(Book 2)

Anti-Bullying Policy

Last Review	Next Review	Review Frequency	Coordinator	Nominated Trustee
June 2022	June 2024	Every 2 years	Head Teacher	EC&T Committee

Introduction

The Mulberry Bush School seeks to provide a safe, secure and positive environment in which children can learn, develop and grow, making full use of the range of relationships and facilities available to them.

Staff work best in a supportive environment, free from heavy-handed management, bullying or intimidation.

Children and adults at the school are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation.

Definition of Bullying
Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying can be:
- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone's possessions.
- Verbal – such as name-calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:
- Race, religion or belief, culture or class, gender, sexual orientation, gender identity, special educational needs, appearance, health, personal situation or another vulnerability.

Why it is important to minimise bullying behaviour

Bullying is always damaging to those involved. The victim, the bully and those who witness or know about the bullying are affected. For children, bullying is not a natural part of growing up, and should not be seen as such. Research has shown that victims of bullying may be more likely to have mental health problems, and reduced self-esteem and self-worth. For adults, where the values and culture of an organisation are dominated by fear and subordination, individuals are less efficient, morale is lower and absenteeism is more frequent. People who bully are likely to experience difficult and unhappy relationships with others.

Aims
This policy aims to provide clear whole school guidance in order to:
- Minimise the instances of bullying taking place at school
- Ensure a clear and consistent response to bullying when it does occur
- Reduce the likelihood of children becoming bullies or victims of bullying in future life

Procedure
Dealing with bullying when it occurs
When children complain of being bullied, or when bullying is observed, the school expects staff to work to the following guidelines:

1. All complaints should be taken seriously.
2. Incidents of bullying should be logged on ClearCare. Frequency and emerging patterns of bullying behaviour are monitored by senior staff using ClearCare.
3. Children who are identified as displaying persistent bullying behaviour, or have been involved in a significant incident of bullying behaviour, will be thought about by their treatment team, with appropriate support, strategies, intervention put in place.
4. Victims of bullying should be given support.
5. Instigators of bullying should be told clearly that this behaviour will not be tolerated at the school. An appropriate sanction may be used, alongside opportunities to apologise or make things better in some way. It is important not to bully the bully, as this is likely to encourage bullying. When incidents of cyber bullying have occurred, restrictions on the access to computers are likely to be put in place.
6. Parents and carers, and other people with responsibility such as social workers, should be informed.

When staff feel they are being bullied they are expected to raise the matter with their supervisor or other appropriate line manager. When this does not feel possible the staff member should raise the matter with another manager, the Director or if necessary a Trustee. The processes outlined in the staff hand book document how the matters should be managed and actions taken.

Complaints procedures
The school has a complaints procedure which should be used if anyone feels that incidents of bullying are not being effectively worked with by school staff.

Role of the Trustee Body
Trustees monitor the effectiveness of this policy through their unannounced visits. They review this policy every two years.

Role of the Management Team
The management team is responsible for the oversight of the culture of the organisation ensuring a bullying free environment for all. They should monitor all incidents of bullying and ensure action has been taken to address incidents where they arise.

Role of Staff
<u>Methods of prevention</u>
All staff at the school are aware of the potential for bullying to take place. In order to reduce the likelihood of this behaviour occurring, the following practices are followed:
- Staff take steps to find out if bullying is taking place.
- Close supervision of children in areas of the school where bullying may happen, including when using computers.
- Staff are supported to feel confident to interrupt and confront potential bullying situations.
- Consistent and fair management of behaviour difficulties.
- Consistent and clear statements about the unacceptable nature of bullying behaviour.
- Help everyone understand that a reason why someone bullies another person may be to do with them feeling bullied by someone else, frightened or unhappy.
- Ensuring children have good awareness of the risks when using the internet.
- Ongoing development work around inclusion, including anti-racism work.

<u>Creating a supportive climate</u>
The staff at the school work very hard to create and maintain a positive ethos and atmosphere in all aspects of our work. This helps to promote healthy, caring relationships between people, and develop socially acceptable and rewarding interactions. Some of the ways we do this are by:
- Valuing relationship building experiences
- Supporting children to be able to communicate openly and honestly
- Role modelling appropriate behaviour
- Promoting positive values
- Teaching good social behaviour/social skills
- Promoting the development of self-confidence and self-esteem
- Rewarding non-aggressive behaviour
- Developing a non-delinquent environment
- Providing a wide range of interesting, engaging activities
- Maintaining a high level of child guidance and supervision
- Working closely with families and carers

- Teaching and supporting children to become more assertive
- Talking with children about issues such as racism and bullying
- Encouraging everyone to deal with disagreements and conflict in non-aggressive ways

Many of these things are also important for adults but in addition to the above list we value the following as ways to create a supportive environment for staff:
- Regular supervision for individuals and groups
- Annual appraisals which focus on developing and nurturing strengths
- Reflective spaces for all staff
- High quality induction and training for all staff
- Meeting spaces to develop peer support
- Meetings to develop a collective understanding of how we work with the children's presenting difficulties

An environment which supports staff to be alongside children rather than caught up in unnecessary bureaucracy.

Role of Pupils
Pupils should develop their awareness of what bullying is. They should understand their propensity to both bully or be bullied and work closely with staff and their peers to create a bullying free environment. This may be through community meetings, circle time, direct teaching, group work, etc.

Role of the School Council
The school council should bring their developing awareness and wisdom as representatives of the child group into discussions in their meetings. They should feedback to the whole school their thoughts and ideas about how to promote a bullying free environment.

Raising Awareness of this Policy
Induction training, observations of practice, School Co-ordination Meeting.

Monitoring the Effectiveness of the Policy
This policy will be reviewed every two years.