



Marlborough Primary School
Achievement for All

ANTI-BULLYING POLICY

Approved: September 2016

Anti- Bullying Policy

This policy should be read in conjunction with the school's behaviour policy.

1. Introduction

1.1 Our anti-bullying policy aims to:

- Promote respect and tolerance for each other, including and engaging everyone's perception of bullying
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- Clarify for pupils and staff what bullying is and that it is always unacceptable
- Explain to staff, pupils and the whole school community why bullying and harassment occur and their impact on individuals and the school as a whole
- To have in place an anti-bullying support system that all staff and pupils understand and to apply the system consistently

1.2 Defining bullying behaviour

There are many definitions of bullying behaviour. Marlborough Primary School has adopted the Department of Education definition of bullying behaviour as a clear and simple statement which we feel captures the nature of the action and the negative impact of bullying.

Bullying behaviour is therefore defined as **“behaviour by an individual or group, usually repeated over time that intentionally hurts another group or person, either physically or emotionally”**.

It is not bullying behaviour when children and young people of a similar age and size find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation.

The experience of conflict or disagreement between friends or peers can be upsetting for those involved but this is not bullying behaviour. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. It is in such circumstances that a pattern of bullying behaviour can emerge if conflict is not dealt with at an early stage.

In some circumstances, what starts off as bullying behaviour can turn into criminal behaviour. A lot of behaviour which, in schools, is defined as bullying behaviour may be defined in law as threatening behaviour, criminal damage, theft, assault or sexual, racist, gender or homophobic harassment.

All children, young people and their parents or carers have a right to report to the police anything they think is criminal behaviour.

Bullying is when someone or a group of people **deliberately** and **repeatedly** upset other people by, for example; name calling, teasing, destroying their things, hurting them, threatening them, ganging up on them, not letting them play or join in with their games.

“Cyberbullying is defined as the use of ICT (Information and Communication Technology), particularly mobile phones and the internet to deliberately upset someone. It can be an extension of face to face bullying, with technology providing the bully with another route to harass the target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space: the difficulty in controlling electronically circulated messages: the size of the audience: perceived anonymity: and even the profile of the person doing the bullying and their target.” (Definition taken from Safe to Learn: Embedding Anti – Bullying in School DCSF 2007)

“Homophobic Bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.” (Definition taken from Safe to Learn: Embedding Anti – Bullying in School DCSF 2007)

“Racial and Cultural Bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalise, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status” (Definition taken from Safe to Learn: Embedding Anti – Bullying in School DCSF 2007)

2 Aims and Objectives

- 2.1 We will discuss, monitor and review our anti-bullying policy on a regular basis.
- 2.2 We are working with staff, pupils and parents to create a school community where bullying is not tolerated. We will support staff to promote positive relationships and identify and tackle bullying appropriately.
- 2.3 Bullying is wrong. We aim to do all we can to prevent it and to develop a school ethos in which everyone is valued irrespective of race, gender, religion and disability. Marlborough Primary School is a place where people’s rights are respected and any form of bullying or harassment is regarded as unacceptable.
- 2.4 We aim, as a school, to produce a happy, safe and secure environment where everyone can learn without anxiety.
- 2.5 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.6 Marlborough School supports staff to promote positive relationships and identify and tackle bullying appropriately.
Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, that pupils feel safe to learn and that pupils abide by the anti-bullying policy.
Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints.
- 2.7 Parents/carers in turn work with the school to uphold the anti-bullying policy.
- 2.8 We seek to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.

3. School Anti – Bullying Strategy

- 3.1 It is a primary aim of our school that every pupil feels valued and respected and that each person is treated fairly and well. We aim to promote an environment where everyone feels happy, secure and safe and expect every member of the school community to behave in a considerate way towards others.
- 3.2 All members of staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- 3.3 All staff are given sufficient training to be equipped to deal with incidents of bullying.
- 3.4 We ensure that pupils are adequately supervised at all times and that all areas of the playground are monitored.
- 3.5 Bullying is part of the Personal, Social, Health and Citizenship Curriculum. Teachers aim to use at least two sessions per term focusing on Bullying and related issues e.g. friendship, anger management, assertiveness, conflict resolution. The school marks National Anti-bullying week each year in November and each class spends time during the week thinking about aspects of anti-bullying. During the week a whole school survey is undertaken which helps the school to evaluate its policy and inform future practice.
- 3.6 Teachers may use Circle Time to discuss issues relating to Bullying.
- 3.7 Anti-bullying packs and resource materials are available for teachers to use with their classes from Nursery to Year 6.
- 3.8 Anti-bullying displays/posters are put up around the school.
- 3.9 The effectiveness of the school behaviour policy is reviewed annually by the Curriculum Sub-committee.

