



MORPETH FIRST SCHOOL

ANTI BULLYING STATEMENT

At Morpeth First School (Goosehill) we strive to maintain an ethos in which all children feel secure and valued. Relationships between all members of the school community are based on openness and respect. While we do not believe we have a problem with bullying, we are aware that the potential is there and therefore we need to have a statement and policy regarding its nature and the school's strategy for dealing with it.

Definition

At Morpeth First School we define bullying behaviour as:

- Regularly Repeated
- Deliberate
- Intention to hurt someone either physically or emotionally
- Often (but not exclusively) aimed at certain groups with protected characteristics, eg because of race, religion, gender or sexual orientation

It may be perpetrated by a person or group against a person or group where the relationship involves an imbalance of power.

Nature of Bullying

Bullying may take the form of name calling, verbal teasing or taunting, intimidation, cyberbullying, extortion, damaging other children's property coercion or physical aggression. It may refer to race, gender, sexual orientation or disability. We also consider that children showing signs of extremism or radicalisation may be classed as a form of bullying.

Signs of Bullying

In monitoring for signs of bullying we would watch for evidence such as physical marks, reluctance to go into the playground, feigning illness, desire to remain with adults, change in school performance or behaviour, erratic attendance or reluctance to come to school, withdrawal or possessions going missing on the part of the victim.

School Policy

In order to prevent bullying we take the following measures:

- 1) The children are aware through the School Code of Conduct that bullying will not be tolerated.
- 2) We promote a positive ethos, where consideration for others is rewarded.

3) We include anti-bullying messages as part of our PSHE curriculum as well as taking part in specific anti-bullying initiatives (eg Anti – bullying week) and displaying anti-bullying messages around school

ROLES AND RESPONSIBILITIES

Headteacher and Governors

- Encourage the whole school ethos of care, friendliness, empathy and safety where consideration of other is rewarded
- Ensure staff members are trained to implement pupil behaviour and anti- bullying policies. This includes reporting of an incident promptly and responding in a timely fashion to a report of alleged bullying.
- Oversee a programme of Personal and Social Development for pupils including Anti-Bullying message
- Support staff to fully and sensitively investigate an incident.
- Ensure all staff adhere to due exclusion procedures and policies if these are invoked.
- Communicate related policy and procedures to all concerned.

All Staff

- Model, encourage, expect and remind children to display behaviour that shows fairness, consideration and kindness.
- Respond promptly to any pupil, parent or member of staff who reports any incident that could be perceived as bullying.
- Complete an incident form and log it with the Head Teacher.
- Share details across the whole staff group, to enable wider monitoring or any developing patterns of behaviour.
- Keep parents informed, in a timely manner, of the investigation and response.
- Implement close monitoring in the longer term to explore any developing patterns of bullying behaviour.
- Where necessary work with external agencies to further address incidents.
- Reflect on an incident once it has been addressed to ensure that there are no longer problematic patterns of behaviour.
- Adhere to due formal review and exclusion procedures and policies if these are invoked by the Head Teacher and Governors.

Children

- To understand what bullying is and that it is not acceptable at our school.
- Understand that every pupil has the right to report openly and without fear of reprisal, any behaviour that worries them.
- To participate in the programme of Personal and Social Development.
- Display behaviour that shows fairness, consideration and kindness to others.
- Support others to show fairness, consideration and kindness, informally and more formally (e.g. Playground Buddies).
- Reflect upon their own actions and possible alternatives, as necessary.

- Know how to report any behaviour that they worry could be bullying in nature.

Strategies

If bullying occurs, we use the following strategies to deal with those involved. A written record is kept of events and stages of development.

The child who is bullied

To the child who is bullied we offer support and an opportunity to talk when the perpetrator is not there. They are reassured that action would be taken and that supervisory staff (both teaching and non-teaching) would be made aware of the situation. The child would be asked if they feel they have a solution for the problem. Efforts would be made to raise the child's self-esteem and confidence.

The child who has bullied

The first step with the child/children who bully is to get them to verbalise and recognise the inappropriate behaviour. This may be to the class teacher or as a final resort to the Headteacher. It is made clear that bullying behaviour is unacceptable and must be dealt with, and that it is the action not the child which is being criticised. The child who has carried out bullying behaviour should suggest possible solutions to the problem and then a contract is agreed which would include short term achievable targets to be monitored until a guarantee of improved behaviour is evident. The consequences link with our Behaviour Policy. Parents are kept informed and the contract may include home/school monitoring of behaviour. The ultimate sanction would be suspension. Part of our P.S.E. scheme includes helping children develop strategies for dealing with feelings which may result in inappropriate behaviour. Severe bullying would also be dealt with by the school's Child Protection policy.

Staff Training

a. The Method of Shared Concern

This Swedish counselling approach is designed for situations where a group of pupils have been bullying one or more pupils on a regular basis for some time. The overall aim of the method is to establish ground rules which will enable the pupils to co-exist within the same school.

It starts with a series of brief individual 'chats' with each pupil involved in a quiet room. The pupils doing the bullying are seen first. The talks are non-confrontational; the premise is that there is a problem - it has been witnessed by others that the bullied pupil is unhappy and has experienced bullying. The teacher follows a structured script with each pupil which

leads to mutual agreement that the bullied pupil is unhappy at the present time and is concluded by each pupil agreeing to help improve the situation in some way.

A chat with the bullied pupil then follows, being supportive and involves:

- i. for those who contribute to their own problems helping them understand that their behaviour too should change.
- ii. for those who are suffering bullying behaviour, helping them to gain in self-esteem and develop assertiveness strategies such as:
 - making assertive statements
 - resisting manipulation and threats
 - responding to name-calling
 - leaving a bullying situation
 - escaping safely from physical restraint
 - enlisting support from bystanders
 - boosting their own self-esteem
 - remaining calm in stressful situations

b. The No Blame Approach

The teacher meets the bullied pupil first and takes an account of his/her distress and upset to a group of peers including the bullying pupil. Each pupil suggests a way in which they will change their own behaviour in the future.

We strive in our R.S.E. scheme to help potential victims of bullying to be aware of strategies they can use. These include being assertive (but not aggressive) about their own feelings about received behaviour, to inform an adult and to go to a place of safety. Class collaboration times involve children discussing solutions themselves.

Communications with Parents

Parents of both parties are kept informed, but are dealt with separately. Parents are made aware of strategies developed for dealing with inappropriate behaviour and are encouraged to share the school aims for behaviour.

Involvement of External Agencies

In some cases it may be necessary to involve external agencies, whether for reinforcement of messages given or in order to deal professionally with specific problems. These agencies might include the Police Community Liaison Officer, the Educational Psychologist or a Social Worker.

This policy should be considered in conjunction with other safeguarding policies including (but not exclusively) Child Protection, Tackling extremism and radicalisation and e-safety.

Signed _____ Chair of Governors

Date _Reviewed Autumn 2021

Next Review Date Aut 2022`