



THE MILFORD ACADEMY ANTI-BULLYING POLICY

Ratified at Governors - 28.09.23

- M** - Motivated
- I** - Independent
- L** - Learning
- F** - Forward Thinking
- O** - Outstanding
- R** - Respect
- D** - Determined

Intent

At our school, our ethos is to promote and celebrate difference and diversity. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a calm and secure atmosphere. Bullying is repeated anti-social behaviour and is unacceptable at our school. Persistent bullying can severely inhibit a child's ability to learn effectively and the negative effects of bullying can have an impact for their entire life. At Milford, we wish to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. If bullying does occur, all students should be confident that incidents will be dealt with promptly and effectively.

What is Bullying?

Bullying is purposeful and repeated negative action conducted by an individual or group and deliberately directed against an individual/ a group of individuals.

Bullying can take different forms:

- Physical bullying, for example kicking, hitting, pushing and taking away belongings.
- Verbal bullying, for instance name calling, mocking and making offensive personal comments.
- Emotional bullying, including socially isolating an individual or spreading rumours about them.
- Cyber-bullying where technology is used to hurt someone- for instance text messaging or posting derogatory messages/images on the internet or any form of social media.
- Racist bullying when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic, biphobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and people who identify as transgender.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

At The Milford Academy we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children and adults within school community have a common understanding of what bullying is:
- Minimise all forms of bullying:
- Deal effectively with all incidents of bullying:
- Communicate clearly to children and parents the school's strong response;

- Continually work to maintain a warm and harmonious atmosphere within school;
- To work with our whole school community to help them deal effectively with bullying situations which they may encounter in all aspects of their lives.

Implementation

How We Respond to Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the cause for concern. All cases of alleged bullying are to be reported to the Headteacher or Deputy Headteacher.

In any case of alleged bullying, either the class teacher or a senior member of staff will first establish the facts and build an accurate picture of events over time. This will be done through discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of the bullying behaviours will not be acceptable.

All bullying incidents will be recorded (SIMS/MY Concern) and the parents/carers of both parties will be informed. If the situation does not improve, the Headteacher (or senior leader) will meet with the parents/carers of the bullying child/children and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive actions/sanctions as deemed necessary.

Our Behaviour Policy

Our Behaviour Policy comprises rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour and promote positive behaviour.

We recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Useful links for staff, families and pupils:

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
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Whole school strategies to minimise Bullying

1. A regular programme of PSHE work (including assembly time), will support this policy. This includes specific highlighting of bullying and its associated issues in Anti Bullying week in the Autumn term.
2. There will be regular teacher – class discussion, e.g. during class time, dealing with friendship/playtime issues and a regular item at The Voice of Milford meetings.
3. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying.
4. Every school year, pupils are reminded about what bullying is, the impact it can have and how to report it in school.
5. 1:1 support for pupils with our Achievement Lead, who has a flexible timetable to deal with incidents as they occur.

Children in school are given the advice that:

If they see someone being bullied, they:

- DON'T rush over and take the bully on;
- DO let a teacher or other staff member know immediately (or as soon as you possibly can);
- DO try to be a friend to the person being bullied;
- DON'T be made to join in;
- DO try to help the bully stop bullying/

If they are a victim of bullying, they:

- TELL a teacher or another adult in school;
- TELL your family;
- TAKE a friend with you if you are scared to tell someone by yourself;
- KEEP telling people until someone listens;
- DON'T blame yourself for what has happened.

Cyber Bullying

We recognise that the vast majority of cases of cyber bullying will occur out of school. However, we understand that this will have a detrimental effect on school life and as such we need to support all parties involved to resolve any issues caused.

School will work positively with parents/carers to provide information which may be relevant, for example: rules governing social networking sites etc.

As part of our Safety Curriculum, children of all ages learn about E-safety in an age appropriate way. They are aware of how to use the internet safely and what to do if they encounter cyber bullying or anything else which is inappropriate. Specific teaching happens over the course of the year for all age groups.

School ICT equipment will not be used for anything other than educational purpose. Children not following guidance will not be permitted to use the school system and parents will be contacted.

The Role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur termly through the Headteachers report to governors, and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, it notifies the Headteacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The Role of The Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body on the effectiveness of the anti-bullying policy on request.

The Headteacher, alongside all teaching staff ensure that all children know that bullying is wrong, and that bullying of any kind is unacceptable in the school. The Headteacher draws the attention of children to this fact at appropriate moments. For example, if an incident occurs, he or she may decide to use assembly as a forum in which to illustrate why any behaviours are wrong, and what the consequences might be.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-bullying advice to Parents/Carers

- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what your child has to say.
- ENCOURAGE your child to feel good about him or herself, realising that we are all different and equally important.

An increasing amount of bullying, particularly in older children, is CYBER-BULLYING.

Please monitor your child's use of texting, gaming and social media sites. Access to these is out of the school's control when your child is not in school.

Review

The governing body / Trust Board reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.