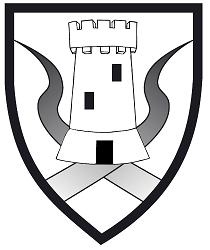
**Marlborough Primary School**



**Anti-Bullying Policy**

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| Written / Reviewed | September 2009 June 2012 September 2017 |
| Governors | October 2009 October 2017 |

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**Rationale**

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied.  Marlborough Primary School has a zero tolerance attitude to bullying, but recognises that those guilty of bullying also need support and aims to work with **all** those who are affected.

**Definition**

Bullying is anti-social behaviour and affects everyone; it is unacceptable and any incidents will be quickly addressed.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

The main types of bullying are:

* Physical (hitting, kicking, theft)
* Verbal (name calling, racist/homophobic remarks)
* Indirect (spreading rumors, excluding someone from social groups, cyber-bullying).
* Psychological (knowing what upsets someone and using it deliberately)

Children must be encouraged to report bullying in school to a teacher or staff member.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

**Why is it Important to Respond to Bullying?**

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are guilty of bullying need to be supported to engage in more appropriate ways of behaving. Bullying can cause stress and can affect a child’s health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

**Aims**

This policy aims to:

* Promote a secure, happy and respectful environment free from threat, harassment and any type of bullying behaviour.
* Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is and actively work to reduce the risk of bullying.
* Inform children and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment.
* Show commitment to overcoming bullying by practicing zero tolerance.
* Identify and deal with incidents of bullying consistently, fairly and effectively.

**Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. The following behaviours may indicate possible bullying and should be explored in this context:

* frightened of walking to or from school
* begs to be driven to school
* changes their usual routine
* unwilling to go to school (school phobic)
* becomes withdrawn anxious, or lacking in confidence
* starts stammering
* attempts or threatens self-harm
* cries themselves to sleep at night or has nightmares/bedwetting
* regularly feels ill in the morning
* begins to do poorly in school work
* comes home with clothes torn or books damaged
* has possessions go “missing”
* has unexplained cuts or bruises
* becomes unreasonable when dealing with school issues
* stops eating
* is frightened to say what’s wrong
* gives improbable excuses for any of the above

**These signs and behaviours could indicate other problems***,* but bullying should be considered a possibility and should be investigated.

**Prevention**

Prevention is always better than cure. To fulfill our aims, the following strategies are used:

* A structured PSHE programme to raise self-esteem in pupils and encourages tolerance, respect and a clear understanding or the right way to behave. Please see the school’s Behaviour and PSHE policies for more information.
* A structured e-safety programme which includes themed e-safety weeks, e-safety lessons, posters, reminders on the desktop, advice for parents and pupils on the website and in newsletters.
* Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
* Involvement of all school staff to ensure a consistent approach is in evidence.
* An open door policy in the school.
* Proactively gather intelligence about issues between people which might provoke conflict.
* Encouraging pupils and parents to report bullying. (telephone, liaison diaries, worry boxes – children report these are helpful in the classroom, open door policy)
* Raising awareness of bullying and how to deal with it. (assembly themes, anti-bullying weeks, PSHE, SEAL)
* Use of Restorative Practices questions to help investigate problems (cards with questions issued to all staff)
* Paired learning and buddy systems (e.g.Y5/FS, Buddy Readers).
* Bespoke circle time in response to class issues.
* Social skills support (e.g. morning club, lunchclub)
* Circle of friends (with support of SENCo).
* Staff training.

Staff are advised to read the DfE publication Preventing and Tackling Bullying, July 2017.

**Procedures**

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and school senior managers. The head teacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

* If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. Staff should establish the seriousness of the problem. *If the matter is very serious and cannot be dealt with straight away, for example because it is lesson time, SLT support may be requested to start the investigation.*
* Staff investigate alleged bullying by consulting with the victim(s) using appendix 1.
* If it is felt that an incident of bullying has taken place, the member of staff should consult with the head teacher to reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behavior.
* School staff have the power to discipline pupils for misbehaving outside school premises and/or when they are not under the lawful control or charge of a member of staff if it would be reasonable to regulate pupils behavior in those circumstances; this includes incidents of bullying.
* If deemed to be bullying, the class teacher or, if appropriate, the head teacher, will speak to the pupils involved. Victims views should be taken into account when deciding how best to tackle reported incidents. The No Blame approach is often a successful way of resolving bullying issues in a supportive and proactive manner. If the matter can be resolved in school without the need for parental contact then this will be done and monitored by appropriate member of staff. It may be decided that parents should be informed and this will usually be done by the head teacher. A written copy of events must be kept and this will be updated until the situation has been resolved. All bullying investigations and incident logs should be given to the head teacher who will keep them or record. (Appendix 1 and other notes)
* In serious cases or where bullying is repeated, parents will be informed that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the headteacher to discuss the incident.
* Sanctions may be used as appropriate and in consultation with all parties concerned in accordance with the school’s Behaviour Policy.
* Incidents of serious bullying will be reported to governors via the head teacher’s termly report. If the school believes a criminal offence may have been committed, the headteacher will seek assistance from the police.

**Support**

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

* Offering an immediate opportunity to discuss the experience with a member of staff of their choice
* Reassuring the pupil
* Offering continuous support
* Restoring self-esteem and confidence
* Specialist support if necessary for example CAMHS

Perpetrator(s)

It is recognised that support must also be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

* Identifying why the perpetrator is bullying
* Positive behaviour strategies
* Withdrawal of activities
* The establishment of mentoring or a buddy system
* Discussion about the effects of bullying
* Peer mediation
* Involvement of other agencies and services.

**Appendix 1**

**Bullying Incident Investigation Form**

Name of victim(s)

Name of perpetrator(s)

Date/time of incident

In what way did the victims suffer? (note type of bullying e.g. verbal, cyber, physical)

How did the incident start? Was it spontaneous or premeditated?

What is alleged to have happened, from the perspective of all those involved?

Where did the incident(s) take place?

Who witnessed the incident(s) - pupils, parents, staff, others

Who reported it to whom and when?

Is there any background to this incident?

Why does the reporter or investigator of the incident perceive this to have been a bullying incident?

What was the response of the victim(s) if such exist?

What does/do the victim(s) wish to see resulting from the investigation?

Action to be taken (note date and by whom):

A ‘first offence’ of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.