

Milton Abbot School



# MILTON ABBOT SCHOOL: Anti-bullying Policy

See also: Behaviour policy; Anti-bullying statement

**Anti-Bullying Policy 2017**  
**Reviewed: April 2018**

## **Every Child has the right to be safe, happy and to be treated fairly.**

At Milton Abbot School we strive to develop ‘model citizens’ who show mutual respect to each other and deep tolerance of ‘difference’. We believe that all pupils have a right to learn in a supportive, caring, safe environment without the fear of being bullied or intimidated or alienated. We promote good behaviour through our ‘Model Citizen’ scheme and adhere to our Behaviour Policy. It is made clear that bullying is a form of anti-social behaviour and is not welcome in our school. We believe that bullying is a ‘cry for help’ and expect to work closely with bullies to offer the help they need.

## **Bullying is wrong and it does not follow the ethos of our school.**

### **Definition:**

We teach the children that a key definition of bullying is:

**Several  
Times  
On  
Purpose**

However, it can also be seen as single act that can last a lifetime.

We teach that bullying can be described as being a deliberate act done to cause distress, often to give a feeling of power to the bully.

Bullying can occur through several types of anti-social behaviour:

- 1) Verbal (Direct): this can be name-calling, teasing and threats. It can be directed towards gender, SEN, disability, culture, personality, appearance, health conditions, home circumstances or sexual orientation.  
Verbal (Indirect): rumours and cyber (by mobile, phone or computer).
- 2) Physical: a child can be physically assaulted, punched, kicked, spat at etc.,.
- 3) Exclusion: by being excluded from activities/discussions etc.,.
- 4) Damage to property or theft: pupils may have property damaged or stolen.

## **Everyone has a duty to safeguard children and protect them from harm.**

Research has shown time and time again that the extent of bullying in schools is greatly underestimated. No child, young person or adult should have to tolerate bullying behaviour in our school whether by pupils, parents or other staff. It is everyone's responsibility to safeguard them against such incidents and to deal with them quickly and effectively.

### **Strategy for dealing with bullying**

At Milton Abbot School we pride ourselves on knowing our children really well and ensure that our timetable has time to talk together. Indeed, this year we have launched our 'mentally healthy' timetable, which includes such moments and opportunities.

A list of actions is available to staff depending on the perceived seriousness of the situation. They are encouraged to share with the Headteacher or Senior Leader/Inclusion Leader, to ensure they have considered every possible action.

The emphasis is always on a caring, listening approach as bullies are often victims too-that is why they bully.

Bullying impacts on more people than the individual being bullied and has a negative impact on bystanders, friends and family. There are underlying reasons why the person displays bullying behaviour and acts in this way, and that needs to be addressed.

#### If bullying is suspected we will:

- Record the incident on a Bullying Record Form.
- Talk at length (as appropriate) with the victim and witnesses. This will need patience and understanding.
- Obtain witnesses if possible and talk to them about what has happened.
- Remember – listen, believe and act.
- Identify the bully/bullies, talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated at Milton Abbot School.
- If the bully owns up then follow procedures outlined in the Behaviour Policy, refer to the Pastoral Team and create a plan to support the bully.
- The Pastoral Team to work with the victim to support them in school and to provide strategies to move forward linked to SEAL.
- If the bully does not own up then investigate further. If it is clear that they are lying then continue with the procedure. Children usually own up when faced with the facts.
- Meeting to be arranged with the parents of the bully and the victim to discuss the situation

### **Strategies for preventing bullying in school**

To reinforce the school ethos we will termly and during Anti-Bullying week, or when bullying occurs, discuss bullying and reinforce the following strategies:

- Remind children that silence is the bully's greatest weapon.
- Remember you do not deserve to be bullied, it is wrong.
- Be proud of who you are. "It is good to be you.
- Try not to show the bully you are upset – bullies thrive on fear.
- Stay with a group of friends/people. Safety in numbers.
- Be assertive – shout "no." Walk confidently away. Go straight to a member of staff.
- Fighting back may make things worse.
- Generally it is best to tell an adult straight away.

Teachers/Staff will take bullying seriously and will deal with the bullies in a way that will end the bullying and not make things worse.

### **Role of Parents**

Parents have an important part to play in the school Anti-Bullying Policy. We ask that parents:

- Look out for unusual behaviour in their child, not wanting to attend school, regularly feeling ill, changes in personality etc.,.
- Take an active role in their child's education. Enquire how the day has been in school, who they have spent time with etc.,.
- If you feel your child has been a victim of bullying behaviour inform school immediately. Your complaint will be taken seriously and appropriate action taken.
- It is important that you do not advise your child to fight back. This can make matters worse.
- Tell your child that it is not their fault they are being bullied.
- Make sure your child is not afraid to ask for help. Remind them of the school's Anti-Bullying Policy.

If you know your child is involved in bullying, please contact the school to discuss the issues. We will deal appropriately with the issue.

It must be stressed that the school will act upon an allegation of bullying when communicated to the school. However, we urge parents to communicate ANY

concerns with staff at an early stage to prevent escalation of the problem. These open lines of communication should continue where the problem persists. If pupils or parents do not keep the school regularly informed of the situation then the school will assume that the problem has been fully resolved.