

# MEATH GREEN JUNIOR SCHOOL

## Anti-Bullying Policy



### Contents

Introduction.....	2
Aims.....	2
Policy Development.....	2
Roles and Responsibilities .....	2
Definition of Bullying .....	3
How to Identify Bullying .....	4
Reporting and Responding to Bullying .....	4
Procedures.....	4
Monitoring and Evaluation Procedures.....	5
Strategies for Preventing Bullying .....	6
Wellbeing and Mental Health.....	6
Links with other policies .....	7
National Documents.....	7

Plan Admin	
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## Introduction

Through our values, assemblies, pastoral work and PD (Personal Development Curriculum), it is our aim to promote a culture of respect and tolerance where bullying in any form is not accepted in our community. A culture that when it happens the victim, the bystander has the confidence and understanding of how and who they are able to approach to get the problem sorted.

We work on the premise that as unique individuals we are:

### **ALL DIFFERENT and ALL EQUAL**

All members of our community are valued and everyone has the responsibility to promote respect, openness, honesty and understanding.

This is reflected in our child friendly Anti-Bullying Charter.

### **ALL DIFFERENT ALL EQUAL**

It is everyone's **RIGHT** to be **HAPPY**

It is everyone's **RESPONSIBILITY** to ensure it happens.

**Bullying has no place in the Meath Green Junior School community.**

We are committed to **STAMPING BULLYING OUT**

We affirm our belief that any form of bullying goes against everything we as a school community stand for.

Bullying is damaging to all parties and relevant incidents will be taken seriously. They will be dealt with fully, in a professional manner. They will never be ignored or trivialised.

## Aims

- To create in the school community an ethos that respects and promotes the right of each member to experience a safe and secure environment.
- To develop attitudes, skills and activities which counter act those related to bullying.
- To foster trust in the school community so incidents of bullying are reported, discussed and dealt with.
- To foster active staff, pupil and parental support for this policy through training and information.
- To comply with the Department for Education requirements.

## Policy Development

This policy has been developed from an early edition. It bears evidence of reflection upon the previous policy.

## Roles and Responsibilities

**The Headteacher** – has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, LA and outside agencies where appropriate. The Headteacher

appoints an Anti-Bullying Co-ordinator (ABC) from the school's staff whose task is to follow the procedures laid out in this policy document.

**The Anti-Bullying Co-ordinator (ABC)** is currently the Headteacher, Serena Beasley. The responsibilities of this role include:

- Policy development (involving pupils, staff, governors, parents/carers and relevant local agencies as appropriate)
- Implementing the policy and assessing its effectiveness in practice
- Policy review and ensuring ongoing evaluation takes place
- Managing responses to bullying incidents
- Monitoring the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating individual and whole school strategies for prevention of bullying behaviour
- Providing regular reports: (i) half-yearly to the governor with responsibility for anti-bullying; and, (ii) annually, in the Summer Term, to the Full Governing Body.
- Giving the Anti-Bullying policy a high profile in the School (e.g. through regular assembly items, poster displays, special events)
- Promoting planned cross-curricular learning (e.g. to encourage children to think positively about differences and to discuss feelings and issues concerning fairness and discrimination; teaching children about techniques to resolve tension without animosity and aggression etc.)

**Nominated Governor** is responsible for:

- for monitoring the operation of this policy,
- reviewing the recording and follow-up of all incidents,
- ensuring that due process has been observed on all occasions.

## Definition of Bullying

Meath Green Junior School has adopted the following definition of bullying:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

*Safe to Learn: embedding anti bullying work in schools (2007).*

We believe that bullying differs from teasing/falling out between friends or other types of aggressive behaviour because bullying normally demonstrates:

- a deliberate intention to hurt or humiliate.
- a power imbalance that makes it hard for the victim to defend themselves.
- a persistent determination.

NB Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – but fulfils other criteria of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic incidents or when children with caring duties or disabilities are involved.

Pupils are encouraged and taught to report if they feel threatened. School policy holds that if the victim might be or perceives they are in danger, then intervention is always urgently required.

## How to Identify Bullying

Common Types of bullying include:

- **Racial:** Racial comments or taunts, graffiti, gestures as well as physical attacks. Victims are targeted because of perceived differences; e.g in colour, ethnic grouping, religion or accent..
- **Emotional:** repeated name calling and taunting, exclusion from groups, unfriendliness, or tormenting behaviour etc...
- **Verbal:** name-calling, sarcasm, rumour mongering or persistent teasing etc...
- **Physical:** deliberate physical attack including hitting, punching, pinching, spitting, tripping or other actions involving direct contact etc...

Bullying might be targeted against individuals for a variety of reasons mainly around perceived differences including:

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health
- Sexual orientation
- Social or home circumstances (including against young carers or children in care)
- As a result of the sexual or sexist views of the perpetrator.

Bullying may take place between:

- young people
- young people and staff
- staff
- individuals or groups

All types of bullying will be treated with the same level of seriousness regardless of the identity of the perpetrator(s) and victim.

