Marlborough St Mary's CE VC Primary School

Anti – Bullying Policy

Anti-Bullying Policy

At Marlborough St Mary's Primary School, we believe that every child has the right to learn in a safe, caring and nurturing environment. Any form of bullying in school is considered unacceptable and every incident is taken very seriously.

Definition

Wiltshire Safeguarding Children's Board defines bullying as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying or online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or can be because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It can take many forms, but the three main types are:

- Physical - for example, hitting, kicking, shoving, theft;

- Verbal - for example, threats, name calling, racist or homophobic remarks;

- Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group.

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen. It is another form of bullying which can happen at all times of the day, with a potentially bigger audience. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

Bullying is a type of behaviour which needs to be defined by the impact on the child being bullied rather than by the intention of the perpetrator.

Aims and Objectives

At Marlborough St Mary's we aim to:
- develop a school ethos in which bullying is regarded as unacceptable
- To ensure that all governors, staff, parents/carers and pupils have an understanding of

what bullying is;
- produce a consistent school response to any bullying incidents that may occur
- make clear each person's responsibilities with regard to the preventing and tackling of bullying in our school
- ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying occurs

Guidelines for Staff

- It is the responsibility of all staff to prevent occurrences of bullying and to deal with any incidents quickly and effectively.
- All staff will watch for early signs of distress in pupils and will listen to children's concerns and act upon them.
- Adults and children at Marlborough St Mary's are expected to model respect for everyone, at all times.
- Staff need to be available and willing to listen – children rarely lie in these circumstances.
- All observed incidents must be dealt with immediately, or as quickly as possible.
- Offer victims immediate support – inform parents if appropriate.
- Avoid the bullying model when applying sanctions – do not bully the bully.
- Be punctual if on duty – ensure all accessible areas of the school are supervised.
- Use all pupils as a resource in countering bullying e.g. peer pressure, discussion groups, engender empathy through role play, etc.
- Ensure pupils know what to do when they are bullied – everyone has a responsibility to tell.
- Know who vulnerable pupils are and help support them whilst on the playground.

Prevention

Curriculum
- Our PSHE curriculum is based on the Learn 4 Life scheme of work and SEAL units of work. Many of the themes help the children form positive relationships with themselves and each other e.g. in the unit 'Say no to bullying'.
- E-Safety lessons address issues of cyber bullying.
- RE lessons teach children about other religions and about respecting beliefs
- Activities around 'Anti-Bullying' Week.
- Circle Time is used throughout the school to provide a safe platform for children to talk about bullying. These may be timetabled sessions or used on an ad hoc basis when the need arises.

Environment
- The school's mission statement and values are actively taught and inform the ethos and attitude of the school community.
- Collective worship, assemblies and circle times teach children that concerns can be brought to the attention of staff by the victims, their friends or their parents.
- Staff should stress how unacceptable bullying is in the school community and how important it is to discuss problems openly in order to get bullies and their victims help.
- An atmosphere of openness and honesty in line with the school ethos.

- An active, safe environment with adequate levels of supervision, this includes all areas of the school: corridors, toilets, playground and in classrooms.

<u>Pupils</u>
- Pupils are encouraged to take positive action to prevent bullying from occurring, through utilising the knowledge, skills and understanding, as learnt through the curriculum, to minimise their potential to become a 'victim'.
- Pupils are asked to report incidents and offered various methods of communication to encourage the reporting of bullying, for example, telling a friend, telling an adult and Circle Time.

<u>Parents/Carers</u>
- Bullying is always taken seriously by the school.
- Pupils are encouraged to tell a parent if they are concerned at school
- Parents/Carers reports are logged down on our communication sheet by the staff who receives the report. An entry will be made into the central bullying log. This is circulated to those concerned.
- The Pastoral Support Assistant at KS2 will liaise with pupils and parents/carers to ensure both victim and bully are handled with sensitivity and care. Appropriate sanctions are employed and external agencies referred to when necessary.

Procedure for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too- that is why they bully.

- Note incident in Bullying Log
- Discuss at length with the victim, which will require patience and understanding.
- Identify the bully/bullies, obtaining witnesses where possible.
- Discuss the details with the children concerned and ask them to tell the truth about the situation/incident. Make it clear that this behaviour is not acceptable at school.
- Help the bully to become aware that his/her actions are considered to be bullying and that they are hurtful to the victim through a restorative justice model.
- Ascertain, if possible, the causes of the incident and help the bully to resolve his/her problems.
- Involve parents of both the victim and instigator throughout.
- Use central logging form to record brief notes of meetings.
- Follow sanctions as set out in the school behaviour policy.
- Monitor the situation.
- Put follow up support in place for both the victim and the instigator.
- Ensure all staff have appropriate information in order to ensure raised vigilance.

Recording

Incidents of bullying, including racial bullying will be recorded in the 'bullying log' or the 'racial incident log' that are kept in the school office. Governors review the behaviour, bullying and racial incident logs on a regular basis.

Monitoring and Evaluation

It is the role of the all staff and governors to ensure the implementation of this policy. Anti-Bullying is an integral part of the school's self-evaluation programme and is reviewed regularly. The PHSCE co-ordinator will evaluate the success of the policy on an annual basis using the following evidence:

- Evaluation of the Central Bullying Log;
- Discussions with the school council;
- Discussions with Pastoral Support Teaching Assistants;
- Behaviour incident logs, from class teachers and Pastoral Support Teaching Assistants;
- Governor and Head Teacher complaints.

Related Policies

- Single Equalities Policy
- PSHE Policy
- Restraint Policy
- Behaviour Policy
- Exclusion of Pupils
- Home School Agreement
- Health and Safety Policy
- Special Educational Needs and Disability Policy