

# MAYBURY PRIMARY SCHOOL

## Anti-Bullying Policy

Updated: September 2024







## Maybury Primary School

Produced : April 2007  
Reviewed : Sept 2024  
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### **Anti-bullying Policy**

**Mission Statement:**

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 Phrase:**

'Believe. Achieve. Succeed'

**Inclusion, Equality and Diversity Statement:**

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

**Introduction**

At Maybury Primary School we aim to provide a happy, caring and purposeful environment, in which children feel secure and flourish. All children have an entitlement to feel safe at Maybury Primary School. We believe that the school has a central role in the children's social, moral and well-being development just as it does in their academic development.

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.

### **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, circle times, design of anti-bullying leaflet, anti-bullying week)
- Other partners (external providers e.g. community officers, police, nurses, social workers etc)

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

### **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 Coordinator at our school is Mrs Sullivan.**

**However, everyone in the school takes responsibility for ensuring that everyone is safe and feels valued in school**

Additional responsibilities of the Anti-Bullying Coordinator include:

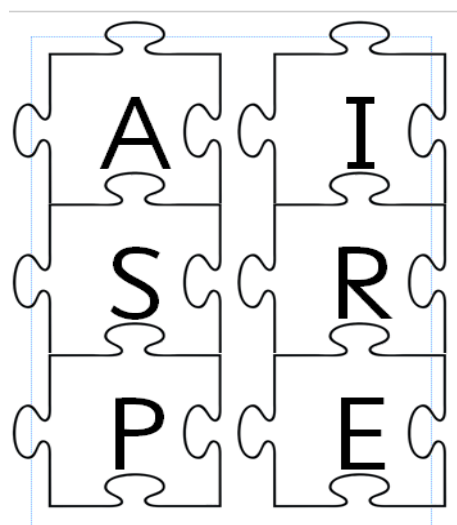
- Managing bullying incidents with the help of the respective class teacher
- Reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour.
- Liaising with parents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

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.

Our core values are introduced explicitly at the beginning of each half term and will be a focus during weekly assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to.

## Our half termly Values are:

Autumn Half Term 1	Equality
Autumn Half Term 2	Resilience
Spring Half Term 1	Positivity
Spring Half Term 2	Kindness
Summer Half Term 1	Respect
Summer Half Term 2	Independence



## Rights Respecting ethos:

In addition to our values ethos we promote children's Rights and Responsibilities. At Maybury we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our policies and practice. It is important to us that children recognise their rights but also acknowledge the rights of others. Understanding that link is at the heart of our school ethos.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

We know that children learn by example and we encourage positive talk and positive relationships between all members of our school community. This approach forms the basis for how we look at and respond to behaviour and the messages that behaviour conveys. It supports the teaching of key values and is underpinned by our Restorative Justice approach to conflict resolution.

Children learn that they are responsible for how they behave and that their behaviour has impact on others. Through this teaching, supported by parents and families working cooperatively with our school, children are empowered to make positive changes where this is necessary to repair or improve relationships.

Good communication and clear expectations are at the heart of positive behaviour.

### Our Rights:

We have the right to be safe. We have the right to learn.

We have the right to be listened to. We have the right to have friends. We have the right to play.

### Our responsibilities:

We make sure that we ...

Are kind and caring towards each other

Tell adults when we are worried,  
Will give our friend space,  
Always try our best  
Listen to others when they are talking

### **School Rules: "The Maybury Way"**

We have a list of child friendly rules agreed with pupils which govern the behaviour standards expected in our school. All children are clear about these rules and what they need to do. The rules are discussed and promoted within day to day interactions as well as focus assemblies. They are:

Be Ready

Be Safe

Be Respectful

Be Kind

At our school differences are celebrated for the rich diversity they bring, both to our school community and to the wider world.

Children Learn:

There are no outsiders at Maybury

Everyone is different

We celebrate difference

We are all equal in our difference

### **What is bullying?**

The definition of bullying from the Anti Bullying Alliance is: 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.

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.

We use the acronym STOP; – Several Times, Often, on Purpose

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**'.

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.

KCSIE identifies three types of bullying, cyberbullying, prejudice-based and discriminatory bullying.

### **Prejudice based bullying**

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.

**The school takes the following steps to prevent Prejudice based bullying:**

- Whole school Anti Bullying focus weeks and assemblies in addition to Learning for Life teaching
- No Outsiders ethos and Protected Characteristics awareness which underpins all curriculum areas
- Children are encouraged to work together cooperatively in groups of mixed backgrounds, academic levels and ages.
- Fund raising events to raise awareness of how to champion and support vulnerable others in our society
- Direct response to any specific conflict incidents with a restorative solution focus.
- A broad and balanced RSE curriculum which celebrates all faiths and cultures
- Values education and Rights Respecting ethos
- Positive role modelling from adults and others in children's sphere of influence.

