

# MARLBOROUGH PRIMARY SCHOOL ANTI-BULLYING POLICY MAY 2017



Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:
May 2017	S Feldman		

**Article 28:** *Children have a right to a good quality education*

**Article 29:** *Children have the right to an education which develops their interests, talents and abilities*

## **Rights Respecting Schools**

As a Rights-Respecting School, we use children's rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

## **Anti-Bullying Policy**

### **School Mission**

To achieve the highest academic standard for each individual child through a stimulating, caring and disciplined learning environment. Education at Marlborough encompasses all areas of the National Curriculum including social, moral, spiritual development and promotes good citizenship, health and hygiene.

### **School Aims**

- To maintain high standards of behaviour based on mutual respect and care for each other.
- To encourage pupils to pursue a wide range of interests and to develop a confident independent approach to learning.
- To teach pupils to take pride in their own culture whilst developing respect for and knowledge and understanding of other cultures.
- To meet the needs of each individual child.
- To establish strong community links.

## **Rationale**

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents. The anti-bullying policy takes its place within the general aims of the school. It has close links to the Inclusion, Child Protection, E-Safety, Behaviour, Anti-racism and PSHE policies and is set within the framework of The Every Child Matters Agenda. An anti-bullying culture also has its rationale linked to children's rights as agreed by the UNCRC (United Nations Convention on the Rights of the Child).

## **What is Bullying?**

There are many definitions of bullying, but it is generally accepted to be behaviour that is:

- Deliberately hurtful (including aggression)
- Repeated frequently ( more than once) over a period of time
- Difficult for victims to defend themselves against

**Bullying can be sexual, racial, social or emotional in its nature and can take one or more of the following forms.**

- Physical -hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, unreasonable exclusion from social groups, being made the subject of malicious rumours
- Cyber bullying which can be overt or covert bullying. These behaviours use digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. Examples of this type of bullying include sending hurtful messages or posting comments on social media.

## **School Procedure**

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 – which may be why they bully. If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses individually.
- Identify the bully and talk about what has happened, to discover why they became involved and make it clear that bullying is not tolerated.
- Use sanction procedures outlined in the Behaviour Policy will be followed once the bully and their actions have been identified.
- Record incidents in the School Incident Log kept in the Head Teachers office as well as being recorded on SIMs.
- Involve all parties together to work together to resolve issues.
- Give children time to discuss and resolve issues.
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents
- Follow up with further discussions with individuals as and when appropriate
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see Behaviour Policy)

**Prevention & strategies to reinforce Marlborough Primary School's Policy on Anti-bullying:**

- Anti-bullying week (November)
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.

- Children participate in role play work in class as part of PSHE and SEAL (Social and Emotional Aspects of Learning)
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Playground buddies and mentors available to all children
- **All staff, school councillors, playground buddies and child Rights Respecting School Ambassadors are role models in their own behaviour and in their approach to dealing with bullying.**
- Adult modelling of appropriate responses to a wide range of scenarios
- Children & parents have a good understanding of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety is frequently discussed and taught
- **Use of the school council to address bullying prevention and treatment of it**
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating

### The role of Governors

- The Governing Body supports the headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- **The Governing Body may be notified of incidents of bullying through meetings with the headteacher. The governors require the headteacher to keep accurate records of all incidents of bullying and they are the first point of contact if a parent is dissatisfied with the way the school has dealt with a bullying incident.** The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

### The role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that the staff (both teaching and non-teaching) is aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### The role of all Staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. Parents and carers will be informed in all cases of bullying (see above definition).

- Within school, there is a logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and **sanctions** for the offender. **These will be in accordance with the school's "Going for Green", behaviour management system.** Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the school may contact external support agencies, such as the social services or an educational psychologist.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play and stories within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of Parents and Carers**

Parents have an important part to play in our anti-bullying policy. We ask

Parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly
  - not wish to attend school, feel ill regularly, or not complete work to their usual
  - standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child or their parents inside or outside of school. Please inform the school immediately and we will deal with it by following the school procedures. It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body.

### **The role of Pupils**

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.

- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “No!” Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don’t do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

#### **What do you do if You Know Someone Is Being Bullied?**

- Comfort them and make them feel valued. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble. Do not take direct action yourself.

#### **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

**This policy will be reviewed every two years or earlier if necessary.**