



Merry Hill Infant School and Nursery

Anti-bullying Policy

Name/Title of responsible committee/individual:	Curriculum Committee
Date issued:	May 2020
Review frequency:	Annual
Target audience:	All stakeholders

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Merry Hill Infant School and Nursery is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	May 2020	Updated, reviewed & approved by Curriculum Committee

1 Rationale

'Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.' (Safe to Learn, DCSF 2007)

At Merry Hill Infant School and Nursery, we recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and emotional well-being of our pupils.

The purpose of this document is to establish and maintain a whole school Anti-Bullying Policy which recognises and affirms the right of every child to live and learn in a safe, secure and happy environment.

At Merry Hill, we believe that effective anti-bullying is not simply about resolving incidents when they occur, but requires a whole school strategy and the engagement of the wider school community. Schools must take steps to ensure a consistent approach to all forms of bullying and discriminatory behaviour within a context which promotes positive behaviour through a taught programme of anti-bullying skills and understanding. This is underpinned within our whole school Behaviour Policy in which children are taught respect, effectively communicating emotions and seeking support where necessary, through a therapeutic approach to behaviour. This Policy should be read and adopted in conjunction with our Behaviour Policy.

2 Statutory Responsibilities

- Education Act 2002
- The Children Act, 2004
- Education and Inspections Act, 2006
- Equality Act 2006 and Equality Bill 2009
- Statutory duties regarding: disability, ethnicity, gender (to be expanded to include: religion and belief, sexual orientation and age)

3 Definition of Bullying

There are many definitions of bullying but Merry Hill has adopted the CSF definition:

Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves.

It is important that we ensure that children understand anti-bullying policy and procedures in their own terms. We adopt the 'child-friendly' definition developed by the Anti-Bullying Alliance:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

Bullying can take many forms, but the main types are:

- **Physical** – hitting, kicking, taking or damaging belongings
- **Verbal** – name calling, insulting, making offensive remarks. Name calling is the most common direct form. This includes nasty names about individual characteristics, ethnic origin, nationality or colour, sexual orientation or some form of disability.
- **Misuse of new technologies** – sending texts on mobile phones, sending hurtful messages by email
- **Indirect** – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

We recognise that bullying in any form can have a potentially damaging and long-lasting impact on the mental health of children and young people who experience it.

Bullying behaviour **can** include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

4 Staff

Incidents involving staff as victims or perpetrators should be treated with the same degree of seriousness as those involving pupils. Schools must be open to challenge and prepared to investigate all such incidents fully and fairly. Further advice related to staff, governor or contractor involvement in bullying and harassment should be sought from the Schools Human Resources Advisory Team and/or the School Governance Team.