MAYBURY PRIMARY SCHOOL

Anti-Bullying Policy

Updated: Autumn 2018

Maybury Primary School

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Anti-bullying Policy

Mission
Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement
"Everyone is a learner and every experience is a learning opportunity."

1. Introduction

At Maybury Primary School we aim to provide a happy, caring and purposeful environment, in which children feel secure and flourish.

We want our children to understand that bullying is always wrong and that we all have a role to play in putting a stop to bullying.
Maybury Primary School 'SAYS NO TO BULLYING'

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all of our pupils to allow them to improve their life chances and help them maximise their potential. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.
We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well. The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents and working with other agencies outside the school where appropriate.

2. What is bullying?

Definition
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.
http://www.anti-bullyingalliance.org.uk/about-us.aspx

Bullying is when:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is persistent.

What does bullying look like?

Bullying can include:
- persistent name calling
- persistently making offensive and mocking comments
- persistent physical assault
- persistent taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet. Impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- cyber-bullying
- bullying related to special educational needs or disabilities
- sexist / transgender / homophobic bullying
- bullying related to race, religion or culture
- bullying of young carers or looked after children or otherwise related to home circumstances
- age
- bullying related to appearance or health.
  These are called 'protected characteristics'.

Schools and other public bodies now have to be more proactive and go beyond non-discrimination by advancing equality. We will record these types of bullying and report them to the local authority for monitoring purposes.

3. Prejudice Related Language
No prejudice related language that is generally used to refer to something or someone as inferior will be tolerated. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. Dismissing it as 'banter' is not helpful. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent.

4. Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school on the journey to and from school and in the local community. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

5. Cyberbullying

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online outside of school.
Cyberbullying can include:

- hacking into someone's accounts/sites
- posting prejudiced/hate messages
- impersonating someone online
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups

We take all types of bullying equally seriously and work hard to minimise bullying. We deal with any allegations of bullying immediately and appropriately.

6. Young Carers

"The term young carer should be taken to include children and young people under 18 who provide regular or ongoing care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances... a young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life chances."

ADASS and ADCS (2012) *Working Together to Support Young Carers*

Recent research has found that almost a quarter of young carers in a recent government sponsored survey felt that they had been the victims of bullying because of the caring role they perform.
https://www.carers.org/sites/default/files/young_adult_carers_at_school_-_summary.pdf

Potential reasons for bullying

Young carers may experience bullying for a variety of reasons including:

- They may find it harder to make and sustain friendships and a social life which means they appear unsociable.

- They may have greater maturity than their peers (and might therefore be seen as different).
- People may not understand the illness or disability experienced in the family.
- They may be withdrawn or particularly sensitive at times.
- They may have untidy or unclean clothing or general appearance.
- Peers may make fun of them or of their family members who they care for.

At Maybury School we recognise that we have a specific duty to identify and support any pupil who may be undertaking a caring role.

- Information gathering before a pupil starts at our school. This may be either through home visits or information given on the pupil admission form.
- Close liaison with parents and carers.
- Liaison with other professionals involved with the family.
- Involvement of our designated home/school link worker (Mrs Hussain)
- A named young carers co-ordinator (Mrs Sullivan)
- Ensuring that young carers have access to additional support such as after school clubs and breakfast club.
- Ensuring that these pupils are aware of the school's anti bullying policy and measures (Parent/Child friendly Anti Bullying leaflet)
- Ensuring that young carers have equal access to school trips and residentials and that their caring role is a consideration at these times.
- Opportunities for pupils to report/discuss their experiences through 'bubble time'.
- Peer support opportunities.
- Ensuring that young carers and their families are aware of other sources of support and information. (See Maybury Primary Young Carers policy)

7. Policy development
This policy has been formulated in consultation with the whole school community - all school staff, children, parents/ carers and other stake holders.

Children contributed to the development of the policy through the Learning Council, circle time discussions, etc.
- Members of staff through staff meetings, consultation documents and surveys
- Governors (discussions at governors meetings and training)
- Parents/carers (questionnaires, parent meetings, focus groups)
- Students (pupil voice, learning council, playground buddies, circletimes, design of anti-bullying leaflet, anti-bullying week)
- Other partners (external providers e.g. community officers, police, nurses, social workers etc)

The Learning Council have created an anti-bullying leaflet for parents and have designed anti bullying posters which are displayed in all the classrooms and around the school.

This policy is available on the school shared system and from the school office. For parents, a shorter version is available.

8. Roles and responsibilities
The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. She appoints the

Anti-bullying coordinator who has general responsibility for the implementation and evaluation of this policy.

The Anti –Bullying Coordinators at our school are Mrs Sullivan and Mrs Aitchison

Additional responsibilities of the Anti-Bullying Coordinator include:

- Managing bullying incidents with the help of the respective class teacher
- Reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour.

The person responsible for Safeguarding issues which includes Anti-bullying is our Chair of Governors.

We expect all members of the school staff to model respectful behaviours towards children as well as towards other adults in line with our Values-based ethos.

9. Reporting and responding to bullying

Children are encouraged to report any incidence of bullying to an adult at the school. Children are also asked to report any bullying incident they witness or are told about by others. There is provision for Year 2 and KS2 children to report incidents anonymously via their class' bubble time box.

All reported bullying incidents are taken very seriously and investigated by the respective class teacher. A record is kept of any bullying incident in our "Anti - bullying" Log book. The Class teacher of the victim is responsible for preparing the report and for giving a copy of the report and the action taken to the Anti-bullying Coordinator who informs the Head teacher. There are separate Behaviour, Anti - bullying and Racial log books in the office in which any bullying, unacceptable behaviour and racist incidents are logged.

