

MARUS BRIDGE PRIMARY SCHOOL



ANTI BULLYING POLICY (Inc. racism)

REVIEWED AT THE

**MEETING OF THE
LOCAL GOVERNING BODY**

HELD ON 19TH SEPTEMBER 2018

CHAIRPERSON:

HEADTEACHER: Mr. Gaskill

To be reviewed every three years.

What is Bullying?

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic, racist and/or cyberbullying. All are treated extremely seriously at Marus Bridge Primary School.

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone. There are many types of cyberbullying. Internet safety is a key part of our computing curriculum. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using Whats App or Facebook chat (although there are others)
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg INSTAGRAM, Facebook, and Twitter. **(Children should not be using these before the age of 16)**

Bullying is bullying wherever and however it take place.

At Marus Bridge Primary School, we take all areas of bullying seriously and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions from our list in the behaviour policy.

Our Ethos

To have impeccable conduct and outstanding learning behaviour so that all pupils can 'Learn, Enjoy, Achieve.' Bullying can happen in any school. At Marus Bridge Primary, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

Our Expectations

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of our children

- All pupils know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. PSHE sessions, School Council meetings, informal conversations with Headteacher/SLT during lunch or when appropriate. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff in school

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable. Teachers and teaching assistants communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- Adults must fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be with a teaching assistant and class teacher, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted. A learning mentor session is provided by school if necessary.
- Staff also aim to stop the problem: for the child who has bullied, the 'Warnings' consequences are put in place (Including informing parents / carers); there is also the possibility of some form of exclusion, again depending on the severity)
- All teachers and support staff equip themselves with skills and awareness e.g. through available CPD, policy reviews,

Both sets of parents should be kept informed. Staff must keep in regular contact with the victim's family after the event is resolved to offer reassurance.

- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Educations), activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, teachers participate with their class in national Anti-Bullying Week. •They should follow the principles set out in this policy and in our Ethos and Mission Statement in order to continue our school climate of mutual support and praise, 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 exist.

The role of the Headteacher, DHTs, AHTs and Phase Leaders

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable. This is on a

regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.

- The Pastoral Lead keeps a record of bullying, including any homophobic bullying; she is able to report incidents on request.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

- Parents / carers concerned about bullying should contact their child's class teacher or the Headteacher/SLT member straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.

- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Marus Bridge Primary, it is extremely rare. However, we have these principles and roles in place to ensure that racism can be quickly stopped.

Definition

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not.

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour e.g. wearing racist badges / insignia;
- bringing racist materials e.g. leaflets, magazines into school;

- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences e.g. food, music, dress etc. •refusal to cooperate with other people because of their colour and / or ethnicity.

Marus Bridge Primary school is a safe and secure environment where everyone can learn irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental We want to:

- make our school safe and welcoming for all pupils, parents, staff;
- sustain an environment in which racist assumptions, attitudes and behaviour are challenged;
- sustain an environment in which we all recognise and celebrate our similarities and our differences;
- provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;
- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;
- ensure staff directly intervene when they are aware of racist incidents.

The role of children

- All pupils know that racism is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at our school and in society.

All racist incidents will be dealt with no matter how trivial they may seem to be.

- If staff are aware of racism, they should refer it to the Headteacher, Deputy Headteacher or an Assistant Headteacher directly.

- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health. (For children, this will generally be from the class teacher and teaching assistant.) and restore the child's wellbeing through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

- They also aim to stop the problem.

For the child who has been racist, parents and SLT will be notified; there is also the possibility of some form of exclusion depending on the severity of the case.

Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the phase leader or a member of the SLT, but other adults will be vigilant about monitoring the child's choices and well-being.

For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.

- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.

- All teachers and teaching assistants should follow PSHCE curriculum discussions- these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society. •They should follow the principles set out in this policy, our Ethos and Mission Statement and our Equal Opportunities Policy in order to continue our school climate of mutual support and praise, so making racism less likely.

- The Headteacher and/or DSL has overall responsibility for dealing with racist incidents and recording the action taken.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

- Parents / carers concerned about racism should contact their child's class teacher or the SLT straight away. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately.

Support in school

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

The contents of this document will be brought to the attention of existing and newly appointed employees on a regular basis.

The application of the policy will be monitored by the Local Governing Body.

Policy updated by A. Atkinson

January 2017