



# Marton Manor Primary School

## Anti-Bullying Policy

Policy Lead	G. Howard
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This policy should be read in conjunction with the school's e-safety policy and all safeguarding and Child Protection policies which can be found on the safeguarding page of the school website.

1 Introduction This policy was formulated in consultation with the staff and Governors at Marton Manor Primary School.

1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for primary schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

1.2 DfES guidance defined bullying as actions that are meant to be hurtful, targeted at an individual specifically and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). For a full definition please see Appendix 1.

## 2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school

## 3 The role of governors

3.1 The governing body supports the head teacher 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

3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher

to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of governors to look into the matter. The Chair responds within five working days to any request from a parent to investigate incidents of bullying.

In all cases the Chair notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to them (and the governing body at an appropriate point).

#### 4The role of the head teacher

4.1 It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request

.4.2The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher 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 without identifying the child publicly.

4.3 The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying

.4.4The head teacher 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.

5The role of the teacher and support staff Regular anti-bullying messages are communicated to pupils during anti-bullying week, assemblies, PSHE work and in cross-curricular work e.g. when reading a class novel where bullying is a theme

.5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2Teachers keep their own electronic 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 head teacher. Teachers and support staff do all they can to support the child who is being

bullied. If a child is being bullied, then, after consultation with the head teacher, the teacher informs the child's parents.

In the Head Teacher's office there is an anti-bullying and behaviour incident file in which staff can 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 file.

.5.4 When any bullying is taking place between children, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and counselling or punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future.

If a child is repeatedly involved in bullying other children, the head teacher is informed and the deputy head. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

.5.5 All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management

.5.6 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, stories etc., 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. PSHE time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere

## 6.0 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure

.6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## 7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire, through School Council and informally whenever it is relevant.

## 8.0 Monitoring and review

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

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying log, where incidents of bullying are recorded, and by discussion with the head teacher. 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.

## Appendix 1

### Definitions of bullying

#### **What is NOT bullying**

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one-off incidents are not usually bullying behaviour though they may still be frightening and harmful. This could include name-calling, pushing or hitting.

#### **What is bullying?**

Bullying is 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 through cyberspace, and comes in many different forms:

#### **Verbal Physical**

Name calling, persistent teasing mocking, taunting and threats. Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

#### **Emotional Cyberbullying**

Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours. The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, harm, anxiety or humiliation.

#### **Who gets bullied?**

It is never your fault if you are bullied. People can be targeted for any reason, but people who bully others often target 'difference' and bullying can be a form of wider discrimination. For example bullying behaviour may be:

#### **Racist**

Targeted at ethnicity, skin colour, language, religious or cultural practices.  
Homophobic, biphobic and/or transphobic  
Targeted at actual or perceived sexuality and/or gender.

#### **Sexual and/or sexist Disablist**

Sexual and/or sexist behaviour that is intended to cause offence, humiliation or intimidation.  
Targeted at an impairment or special educational need.

#### **Targeting any 'difference'**

In our experience bullying behaviour can also be targeted at 'looks', weight and height, colour of hair, wearing glasses or braces, acne, psoriasis and eczema, scars, marks or conditions of the face or body, body odour, poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

#### **What is cyberbullying?**

Cyberbullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, harm, anxiety or humiliation.

Examples of cyberbullying

- **Abusive comments**, rumours, gossip and threats made using digital communications and/or technologies -this includes internet trolling
- **Sharing pictures**, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation
- **Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person
- **Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours
- **Pressurising** someone to do something they do not want to such as sending a sexually explicit image

Useful websites

NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-andcyberbullying/#bullying>

Kidscape - <https://kidscape.org.uk/advice/facts-about-bullying/what-is-bullying>