4. Procedure for Reporting and Monitoring incidents

- 4.1 Any incidence that may be deemed in the first instance be defined as bullying should be reported to either a Deputy Headteacher, the Assistant Headteacher or to the Pastoral Support Officer.
- 4.2 The member of staff will then investigate and follow up the reported incident by talking with the child/children concerned.
- 4.3 All details will be logged and a decision made as to whether the incident was one of bullying or not.
- 4.4 Any incident of bullying with then be subject to the follow up procedures (see appendix 1)

5. The Role of the Governors

- 5.1 The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school.
- 5.2 Governors monitor incidents of bullying and review the effectiveness of the policy annually.
- 5.3 The Governing Body responds within 28 days to any request from a parent to investigate an incident of bullying.

6. The Role of Parents and Carers

- 6.1 Parents and carers who are concerned that their child might be being bullied, or who suspect that their child might be involved in bullying, should contact their child's class teacher, the Pastoral Support Officer, the Deputy or Head teacher immediately.
- 6.2 Parents and carers 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.

7. Role of the Headteacher

- 7.1 The Headteacher will be kept informed about incidents of bullying through the half termly monitoring data provided by the Pastoral Support Officer.
- 7.2 The Headteacher will intervene where there is a serious or ongoing situation with bullying or at the request of a parent.
- 7.3 The Headteacher will write to the parent of a child who is has been or is being seriously bullied.

8. Monitoring and Review

- 8.1 Monitoring takes places each term through an analysis of incidents and records by the Pastoral Support Officer.
- 8.2 The effectiveness of the anti-bullying policy will be reviewed annually by the Governor's Curriculum Sub-committee, the Deputy Head teachers, Assistant Headteacher, Pastoral Support Officer and Headteacher.

APPENDIX 1

Follow- up Procedure

The Pastoral Support Officer, Deputy Headteachers/Assistant Headteacher follow up all reported incidents of bullying. Class teachers are informed of all reports. Either the Deputy Headteachers/Assistant Headteacher or the Pastoral Support Office will discuss bullying incidents which require follow-up with the victim's parents/carers. The school takes a "no blame approach" to bullying understanding that there will be issues for both the victim and the perpetrator. The following is an outline of the procedure that the school has adopted.

1. The Deputy Headteachers/Assistant Headteacher or Pastoral Support Officer meets with the victim.

The member of staff listens to what the victim wants to say about the bullying in order to:

- i. reassure the victim
- ii. find out who are the key people involved in the bullying
- iii. find out who else may be present when the bullying occurs although maybe not actively joining in
- iv. find out who the victim finds supportive or who s/he would like to have as friends.

If, after discussion, it is agreed that the incident was related to friendship problems rather than bullying the class teacher may address the issue through Class Circle Time or PSHCE.

Further actions that could be taken include:

The victim meets the bully with Deputy Headteachers/Assistant Headteacher or Pastoral Support Officer

If, after discussion, the victim wants to speak directly to the bully then the member of staff will invite the individual to meet with the victim. This meeting will be under the guidance of the member of staff with the aim of empowering the victim to tell the bully how they have made them feel and what they want to change.

A support group is set up (Circle of Friends)

From the names given at the meeting a support group is made up, ideally 6-8 pupils. This group is seen separately from the victim. They are told that they are not in trouble. They are told that x is unhappy in school and they have been chosen because they are able to help. The victim is not invited to join the group.

The group formulate a plan and are asked to suggest ways in which the victim could be helped to feel happier e.g. "I will" They are not asked to make promises or given jobs. Group members are thanked for their support and told that it looks like they have a good plan which will make a difference for x. They are told that they can report back all they have managed to do in a week's time.

Review with the support group - The group is asked if they will continue for another week. This is then reviewed.

Informing parents and carers - If it is agreed to continue beyond the initial meeting the parents/carers of the victim will be notified and kept informed of the situation.

Review other possible support options with the victim being sensitive to and respecting their wishes

2. Meeting the child who has bullied.

If a pupil is found to have bullied another pupil then the Pastoral Support Officer/Deputy Heads/Assistant Headteachers will ensure that;

- The perpetrator understands that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.
- Their parents will be informed.

3. Involving the Headteacher

The head teacher will become directly involved if there has been no progress following the support group approach.

Next review: September 2018