



# Muswell Hill Primary School

## Anti-bullying Policy

**Approved: Spring 2021 (at the GB meeting on 24 February 2021)**

**Next review: Spring 2022**

**Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child.**

**We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. As policies are reviewed within the cycle, they are adapted to demonstrate this. Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.**

## **Vision & values**

At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

## **5 Golden Values**

**Respect** (for themselves and each other)

**Integrity** (acting with at all times)

Sense of **Resilience**

**Curiosity** (discovering the world around them)

**Creativity** (exploring their learning journey)

## **The following articles underpin our vision & values:**

Article 28: The Right to an Education

Article 12: Respect for children's views

Article 29: Goals of Education

Article 13 and 14: Freedom of Expression/Thought

Article 42: Knowledge of Rights

Article 27: Standard of living for Physical, Emotional and Mental Health needs

## **Commitment to our pupils**

**At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:**

1. You will love learning new things, feel ready for the future and want to keep on learning.
2. You will understand how you learn best, learn from your mistakes and how to persevere.
3. You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
4. You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
5. You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
6. You will know friendship and will have learned how to get along with other people.
7. You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
8. You will feel part of your community, proud of your school, and inspired to make a difference.
9. You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: ***Everyone belongs here, everyone has a voice, and everyone is heard***

## INTRODUCTION

At Muswell Hill we believe that all pupils have a right to learn in a supportive, caring, and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour; it is wrong and will not be tolerated.

We recognise that bullying may occur in the school at some time. We do not tolerate bullying, abuse, or harassment of any kind.

We believe that all learners are of equal worth and should be enabled to achieve their full potential. We recognise that to achieve this, children have the right to be educated in an environment where they feel valued, respected, and safe; including freedom from bullying/harassment, cyber-bullying, prejudice bullying related to special educational needs, sexual orientation, gender, race, or religion.

Bullying deprives pupils of this right and denies access to the full curriculum. We believe that pupils who suffer regular, ongoing bullying cannot achieve their full academic or social potential.

### **The aim of this policy is to:**

- Ensure Governors, school staff, parents, carers, and pupils have a clear understanding what bullying is.
- Ensure that Governors and school staff know the policy and are able to respond if allegations of bullying are reported.
- Ensure pupils feel safe enough to report incidents of bullying concerning themselves or others and know who to speak to.
- Ensure that we support and guide the perpetrators of bullying, so that they understand the implications of their actions.
- Ensure that parents feel safe and are encouraged to discuss their concerns with all staff knowing that they will be supported when bullying is reported.
- Ensure that staff feel supported in dealing with incidents of bullying.
- Ensure that all adults feel safe in discussing bullying from other adults within the school community and action is taken to deal with this.

Staff should refer to the Staff Code of Conduct and the policies listed below to ensure they know what procedures there are in relation to adults experiencing bullying behaviour from other adults within the school community and to know action will be taken to deal with this.

- Haringey Schools Policies Equality and Diversity in Employment Policy
- Code of Conduct within Staff Handbook
- Whistleblowing Policy
- Professional Behaviours and Attitudes to Aid Staff Working Relationships
- Grievance and Disciplinary Policies

### **What Is Bullying?**

Bullying can be described as a deliberate act done to cause distress solely to give a feeling of power, status, or other gratification to the bully. It is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace at school or outside the school environment. Bullying can occur through several types of anti-social behaviour:

**Psychological:** because of verbal, physical, social, and cyberbullying outlined below.

**Physical bullying:** hitting, kicking, tripping, pinching, and pushing or damaging or stealing property.

**Verbal bullying:** name calling, insults, teasing, intimidation, overt sexual language and verbal abuse related to special educational needs, sexual orientation, gender, race, or religion.

**Social bullying:** lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to social exclude someone, damaging someone's social reputation.

**Cyber bullying:** abusive or hurtful texts, emails or posts, images, or videos, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in.

**Racist, homophobic, SEND and disabilities:** racial taunts, name-calling, graffiti, or gestures. Taunts because of, or focussing on, the issue of sexuality. Negative comments made relating to any area of SEN/D or disabilities.

### **The role of the school**

At Muswell Hill we aim to prevent bullying behaviour from happening by teaching children to recognise different forms of bullying and the effects these have on the victim and perpetrator; teaching strategies for prevention; and by identifying effective procedures for dealing with incidents, and making these are clear to children, parents, and staff. We will:

- Ensure that the whole school understands what bullying means, what a victim is, what bullying behaviour is, and what a bystander is.
- Make clear that a zero-tolerance approach to bullying is in place in school.
- Encourage children to report incidents without feeling they are telling tales and ensure children know their trusted adults.
- Stress the role of the bystander – the person who can intervene and help the situation. We encourage the bystander to report what they have seen as opposed to watching and colluding with any bullying they witness.
- Take incidents seriously, investigating and if necessary, acting upon them quickly and fairly.

We aim to empower our children through our social and emotional wellbeing curriculum and in ensuring children are aware of their rights and are allowing others to enjoy their rights too.

We do this by:

- Involving children in creating a Rights Respecting Class charter.
- Having worry boxes in each class to allow children to report concerns, using Regulation stations in class and in the playground and the use of emotion coaching.
- Having a home/school agreement - This will need to be updated and signed by p & cs.
- Having Inclusion ambassadors.
- Delivering a PSHE programme including Mental Health and Wellbeing and Anti-bullying lessons and lessons on internet safety.
- Carrying out reflective practice and restorative conversations for bullying behaviours.
- Celebrating Children's rights in Rights Respecting assemblies.
- Following our Positive Behaviour Policy for pupils and staff, setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom. (To be reviewed after the AB Policy implemented)

- Rewarding positive behaviour and relationships as outlined in our positive behaviour policy and through the classroom reward systems, Golden ticket and Golden learner celebrations and achievement assemblies. Staff teachers have their own systems such as class dojos, marbles in a jar, group points.
- Providing opportunities to raise awareness of bullying issues and provide a whole school focus for anti-bullying activities. This will be through whole school events (such as Anti-bullying week and through key stage assemblies and PSHE, regular circle time and our citizenship curriculum).
- Providing a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks and for staff to monitor/observe playground friendships and interactions.
- Inclusive curriculum: This is embedded across the curriculum.