## Reporting and Responding to Bullying

Meath Green Junior School has clear and well publicised systems for the reporting of bullying in the school community. These procedures are available in clear step by step guidance leaflets specifically designed in formats suitable for use by pupils, staff, parents/carers.

## Procedures

All suspected incidents are given to the Anti Bullying Coordinator (ABC) who will treat all reports equally.

The priorities will be to:

- **Determine the facts.** This will involve interviewing of all parties, including bystanders, victims and perpetrators. Interviews will be conducted on an individual basis in a place where privacy is assured.

Interviews will be conducted by an appropriate staff member appointed by the Anti-Bullying Co-ordinator. Once the full facts have been determined, the Anti-Bullying Co-ordinator will record the full details in the appropriate register. CPOMS will always be updated to show an accurate record which will be dated.

- **Inform parents.** Parents of all parties (e.g. perpetrator, victim and direct bystanders will be contacted as soon as possible after the facts have been determined so they can be informed about the incident and the findings to date.
- **Establish a plan of action** A range of responses appropriate to the situation will be formulated by the Anti-Bullying Co-ordinator who will consult with other members of staff, parents and the children directly involved. Responses will always be solution focused using a restorative approach. These responses may include co-operation with a circle of friends, individual work with victim, perpetrator and bystanders; and where necessary referral to outside agencies if deemed appropriate.
- **Consider possible sanctions** Ultimate application of school sanctions will be in accordance with school's Relationship and Regulation Policy. If bullying persists, though this will be discussed fully with children and parents before being implemented.
- **Establish a plan of on-going support** Ongoing support for the victim, the perpetrator and bystanders will be offered as appropriate for as long as necessary.

## Monitoring and Evaluation Procedures

Evaluation procedures are in place to provide regular and on-going review of the effectiveness of this policy.

All bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident as appropriate.

The Anti-Bullying Co-ordinator will be responsible for ensuring individuals incidents are managed properly and followed up for as long as may be required.

The Anti-Bullying Co-ordinator will use records of incidents to identify trends and inform preventative work within the school as well as to inform the ongoing development of the policy.

The nominated Governor for Anti-Bullying will meet half-yearly with the Anti-Bullying Co-ordinator to review all recorded incidents and to monitor the proper operation of the process in accordance with this policy.

The Anti-Bullying Co-ordinator will present an annual report in the Summer Term to the Full Governing Body, providing a statistical analysis of recorded incidents, and any recommendations for changes to school policies or strategies arising out of this analysis. The following standards can be used to measure performance:

- Evidence of increased willingness to report incidents of bullying within the school community
- Reduction in duration of bullying incidents to their resolution
- Reporting of bullying incidents
- Evidence of increased sense of collective responsibility (e.g. bystander action)
- Improved attendance
- Improved achievement

- Reduced incidences of exclusion
- Evidence of sense of safety within the community (e.g. awareness that school will take action)
- Use of complaints procedure

Some of this information may be gathered through questionnaires e.g. pupils asked whether they are happy in school; have good friends; ever feel lonely; knowledge of where to go if they have a problem or thought someone else had a problem etc... this will include annual wellbeing survey, exit questionnaire for Year 6 and Year 6 parents.

## Strategies for Preventing Bullying

In accordance with the school aims and objectives, particularly in relation to our commitment to pupil safety and welfare we use a variety of strategies to promote positive behaviour and discourage bullying behaviour; these include:

- A collective understanding of what bullying is and the damage it causes to all involved
- Annual induction of pupils in the school around being and keeping safe, community and individual responsibility in insuring this happens
- RSHE/citizenship lessons
- An annual Anti-Bullying week
- Involvement in Healthy Schools Programme
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Parliament and Pupil Voice
- Parent Forums
- Buddy System- including high profile playground buddies
- Worry and wishes box
- Use of restorative approaches to resolve conflict
- Staff training and development programmes
- Use of outside agencies

## Wellbeing and Mental Health

Meath Green Junior School is committed to promoting and protecting a high and positive level of Wellbeing and Mental Health throughout its community.

Wellbeing lessons are delivered to all pupils within the curriculum.

The Safeguarding Team consists of 7 DSLs consisting of Headteacher, Deputy Head, Assistant Head, Home/School Link/Attendance Lead, 2 teachers, SENCo and Mental Health Lead. Bespoke support can be accessed through referrals from all staff, parents and pupils themselves.

The Safeguarding Team meet on a weekly basis to discuss. Standard guidelines of confidentiality are followed. Meath Green Junior School work closely with outside agencies, statutory and voluntary, and are able to signpost or help make referrals to where further support can be sought.

## Links with other policies

- Relationship and Regulation Policy
- Safeguarding Policy
- Acceptable Use Policy - Cyberbullying and internet safety
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
- Personal Development Policy
- Confidentiality Policy
- Parental Complaints Policy
- Emotional Health and Wellbeing Policy
- Staff Wellbeing Policy

## National Documents

Safe to Learn- DCSF Guidelines

- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Cyberbullying - supporting school staff

Cyberbullying - A whole – school community issue