



# MARSHBROOK FIRST SCHOOL AND MARSHMALLOWS

## Anti-Bullying Policy

### September 2016

See also Behaviour Policy, Safeguarding Policy and E-Safety Policy

## 1 Introduction

**1.1** Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act 2010 requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

**1.2** Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## 2 What is bullying?

**2.1** The DfE define bullying 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 or the internet), and is often motivated by prejudice”.

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. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers’ powers to search (including statutory guidance on dealing with electronic devices) is available on the DfE website.

## 3 Aims and objectives

**3.1** 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.

**3.2** 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.

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

**3.4** 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.

#### **4 The role of governors**

**4.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

**4.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher 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.

**4.3** A 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 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.

#### **5 The role of the headteacher**

**5.1** It is the responsibility of the headteacher 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

**5.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. 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.

**5.3** The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

**5.4** 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.

## **6 The role of the teacher and support staff**

- 6.1** All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 6.2** 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. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 6.3** The headteacher keeps a behaviour/anti-bullying logbook in which incidents of bullying that occur both in and out of class are recorded.
- 6.4** When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and 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, we inform the headteacher and the special needs coordinator. 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 headteacher may contact external support agencies.
- 6.5** 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.
- 6.6** 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. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 6.7** Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' –

## **7 The role of parents**

- 7.1** 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 headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 7.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **8 The role of pupils**

- 8.1** 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.
- 8.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, worry boxes, circle time etc.
- 8.3** Our Playground Marshalls report incidents of bullying.

## **9 Monitoring and review**

- 9.1** 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.
- 9.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's behaviour/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.
- 9.3** This policy will be reviewed every two years or earlier if necessary.