



MARUS BRIDGE PRIMARY SCHOOL

Anti Bullying Policy

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ANTI-BULLYING POLICY

At Marus Bridge Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, there is zero-tolerance. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy works in conjunction with our Behaviour Policy.

What is Bullying?

Definition: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying are actions that are 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). All types of bullying are treated extremely seriously at Marus Bridge Primary School.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);

Physical - pushing, kicking, hitting, punching or any use of violence;

Racist - racial taunts, graffiti, gestures;

Sexual - unwanted physical contact or sexually abusive comments;

Homophobic - because of, or focusing on the issue of sexuality;

Verbal - Name-calling, sarcasm, spreading rumours, teasing;

Cyber – (See below)

Bullying is not the same as quarrelling - all children will fall out with each other from time to time. This includes rough playground games which are due to unthinking children rather than intentional behaviour. Not all aggression is bullying, nor all name calling. It becomes bullying when it is exercised through the use of power, rather than an exchange between equals.

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:

Text messages that are threatening or cause discomfort

Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed

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

Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name

Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom

Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using Whats App or Facebook chat (although there are others)

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)

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. Pupils who are bullying need to learn different ways of behaving.

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

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 the following 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. We will:

- provide a safe, supportive learning and development environment free from any threat or fear;
- Work towards an ethos in our community where all forms of bullying are unacceptable and where the reporting of bullying is encouraged and expected;

- Reduce and eradicate wherever possible all instances of bullying;
- Respond effectively to all instances of reported bullying;
- Ensure all governors and staff know what the school policy is on bullying and follow it when bullying is reported;
- Ensure pupils and parents/carers know we have a zero tolerance policy (Peer-on-Peer Abuse) on bullying;

As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported; prompt action to resolve the situation will be taken; Bullying is reported on our CPOMs electronic system and monitored by the pastoral team.

If three significant incidents are recorded against a named pupil towards another, then this is appropriately recorded and parents/carers are informed in order to start a mediation process, working together towards conflict resolution.

The role of our children

All pupils know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. 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.

Pupils must remember:

- Bullies do not want you to tell other people that you are afraid of them;
- To tell themselves that they do not deserve to be bullied and that it is wrong;
- To be proud of who they are. It is good to be yourself;
- To speak to a teacher or member of staff straight away. They can support you and help to keep you safe;
- That fighting back may make things worse;
- That teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- To 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.
- To take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own;
- If they feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble. Remember we are a TELLING school;
- Do not be, or pretend to be, friends with a bully.

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 pastoral 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,

Bullying is an issue that is covered throughout the school as part of the PSHE&C curriculum. Children are given the opportunity to learn about different types of bullying and how to deal with a bully through discussion, writing stories, reading stories and role play. Bullying is also an issue covered in our assemblies. On an annual basis, teachers participate with their class in national Anti-Bullying Week.

School staff 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.

All staff are aware of the need to listen to a child and respond in the appropriate manner. All staff are aware that a child must be told that if they divulge information of a sensitive nature it may need to be shared with other staff or outside agencies.

The role of the senior leadership team

The Senior Leadership Team ensure all principles and roles set out are implemented. They 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 on the CPOMs system, including any homophobic bullying; she is able to report incidents on request.

The role of parents / carers

Parents/carers will be informed (in serious cases) and will be asked to come to a meeting to discuss the problem. If necessary and appropriate, the police will be consulted. An attempt will be made to help the bully (bullies) change their behaviour. The bully will offer an apology and other appropriate consequences may take place. In serious cases, a fixed-term (temporary) or even permanent exclusion will be considered. Whenever possible, the pupils will be reconciled.

We ask family members to:

- Look out for unusual behaviour in your children, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- Advise your child not to fight back either physically or verbally. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

Parents / carers concerned about bullying should contact their child's class teacher or the SLT 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.
- They will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Anti-Racism

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

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. We have these principles and roles in place to ensure that racism can be quickly stopped.

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 multicultural 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

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

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 Senior Leadership Team.

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.

School staff 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 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. The staff 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 role of parents / carers

Parents / carers have the responsibility of supporting this entire policy and the behaviour policy focussing on positive relationships and behaviour.

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.

Strategies for dealing with bullying and racism

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- Talk to the suspected victim, and any witnesses;
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated at Marus Bridge Primary School;
- If the bully owns up, then sanctions and procedures outlined in the Behaviour Policy will be followed;
- An additional sanction may be to arrange for the child to be escorted from the school premises;
- If the suspected bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure;
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – however, if bullying persists we will liaise with outside agencies and appropriate Local Authority Personnel;
- A follow-up meeting will be arranged to monitor future developments.

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

