



# ANTI BULLYING POLICY

'In these stone horizons sing'  
(Gwyneth Lewis, Welsh poet)

## Introduction

At Maybury Primary School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

## Objectives:

- To promote a safe, secure and happy environment where quality relationships are important and individuals are valued and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

## Definition

Bullying can be described as being a 'deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

The DCSF "Safe to Learn: Embedding anti-bullying work in schools" (2007) definition of bullying is:

*"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".*

Bullying is **not** for example falling out with friends or choosing to play with other children.

Specific bullying relationships (DCSF "Safe to Learn") are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblower's Policy

Maybury Primary School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a). Direct

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

b). Indirect – Cyber Bullying (see E-safety Policy and Supporting Material)

- All areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

Children are bullied for many reasons, or no reason. Bullying relates to difference – real or imagined.

The following is a list of reasons from DCSF “Safe to Learn” Guidance:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

## **Physical Bullying**

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

## **Verbal Bullying**

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

## **Indirect/Social Bullying**

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying.

Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

## **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

## **Reporting Incidents in and out of School**

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.

## **Prevention of bullying**

At Maybury we use a range of prevention strategies to support our positive behaviour ethos. These include:

- SEAL
- PHSCE
- Anti-bullying awareness raising and key messages
- Participation in Anti-Bullying activities
- Behaviour - rules, code of conduct, rewards / sanctions
- Productions and class assembly themes linked to SEAL and Citizenship
- Supervision by staff
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world
- Support programmes for vulnerable pupils from Child Welfare Officer
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Healthy Schools.
- Working with the School Council

## Strategy for dealing with bullying

All incidents of reported bullying are to be recorded on the school's 'Report of Bullying Incident Form' and passed to the Headteacher.

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.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible and record their responses. Advise the Head teacher immediately.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Maybury Primary School
- If they own up then follow the schools procedure of using the Report of Bullying Incident Form and informing parents
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- One to one support from Child Welfare Officer
- In agreement with parents, help and advice may be sought from an LA anti-bullying agency or funded Project.
- Sanctions for the bully may include use of the red folder (School Behaviour Policy), withdrawal from favoured activities, loss of playtimes, internal or external exclusion from school during lunchtimes depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes – record on Anti-bullying Policy Child Observation Form- and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Maybury Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All pupils should be encouraged to record any incidents of bullying they have witnessed or experienced
- Individual programmes for pupils identified at risk
- Transition Programme for Year 6 pupils identified as Vulnerable or At Risk

The ethos and working philosophy of Maybury means that all staff actively encourage children to have respect for each other and for other people's property:

- Good and kind/polite behaviour is regularly acknowledged and rewarded
- Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying
- Staff will reinforce expectations of behaviour as a regular discussion.
- Take part in Anti-Bullying week
- Staff to follow the equality policy; welcoming every child to our school
- Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings

Policy reviewed and revised September 2016  
Adopted by Governors: December 2016  
Review Date: January 2018

*Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.*



## Report of Bullying Incident Form

	Name	Gender	Ethnicity	Year
<b>Complainant(s)</b>		M/F		
<b>Alleged child(ren) who has been bullied</b>		M/F		
<b>Alleged child(ren) who has displayed bullying behaviour</b>		M/F		

**Date of Incident:**

**Location of incident:**

- Classroom
- Playground
- Corridor
- Other (please state)

**Type of incident:**

- Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)
- Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

**Theme (if applicable):**

- Cyber (through technology such as mobile phones and internet)
- Disability (related to perceived or actual disability)
- Homophobic (related to perceived or actual sexual orientation)
- Racist (related to race, ethnic, national origin, colour & nationality)
- Sectarian (related to religious belief and/or political opinion)

**Details of incident:**

**Name of action/support for child(ren) who has been bullied:** (please tick all that apply)

- Discussion of the incidents with peers/class
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify)
- Counselling
- Referral to other agencies (please specify)
- Other (please specify)

**Name of action/support for child(ren) who has been displaying bullying behaviour:** (please tick all that apply)

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify)
- Counselling
- Referral to other agencies (please specify)
- Fixed exclusion
- Permanent exclusion
- Other (please specify)

**Outcome (level of satisfaction)**

Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child who has been bullied			
Parents of the above child			
Child who has displayed bullying behaviour			
Parents of above child			

**Outcome:**

**Name of person completing form:**

Signature:	Date:
Signature of Head:	Date:





## Anti-Bullying Policy Child Observation Form

<b>Name of Child:</b>	<b>Year:</b>
<b>Date of Observation:</b>	<b>Time:</b>
<b>Place:</b>	<b>Observer:</b>
<b>Comments:</b>	