### **PROCEDURES for reporting and responding to bullying incidents. (Flow chart to be designed)**

When an alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident these procedures should be followed:

#### **Investigation**

- Incident is investigated by the appropriate member of staff, usually but not always the class teacher who undertakes the role to establish the nature, roles, and seriousness of the incidents and those involved. On the same day, a **member of SLT should be notified of all cases of bullying and parents should be notified that an investigation is happening.**
- The member of staff will talk to and listen to the suspected victim (Script available, Appendix A), and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the child whose behaviour is described as bullying, about what has happened, to discover why they became involved. The perpetrator will be encouraged to talk about what happened, to discover why they became involved. (Script available, Appendix B).
- They will make it clear that bullying is not tolerated at Muswell Hill Primary School.
- All details will be recorded on the incident form, Appendix C.

#### **Staff should look for evidence that the behaviour:**

- has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident (Please refer to types of bullying.)
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

**As a result of investigation, hurtful behaviour has occurred, but it was not identified as bullying.**

- **Record behaviour on Behaviour incident form.**
- **Use Reflection form with child.**
- **Give details to a member of SLT**
- **Monitor.**

**As a result of investigation, evidence of bullying is found:**

- The victim is made to feel safe; they will be given advice and appropriate support and immediate actions will take place to stop the bullying behaviour or threats of bullying.

Muswell Hill's staff team are available to ensure the victim is supported in rebuilding their confidence. Restorative steps taken.

- Attempts will be made to help the child change their bullying behaviour. The school recognises the need to work with the 'bully' and support them to change this behaviour rather than exclude. The child will be encouraged to understand how their 'bullying' actions have caused distress and anxiety.
- Support will be given to stop the bullying behaviour and necessary interventions will take place. Support for the child may include anger management, circle of friends, liaising with parents or referrals to outside agencies. Adjustments will be made for children who have an individual behaviour or learning support plan.
- **Disciplinary steps** will be taken to prevent more bullying actions, where appropriate, in line with the school's positive behaviour policy. (**See below**)
- Where necessary other professionals will be asked to work with the class group or individual children if deemed necessary.
- Parent/carers will be informed, and specific interventions and meetings set up to foster positive behaviour.
- Key adults/mentors will be assigned to support and monitor future behaviour. Staff will follow up incidents to check that bullying has not started again. This will be monitored carefully, and all findings recorded. (Appendix D)
- All actions will be fully communicated to the relevant parties and recorded in the Schools Behaviour Incidents folder using the bullying incident form. (Appendix C)
- Parents/Carers will be informed on all matters identified as bullying.
- If the situation is not resolved, then the Headteacher, or a member of SLT working with the Special Educational Needs Coordinator/Inclusion Manager where relevant, will intervene and a behaviour plan may be written.

The school will take the following disciplinary steps in line with our positive behaviour policy.

### **Disciplinary Steps**

**As a result of a confirmed bullying incident the following steps should be taken:**

- Parents / carers informed.
- Officially warned to stop the bullying behaviour. (This will be according to the maturity of the children.)
- Apologise to the victim.
- Time out in another class or miss morning/lunch play.
- Officially monitored with a review in a set period of time e.g. 2-week period. (Appendix D)

### **For more serious incidents:**

- Remove from class, internal exclusion half day/full day.
- If bullying continues a fixed-term exclusion will result.
- Depending on the seriousness of the bullying the above may be sanctioned immediately.
- Continued bullying behaviour will result in a longer or permanent exclusion.

### **The role of the children**

**We advise pupils to:**

- a. Remember that your silence is the bully's greatest weapon.
- b. Tell yourself that you do not deserve to be bullied and that it is wrong.
- c. Be proud of who you are. It is good to be an individual.

- d. Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e. Stay with a group of friends/people. There is safety in numbers.
- f. Be assertive – shout **NO!** Walk confidently away. Go straight to a teacher or member of staff.
- g. Talk to one of your trusted adults. Fighting back may make things worse.
- h. Generally, it is best to **tell** an adult you trust straight away. You will get immediate support.
- i. Staff will take you seriously and will deal with the bullying behaviour in a way which will end the bullying and not make things worse for you.
- j. **TELL** your parents or carers or somebody that you can trust.

### **The role of the parents**

**Sometimes the first you would hear of your child reporting bullying is when someone from school contacts you. Children can often want to protect their parents from worry and avoid telling you of what is going on. This is quite normal behaviour and the important thing is to listen and be supportive in stopping the bullying, rather than berating yourself for not noticing a problem.**

#### **We advise parents/carers to:**

- a. Calmly talk with your child about his/her experience.
- b. Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- c. Reassure your child that he/she has done the right thing to tell you about the bullying.
- d. Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- e. Make an appointment to see an appropriate member of staff.
- f. Explain to the member of staff the problems your child is experiencing.

#### **If parents/carers need more support, we advise them to:**

- a. Check with the school's anti-bullying policy to see if agreed procedures are being followed.
- b. Make an appointment to discuss the matter with the Headteacher; keep a record of the meeting.
- c. You can then follow the school and LA complaints procedure if you feel the matter has not been dealt with correctly.

### **Sources of further help**

Act Against Bullying	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>