Anti-Bullying Policy 2021 - 2022

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Anti-Bullying Policy

The Meadows School and Community does not tolerate bullying. School staff aim to address the behaviours and also challenge the underlying beliefs.

We actively promote a culture of awareness, tolerance and inclusion. We encourage pupils to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We regard all forms of bullying as unacceptable and always challenge them. Bullying can involve: ageism, racism, sexism, homophobia, disability, gender, gender identity, religion, lack of faith and other issues relating to identity or difference. It can happen in the school, off-site or online.

Staff are vigilant and because the school is an open community, we ensure that pupils feel both physically safe and comfortable to report and discuss any bullying, including cyber bullying. We work with both perpetrators and victims and use conflict resolution when appropriate.

We also recognise that pupils' attitudes and aggression can be rooted in cultural influences, such as computer games and pop videos. These can inform their expectations of masculinity and how they interact with women, as well as with each other. We challenge gender-based stereotypes and encourage pupils to build relationships based on mutual respect.

Definition of Bullying

Bullying is deliberately hurtful behaviour that is intended to cause unhappiness or harm in a physical or emotional way to another individual or group.

Bullying is not the same as a one off argument, fight or disagreement as it is usually repeated over a period of time, or even towards a number of individuals. Bullying is carried out by the more powerful on the less powerful.

Bullying is a one-way, distressing and hurtful act towards a victim, not an exchange between equals or good-natured fun. Bullying is in all cases hurtful, disruptive and damaging to the victim and school community as a whole.

Some of the forms bullying may take:
- **VERBAL** - name-calling, insults, jokes, taunts, teasing, offensive language, threatening or abusive telephone calls, spreading rumours or making repeated unfounded trivial complaints
- **WRITTEN** - jokes, taunts, letters, writing notes
- **ONLINE BULLYING** - which may include offensive social network site use (e.g. Facebook), text messages and media abuse on mobile phones and other devices
- **PHYSICAL** - unprovoked physical assault or the threat of it

We are mindful and proactive in relation to a range of negative behaviours including:
- targeted vandalism of personal property
- wearing and displaying of offensive badges and insignia or use of obscene gestures
- making comments which are deliberately intended to offend
- refusal to co-operate or work with other pupils or deliberately leaving pupils out of social activities
- theft of, or obtaining by extortion another persons' possessions
- exclusion by others

What is Peer on Peer/Child on Child Abuse?

For these purposes, peer on peer/child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Peer on peer/child on child abuse can take various forms, including: bullying (including cyber-bullying, prejudice-based and discriminatory bullying), intimate relationship abuse between peers, physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent. Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, upskirting and initiation/hazing type violence and rituals (KCSIE, 2021). It may also involve gang related behaviours, including serious violence and county lines. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer/child on child abuse therefore needs to consider the range of possible types of peer on peer/child on child abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer/child on child abuse takes into account any potential complexity (Farrer and Co. 2019).

Responsibilities for pupils

To ensure that our Anti-bullying strategies succeed, we need to work together.
- Always tell a member of staff if you think bullying is taking place in school
- support others and not become involved in bullying incidents or be a bully
- Talk with parents, carers or other trusted adult about any worries they may have
- Value pupils' differences and treat others with respect
- Contribute to tutor, class and school meeting discussions and problem solve sharing positive ideas about change
- Be a good role model to others and support them
- Respond honestly to any pupil questionnaire about the way in which they feel bullying is dealt with in the school
- Think about why bullying may occur and the impact of bullying on others

Reviewed on	Sept 2021
Next Review	Sept 2022

Guidance for staff
- Ensure that students are well supervised and discourage play-fighting and other physical games that can result in reactions that hurt others
- Raise awareness of what constitutes bullying through discussion
- Give students structured opportunities to talk about bullying in different forums
- Educate students on bullying both formally in PHSE and citizenship and informally at break times and in 1:1 discussions
- Liaise with parents/carers
- Promote anti-oppressive practice at all times

We aim to deal with incidents in a timely manner. We ask students whether they understand the words they are using and the impact. We talk about bullying in an open way, which means that it is easy for our students to discuss, take responsibility, rebuild and restore relationships.

Guidance for Parents / Carers
Contact school if you have any concerns
It is hoped that through working in partnership with the school, on encouraging positive behaviour, valuing differences and promoting equality and sensitivity, issues to be addressed and resolved.

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