



Marlborough Primary School
Achievement for All

ANTI-BULLYING POLICY

Approved: March 2019

Anti- Bullying Policy

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

What does our anti-bullying policy aim to do?

- Promote respect and tolerance for each other
- 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.
- To support victims and perpetrators of bullying.

What is bullying?

The Department for Education (DfE) defines bullying as:

"...behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences"

While the Anti-Bullying Alliance (ABA) defines it as:

"...the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

In short bullying is behaviour that:

- Is hurtful
- Is deliberate/intentional
- Is repetitive
- Involves an imbalance of power
- Can occur face to face or via technology
- Can occur on a 1:1 basis or may involve a group

Types of Bullying

According to the Anti-Bullying Alliance (ABA) bullying can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc. This can also include bullying against someone due to their gender.
- **HBT** - Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT).
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

The Department for Children, Schools and Families (DCSF) also refers to:

- **Racial and Cultural Bullying** - 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

How do we prevent bullying at Marlborough?

The Department for Education (DfE) advises that *“a school’s response to bullying should not start at the point at which a child has been bullied.”* Therefore, prevention is the first aim with regards to bullying. The DfE also states that schools *“will be able to determine what will work best for their pupils, depending on the particular issues they to address”*.

At Marlborough we aim to prevent bullying by:

- Embedding and teaching the core values of our school:

Enabling and inclusive – we include everybody

Equality in diversity – we are all equal

Creative and curious – we ask questions, we are creative

Resilient life-long learners – we are learners

- Making it clear to staff, children and parents that bullying is not tolerated at our school.
- We aim, as a school, to produce a happy, safe and secure environment where everyone can learn without anxiety.

- Celebrating success of all the children
- Discussing and celebrating differences between people to encourage inclusivity and tolerance whilst also creating safe opportunities where children can talk about bullying. These occur explicitly through PSHE lessons, Circle Time, our Anti-Bullying Week but implicitly through our day to day conduct.
- By ensuring intolerant behaviours are challenged.
- By promoting positive relationships between staff and children across the entire school community.
- All members of staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- All staff are given sufficient training to be equipped to deal with incidents of bullying.
- We ensure that pupils are adequately supervised at all times and that all areas of the playground are monitored.
- By ensuring the building is set up so as to monitor children at all times.
- Discussing, monitoring and reviewing our anti-bullying policy on a regular basis.
- Being clear with staff, children and parents about our Anti-Bullying Policy and the procedures for dealing with bullying, should it occur.
- Seeking to learn from anti-bullying good practice elsewhere and utilise the support of the LA and relevant organisations when appropriate.
- Seeking training and advice for staff to understand the needs of all our children, including SEN and LGBTQ and support them to understand the certain groups of children who may be more susceptible to bullying.

What do we do if bullying does occur?

The DfE states that *“there is no single solution to bullying which will suit all schools.”* Therefore, the school has created its procedure for tackling bullying based on experience and advice from other professionals. We seek to learn from anti-bullying good practice elsewhere and utilise the support of the LA and relevant organisations when appropriate. This policy aims to produce a consistent school response to any bullying incidents that may occur.

Procedure for Reporting and Monitoring incidents:

- 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. It should also be logged onto CPOMs.
- The member of staff will then investigate and follow up the reported incident by talking with the child/children concerned.
- All details will be logged and a decision made as to whether the incident was one of bullying or not.
- Any incident of bullying with then be subject to the follow up procedures (see appendix 1)

Safeguarding:

The DfE states that if any incident of bullying behaviour has, or is likely to, cause significant harm, then this incident should be addressed as a child protection concern and reported to the designated safeguarding lead and these concerns reported to the local authority's

children's social care. More information about this can be found in Part 1 of Keeping Children Safe in Education.

Children with SEND:

Children with SEND may have difficulty verbalising their feelings and experiences, or 'reading' social situations and knowing how to engage in daily interactions with their peers. They can find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This may make it difficult for children with an SEND to understand other people's intentions, particularly in relation to experiences of bullying. Due to these possible impairments in social understanding, the staff at Marlborough Primary School take additional due diligence to ensure all children, but particularly those with SEN, are protected against bullying. Staff are also aware of the possible signs (including non-verbal) that SEND children may show which may indicate and communicate that they are being bullied. Through a whole school focus on inclusion and respect for differences, we endeavour to ensure their peers treat our most vulnerable students with respect and dignity.

