullying. Partnership between home, school and the local community is vital.

The member of school leadership team responsible for the anti-bullying policy is Lisa Traynor. The designated Governor for anti-bullying is Paula Todd.

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy.
- 1.2 We define bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

They might include the following forms:

- Physical
- Direct verbal (including cyber bullying)
- Relational
- Social exclusion

The kind of bullying might include:

- racial
- religious
- cultural
- SEN or disabilities
- appearance or health conditions
- related to home circumstances
- sexual orientation
- sexist/gender
- on-line
- transgender
- peer on peer

Bullying could be perpetrated by an adult or a child and, equally, a victim of bullying could be an adult or a child.

- 1.3 Our anti bullying policy along with our other policies eg, PHSE, Safeguarding, Behaviour, is framed by our values and ethos; a core element of which is to keep children safe.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing our schools ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 All children are equal at Mountbatten. We do not discriminate against anyone on the grounds of their sex, race, colour, religion, nationally ethnic or national origins.
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our classrooms.

3 The role of the Governors

- 3.1 The Governors are responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed.

The Governing body will:

- support the Head of School and the staff in the implementation of this policy;
- be fully informed on matters concerning anti-bullying;
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy;
- appoint a member of the Governing body to have a specific responsibility for bullying.

4 The role of the Head of School

- 4.1 The Head of School is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:
'determining measures on the behaviour and discipline that form the school's behaviour policy...'
...'encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils'
It is a statutory responsibility for schools to record all bullying incidents.

The Head of School will ensure that:

- bullying behaviour is addressed in the behaviour and discipline policy;
- bullying is addressed as an issue in the curriculum;
- all staff receive training that addresses bullying behaviour;
- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying;
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

5 The role of the teacher and support staff

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

- 5.2 It is essential that staff behaviour provide a positive model for pupils and set standards of respect, tolerance, safety and equity that are conducive to the prevention of bullying.
- 5.3 If a child complains of being bullied or if a member of staff is concerned that bullying is taking place, then the parents/carers of the victim and the perpetrator will be informed.
- 5.4 If staff witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied.
- 5.5 All incidents of bullying are recorded on CPOMS and recorded in the Anti-Bullying bound book located in the main office. This allows monitoring of patterns or trends.
- 5.6 In the first instance our school behaviour policy and graded sanctions might be employed. It is essential that responses to bullying are differentiated according to the form and severity of the bullying.
- 5.7 When any bullying has taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and consequences for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is involved in bullying repeatedly, we then invite the child's Parents/carers in to discuss the situation. In more extreme cases, where assaults have been committed, the police may be contacted. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.
- 5.8 A variety of strategies are available to help both the victim and the perpetrator including:
- Restorative approaches
 - SEAL
 - Cognitive approaches
 - Positive debrief
 - Involvement of external agencies, eg RAPP, Social Care, Anti-bullying team
- 5.9 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Friday's assembly is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The school ensures that Anti-bullying week is followed each year and each term bullying is addressed through planned assemblies.

The school has established links with the local policing team who can provide anti-bullying projects to deliver workshops and 1:1 support packages for

individual victims or perpetrator. Staff are vigilant in maintaining the good order and physical appearance of the school environment to promote an atmosphere of safety and care.

- 5.91 Information regarding bullying is discussed with relevant staff and appropriate strategies and approaches will be formulated. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures with regard to behaviour management.

6 The role of parent

- 6.1 We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents/carers to:

- keep informed about and fully involved in any aspect of their child's behaviour
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy" and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent/carer has concerns relating to bullying they should report them to Lisa Traynor.

7 The role of pupils

- 7.1 Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Head of School and staff in the implementation of the policy;
- will not bully anyone else, or encourage and support bullying by others;
- will tell an adult if they are being bullied, usually either a member of staff or parent;

- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied;

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the Head of School, who reports on request about the effectiveness of the policy.
- 8.2 The overall effectiveness of the bullying policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions
- 8.3 Records of bullying incidents are recorded in the bound book. Lisa Traynor will evaluate incidents and monitor patterns and trends. This also will include racist incidents.
- 8.4 This policy will be reviewed every two years, or earlier if necessary.

Date Reviewed: June 2019

Policy reviewed by: Lisa Traynor

Date approved by the Governing body: 14th November 2019

Review Date: June 2021