## **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 Online-safety policy) and encourage good online behaviour.

We work closely with parents and carers to ensure that pupil's use of technology outside of school does not present either themselves or others with any risk of harm.

Bullying can take place between:

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

The school takes the following steps to prevent Cyberbullying:

## **Discriminatory bullying**

The school takes the following steps to prevent discriminatory bullying:

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

## **Child on Child Abuse**

Bullying is a form of child on child abuse. This can occur between individuals and groups as well as between groups of children. We also acknowledge that pupil age and stage of development is a further factor in bullying behaviour and can present individuals with greater risks (for example if this presents a further physical or power imbalance)

## **SEND Children**

Children in the Early Years, those with additional learning or emotional needs or developmental differences may have complex challenges in learning to navigate their way through the social world. We recognise that this may make them additionally vulnerable to being victims or perpetrators of bullying. We work closely with pupils, teachers, parents and other professionals to ensure all pupils are given the support they need to help them manage their own behaviour toward or responses to others.

## **Signs of Bullying**

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



from school. There may also be physical evidence such as unexplained bruising or grazes. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy and also the school's Safeguarding and Child Protection policy.

### **Recording bullying**

Bullying incidents including prejudice-based incidents and cyberbullying incidents will be recorded by the member of staff who deals with the incident on CPOMS. These incidents are monitored and managed by the Designated Safeguarding Leads and appropriate actions will be taken.

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

### **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 all children to report incidents anonymously via their class' worry box.

All reported bullying incidents are taken very seriously and investigated. Incidents of concern are logged on our CPOMS system which allows an accurate record to be kept of time/place and perpetrator/s relating to each specific incident or repeated incidents involving individual children. The member of staff involved is responsible for immediately logging the report and any actions taken and for alerting the Anti-bullying Coordinator and Head teacher. In the incidence of racist, homophobic or any other prejudice based bullying incident, a prejudice-based incident reporting form is completed and logged allowing the school to track the number of this type of incident and reporting to the Governing Body.

As a values-based school we feel it is important to understand the context of any bullying type behaviours and to recognise where the behaviour may stem from. We model positive interaction to children and encourage honesty and openness in order to support children to make amends when their behaviour has harmed someone else in any way. 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.

### **Restorative Approaches: -**

At Maybury, we use Restorative Approaches, following whole staff training based to deal with behaviour and bullying. The steps we follow are:

1. Everyone has their own perspective with the key question What happened?
2. Thoughts and feelings with the key questions What were you thinking? How were you feeling?
3. Who has been harmed? With the key question- Who else has been affected by this?
4. Moving on with the key question - What do you need to do now, so that the harm can be repaired and positive relationships can be restored?
5. What do you need to make things right?

## 6. Repair - What are our steps to repair this and move on?

### **Pupils Who Have Been Bullied:**

Will be supported by:

Offering an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice – using of Restorative Approach style questioning. Support may include:

- Reassuring the pupil
- Encouraging their friends to be supportive
- Inclusion Team support and other continuous support available in school, through our own wellbeing offer of interventions
- Circle time discussion
- Time out
- Restorative Approach
- Activities to restore self-esteem, confidence and to build resilience

### **Pupils Who Have Bullied:**

We recognise that children who bully may also have been victims of bullying themselves and that this may impact on their relationships with others. We will support them by:

- Listening without interruption
- Asking open questions to encourage them to explain what had happened.
- Discovering which children were involved and why
- Establishing the facts and the need for change.
- Creating an opportunity to make amends.
- Informing parents/carers to engage their support
- ELSA or inclusion support
- Involvement of the SLT
- Referral to outside agencies if appropriate – CAMHS or Behavioural Support.

### **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 suspended or 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.

### **Strategies for preventing bullying**

As part of our ongoing 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
- Anti-Bullying week held annually
- 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 bench, 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
- Children can share any worries they have related to bullying in their class worry box
- Learning for Life lessons
- Specific curriculum input on areas of concern such as Cyber bullying and internet safety
- Anti-bullying information leaflet for parents
- Information on anti-bullying in school handbook, newsletters & website
- Staff training and development
- Restorative Approaches training is delivered and strategies are used to have restorative conversations with children following any incidents of unkind or inappropriate behaviour
- 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 school.

### **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
- 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.

### **Links with other policies**

- Behaviour Policy
- Safeguarding Policy
- Online-Safety Policy
- Acceptable Use agreements - Cyber bullying and internet safety
- PSHE (Learning for Life) Policy
- Complaints Policy
- Equality and Diversity Policy
- Young Carers policy
- Complaints Policy

## **National Documents**

- Department for Education, Preventing and Tackling Bullying – Advice for head teachers, staff and governing bodies (July 2017)
- School inspection handbook
- KCSIE – latest guidance

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

- Cyber bullying - supporting school staff
- Cyber bullying - A whole – school community issue

## Appendix 1