Criminal Law:

If the bullying involves behaviours which are a criminal offence then the school should seek assistance from the police. The behaviours may include harassment or threatening behaviours and certain communication via electronic devices which may be threatening, indecent or grossly offensive. More information about the types of behaviours which are criminal can be found in the DfE's Preventing and Tackling Bullying Document.

Bullying outside the school:

The DfE states that the school has the power to discipline pupils for misbehaviour involving bullying offsite. Any bullying offsite will be investigated in the same way as if it were to occur on the school premises. If the behaviour involves any criminal behaviour, again the police will be informed. Any disciplinary action or sanction would have to occur on the school premises.

Cyber bullying:

The DfE advises that where there is good reason to do so, with authorisation from the headteacher, staff members may seize and examine electronic devices for data and files. These files or data can then be deleted. Parental consent is not needed to search a phone under these circumstances. Again, if any data or files are suspected of showing evidence of criminal offence, then the electronic device will be handed to the police but the data and files will not be deleted. More information about the types of data or files which are criminal or should be handed to the police can be found in the DfE Preventing and Tackling Bullying Document.

The Role of the Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school.

- Governors monitor incidents of bullying and review the effectiveness of the policy annually.
- The Governing Body responds within 28 days to any request from a parent to investigate an incident of bullying.

The Role of Parents and Carers

- 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 Head teacher, Assistant Head or Head teacher immediately.
- 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.
- The anti-bullying policy is available on the school's website to inform parents about how the school prevents and tackles bullying.
- Should a child be bullied or accused of bullying, the school will keep the parents/carers of that child informed during any investigation and subsequent monitoring.

Role of the Headteacher

- The Headteacher will be kept informed about incidents of bullying through the half termly monitoring data provided by the Pastoral Support Officer and CPOMS (an online safeguarding system used by the school)
- The Headteacher will intervene where there is a serious or ongoing situation with bullying or at the request of a parent.
- The Headteacher will write to the parent of a child who is, has been, or is being seriously bullied.

Monitoring and Review

- Monitoring takes place each term through an analysis of incidents and records by the Pastoral Support Officer.
- 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 Headteacher/Assistant Headteachers follow up all reported incidents of bullying. Class teachers are informed of all reports. Either the Deputy Headteacher/Assistant Headteachers or the Pastoral Support Officer 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 Headteacher/Assistant Headteachers 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:

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

2. The Deputy Headteacher/Assistant Headteachers or Pastoral Support Officer meets with the person accused of bullying

The member of staff meets with the child accused of bullying or any other children involved in order to paint a full picture of the incidents/situations that have occurred.

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.

If, after discussion, it is agreed the incident is bullying:

1. The victim meets the bully with the Deputy Headteacher/Assistant Headteachers 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.

2. Meeting the child who has bullied.

If a pupil is found to have bullied another pupil then the Pastoral Support Officer/Deputy Head/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.
- Check to see if their bullying behaviour has been motivated by issues or concerns in his/her own life.
- Their parents will be informed.

The DfE states that the disciplinary measures should be applied to pupils who bully in order to send a clear message that this type of behaviour is wrong. However, the school should also look at the motivation behind the bullying to see if it reveals any concerns for the safety and welfare of the perpetrator.

3. A support group may be 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.

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

5. Look at possible support for the perpetrator, should it become clear that his or her bullying was motivated by concerns or issues in his/her own life.

6. Involving the Headteacher

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

7. Review

Following any intervention staff who need to know will be informed so they can look out for the victim and the bully and check in with them in the first two weeks after any report of bullying. Parents are encouraged to talk with their children and let the school know if things do not appear to have improved so the School can act on this swiftly. If the bullying continues then the Headteacher, as stated above, will become directly involved and work with the victim, the bully and their parents to try and improve things. If appropriate the School may enlist the support of any relevant outside agency that can help the school where the bullying situation is complex or has not stopped.

Next review: September 2019