



# 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 '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. (DFE Preventing and tackling bullying 2017)

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 or tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- 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

- Excluding someone from an activity, conversation or other group setting
- Mocking someone for something about their appearance or personality
- Gossiping about another person in a malicious manner

c). Cyber Bullying (see Online 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.

### **Cyber/Online bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. It can occur through SMS, Text, and apps, or online in social media (such as Facebook, Instagram and Snapchat), forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Some cyberbullying crosses the line into unlawful or criminal behaviour.

### **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:

- The Jigsaw PSHE programme
- 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 Jigsaw 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 the Readiness-to Learn Leader (RTL)
- 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 'CPOMs' online recording system, tagged as 'bullying/alleged bullying' and actioned to the Headteacher/ RTL.

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/ RTL 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 CPOMs recording system 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 Readiness-to-learn Leader
- 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
- Jigsaw programme promotes celebrating differences and includes anti-bullying (cyber and homophobic bullying included) and diversity work
- 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

Related school/academy policies:

This policy should be read in conjunction with the following internal policies:  
***Safeguarding, PSHE and Citizenship, Online safety.***

Policy reviewed and revised January 2018  
 Adopted by Governors: February 2018  
 Review Date: January 2019

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



## 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>	

## Further sources of information

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<https://www.anti-bullyingalliance.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. <https://www.kidscape.org.uk/>

Digizen: provides online safety information for educators, parents, carers and young people. <http://www.digizen.org/>

Internet Matters: provides help to keep children safe in the digital world.

<https://www.internetmatters.org/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

<https://www.thinkuknow.co.uk/>

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

<https://www.mencap.org.uk/>

MindEd: A training tool for adults that is also available to schools. It can be used to help learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

<https://www.minded.org.uk/>

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

<https://educateagainsthate.com/>

Anti-bullying Alliance: advice about effective anti-bullying practice in relation to sexual bullying. <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>