In the case of a bullying incident, we discuss what happened with the children involved, who are given an opportunity to talk about it. We then inform the respective parents/carers. Together with the children and their parents/carers, we try to find a solution to the problem to stop the bullying from recurring. Depending on the incident we use a range of responses – please refer to our Behaviour Policy - such as restorative approach, circle of friends, individual work with and support for both parties, as well as a possible referral to outside agencies, if bullying persists i.e. in the case of cyber bullying or hate crime.

10. Parental Involvement

The parents of perpetrators and their victims are informed of any incident as well as the steps taken to resolve the situation. We ask parents to support the strategies proposed. The instigator/s of the bullying is/are reminded of the consequences of bullying and the sanctions for repeated incidents are clearly explained. Children who display persistent bullying behaviour may be excluded from school, in line with Surrey County Council Exclusion Guidelines. We will keep parents/carers informed of all developments.

We ask parents to remind their children to tell someone immediately if they are being

bullied. There have been very few incidents of bullying at our school, but we believe that even one case of bullying is one too many. We will therefore ensure that newcomers to our school are informed of our position on bullying and remind our children and their parents/carers on a regular basis that bullying is simply not tolerated at our school.

11. Recording bullying

Bullying incidents will be recorded by the class teacher or member of staff who deals with the incident. These are then filed by the Anti-bullying coordinator and/or head teacher who will ensure that all incidents are followed up. Cyberbullying incidents are also recorded in the E-Safety log.

Governors at our school will be informed of any bullying incidents as part of the Head Teacher's termly report.

12. Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our children at Maybury Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Using the curriculum whenever possible to reinforce the ethos of our school and help children develop strategies to combat bullying-type behaviour
- Creating a Values-based ethos where everyone is valued and everybody's views are treated with respect
- Involvement in Healthy Schools
- Anti-Bullying week held annually in November
- Termly Anti-Bullying assemblies by Headteacher
- Weekly updates about vulnerable children to ensure that all staff are aware and can keep an eye of these children in particular
- Providing a safe environment in which children can share concerns with trained adults (Circle times, playground buddies, one-to-one chats with a trusted adult)
- Ensuring that during break and lunch times sufficient adults are on duty to minimise bullying incidents
- Providing interesting and varied play resources during break and lunch times to reduce boredom and consequently bullying opportunities
- Zoning the playground into quiet, active and very active areas to ensure that children whether they want to sit and talk, run or play board games
- Incident forms designed by the School Council which Year 2 and KS 2 children can complete if they want to report bullying incidents, anonymously if they so wish, and then post in their class' Bubble time box
- Learning for Life lessons
- Specific curriculum input on areas of concern such as Cyber bullying and internet safety
- Playground buddies who will inform adults immediately if they spot bullying during break and lunch times
- Anti-bullying information leaflet for parents and others displayed around the school
- Anti-bullying posters designed by the Learning Council and displayed across school
- Information on anti-bullying in school handbook, newsletters & website
- Staff training and development
- Restorative Approaches

- Pupil surveys asking children if they feel safe at school and responding to the points raised in these surveys – Student Voice/Student Council
- Parental surveys
- Information about anti-bullying website and help lines is prominently displayed around school.
- ChildLine information posters displayed around the school

It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. We want to be a bully free zone.

This policy will be reviewed and updated annually.

13. Evaluating our policy

We evaluate the effectiveness of our anti-bullying policy on a regular basis using the following criteria:

- The numbers of incidents that are reported to staff over a given period

- From the comments received in our anti-bullying boxes

- Children's perceptions of bullying in school through discussions during circle time
- Children's perceptions of the scale of bullying through regular surveys
- Investigating patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied

- The number of complaints and compliments that we receive from parents

- From the comments made by visitors and other members of the community with links to the school.

14. Complaints procedure

We recognise that there may be times when parents feel that we have not dealt well with a bullying incident. If this is the case, we would ask parents to make an appointment to discuss the issues with the Head teacher. If the Head teacher cannot resolve their concerns, parents can refer the matter to the chair of governors, in accordance to our school's Complaints Procedure, which is in line with the recommendations laid down by the LA, following the revised Surrey County Council Guidance for Schools' Complaints Policies and Procedures.

15. Links with other policies
- Behaviour Policy
- Safeguarding Policy
- E-Safety and Acceptable Use Policy - Cyber bullying and internet safety
- PSHE Policy
- Complaints Policy
- Equalities Policy
- Young Carers policy

16. National Documents

- Safe to Learn- DfE Guidelines
- Department for Education, Preventing and Tackling Bullying – Advice for head teachers, staff and governing bodies (July 2017)
- Surrey County Council Anti-bullying policy
- School inspection handbook – Section 5 of The Education Act 2005 (as amended) from September 2015.
- Embedding anti-bullying work in schools – DfE-00656-2007
- Homophobic bullying – DfE – 00668-2007
- Sexist, sexual and transphobic bullying DfE-01136-2009
- Cyber bullying – Advice for Head Teachers and School Staff DFE-00652-2014
- Bullying Involving Children with Special Educational Needs and Disabilities – DfE 00372-2008
- Safe from Bullying – DfE suite of materials

www.teachernet.gov.uk/publications
- Cyber bullying - supporting school staff
- Cyber bullying - A whole – school community issue