



# **Meadowfield Primary School**

## **Anti-bullying Policy**

**February 2025**

VISION 'today we create, tomorrow we achieve, forever we  
learn'

Anti-bullying policy for Meadowfield Primary

### **1. Introduction**

Bullying causes misery and fear in those being bullied, resulting in loss of quality of life, as well as lower levels of confidence, self-esteem and lack of achievement. All children have the right to be happy and free from aggression and intimidation.

The vision of the school is to promote a secure and happy environment, free from threat, harassment and any type of bullying behaviour.

## **2. Purpose of this policy**

- The purpose of this policy is to promote a consistency of approach, and to create a climate in which all types of bullying are regarded as unacceptable.
- To prevent harassment on the grounds of race, culture, disability, social circumstance, sexuality or gender
- To create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To show commitment to positively tackling and eliminating bullying throughout the school.
- To inform pupils and parents of the school's expectations to foster a productive partnership which helps maintain a bully free environment.
- To make staff aware of their role in fostering the knowledge and attitudes required to achieve these aims.
- To prevent child on child abuse and educate children on the damage this can cause and to know how to deal with it if an incident does occur

## **3. Definition**

Bullying is **repeated** aggression; verbal, psychological or physical conducted by an individual or group against others.

**STOP** – Several Times On Purpose      **STOP** – Start Telling Other People

### **3.1 What is bullying?**

Bullying is repeated aggression, but all incidents of aggression are investigated. This means the school will consider not just what the child says, but also the perceptions of those who witnessed the incident or are aware of the circumstances.

Bullying affects all members of the school community.

### **3.2 What does bullying look like?**

Bullying can manifest itself in many ways. Some of the main types of bullying include, but are by no means limited to:

Physical: e.g. hitting, kicking, spitting or tripping up.

Emotional: e.g. excluding, humiliating, tormenting.

Verbal: e.g. name calling or teasing – child on child abuse

Bullying can occur directly or indirectly. Examples of indirect bullying include:

- Spreading rumours or stories about people
- Graffiti
- Defacing of someone's property
- Displaying or spreading derogatory images or material

### **3.3 Discrimination**

- Discrimination is the unjust or prejudicial treatment of different categories of people, based on characteristics such as ethnicity, gender, sexual orientation, age, disability or religion.
- Discrimination includes bullying motivated by racism, sexism, HBT (homophobia, biphobia and transphobia), religious discrimination and disablist discrimination.
- For definitions of different types of discrimination and what it can look like see appendix 6.

## **4. Prevention**

Children's behaviour is greatly influenced by adults around them. We therefore expect all adults in the school community to act as positive examples and model respectful and courteous behaviour.

The school will include lessons, assemblies and display boards, ensuring the visibility of anti-bullying and anti-discriminatory practices. All curriculum work and all school staff will reflect the schools' equal opportunities policy and anti-bullying policy.

The school will also develop partnerships and work with outside agencies such as the local education authority, the voluntary sector, theatre and arts groups etc. In order to inform pupils, staff and parents/carers/guardians of the issues and to give them support. School will ensure consideration of children with communication issues, special educational needs and those who are younger will be taken in account when teaching the preventative bullying curriculum.

## **5. Response to reported bullying**

All reports of bullying, regardless of the severity of the incident, will be investigated and dealt with by class teachers/team leaders. It is vital that pupils gain confidence in passing on their concerns. Staff will record all incidents on CPOMS as well as refer to the appropriate member of staff.

Serious cases of bullying to be referred immediately to the appropriate team leader for investigation.

All members of the school staff, both teaching and non-teaching are encouraged to report any incidents of bullying they witness to the Deputy Heads. CPOMS is also used to record any incidents which could develop into bullying.

Where bullying has been identified, as opposed to an individual incident, it must be:

1. Referred to the team leader initially. It is important that a written record is maintained of all incidents the child can recall. It may be valuable to assign a child a member of staff who they are comfortable with to report any further trouble or anxiety about dealing with the bully.
2. The team leader may discuss the incidents with a deputy head to assign a member of staff to investigate. At this stage, the Team Leader will contact the child's parents to inform and reassure them that this situation is now out in the open and being addressed seriously and to give them the opportunity of discussing the matter and supporting their child.
3. An investigation will take place as soon as is practically possible to ascertain what incidents have occurred and who has been responsible. The point at this stage is to gain facts from the child, not to question or blame the alleged bully.
4. The investigating staff member will now discuss their findings with the Deputy Heads and/or team leader and a decision will be made on how to proceed. There are a number of options including a meeting will take place between the instigator and the child to reconcile differences; an interview with both the instigator and their parents, to discuss the events and the future course of action; a consequence for the instigator according to the school behaviour policy or a course of mediation known as the 'no blame approach' – see Appendix 7.
5. A team leader or deputy head will always follow up with the child, instigator and both sets of parents around a week or so after the investigation and consequence. Monitoring will continue for longer.

6. Any bullying which is deemed to be more serious or persistent will result in the senior member of staff contacting parents as laid down in the school behaviour policy.
7. Severe bullying may result in a fixed term period of exclusion at the discretion of the head teacher.
8. School will ensure consideration of children with communication issues, special educational needs and those who are younger will be taken in account
9. The parents will have a point of contact in the school if they have any fears or concerns about bullying. This will be **Andrew Smith** and **Rachel Roberts as well as the team leader.**

#### **4. Conclusions**

Every child at Meadowfield Primary is important. Bullying will not be tolerated, and it is recognised that children have a right to come to a school where they feel safe and secure.

The school behaviour policy will be followed if any sanctions are to be initiated.

Please see the attached appendices.