



# Marriott Primary

Achieving Together

## ANTI-BULLYING POLICY

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<b>Signed</b> <b>(Chair of Governors)</b>	<b><i>Steve Wilson</i></b>
<b>Reviewed (Due: 6<sup>th</sup> July 2024)</b>	
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## Aims

The aims of our policy are to:

- Provide clarification for all stakeholders of the school: what bullying is and that it is always unacceptable and will not be tolerated.
- Provide appropriate training and guidance to staff, pupils and the school community when bullying occurs and highlight the impact this has on individuals and the school as a whole.
- Provide clear instructions to staff, pupils and parents on the process which will be followed if bullying was to be reported

## Formation of the Policy

- To involve the school community in any planning, discussion and dissemination of any work related to anti-bullying.
- To regularly monitor and review the policy with the full involvement of staff, pupils, parents/carers and the wider school community.

## A Definition of Bullying

The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying:

*"Behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves"*

## Forms of Bullying

Bullying can represent itself in a number of different ways.

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do. For example, being coerced into engaging in sexual activities

**Verbal** – by being teased in a nasty way, called gay as a form of insult, insulted about their race, SEND needs, sexual orientation or gender, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones which can be inappropriate or of a sexual nature.

## **Keeping Children Safe in Education**

*Statutory guidance for schools and colleges Updated - January 2021*

This is an extract from which refers to bullying and peer on peer abuse and forms the basis of all the actions in school:

### **Peer on peer abuse**

29. **All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).** This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,<sup>8</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment,<sup>9</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,<sup>10</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. **All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.**

### **Peer on peer abuse**

105. **All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.**

106. **Governing bodies and proprietors should ensure that their child protection policy includes:**

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
  - bullying (including cyberbullying);
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
  - upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - sexting (also known as youth produced sexual imagery): the policy should include the school’s or college’s approach to it. The department provides [Searching Screening and Confiscation Advice](#) for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Advice for Schools and Colleges on Responding to Sexting Incidents](#); and
  - initiation/hazing type violence and rituals.

## **Vulnerability to the potential of Bullying**

The school recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP.

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented

- appearance or health conditions
- home circumstances e.g. young carers or looked-after children

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- Some children and young people can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

## **Recognising Signs and Symptoms of Bullying**

The following physical signs and behaviour could indicate bullying is taking place and should be investigated.

- Being frightened of walking to or from school
- Acting out of character
- Displaying physical aggression not previously seen
- Losing self confidence and self-esteem
- Being frightened to say what's wrong when asked by an adult
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve previous shown potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children and young people
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away from home or school
- Discussing age inappropriate subjects with peers following online exposure
- Developing sleep problems and having nightmares

- Developing suicidal thoughts or attempting suicide.

## **Recognising reasons why children and young people may bully**

The school recognises the fact that children and young people may bully for a variety of reasons. Recognising why children and young people bully supports the school in identifying children and young people who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children and young who bully is key to selecting the right responsive strategies and to engaging the right external support and creating a culture where bullying is tackled at the earliest stage.

Where children and young people are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

## **Bullying Prevention**

- Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and maintaining a 'STOP (Start Telling Other People)' culture through the school.
- Marriott's Merits and themes, which runs throughout our school curriculum, should play a key role in developing adults and children's behaviour towards each other
- The school's behaviour policy, which highlights a clear understanding of acceptable behaviour should be presented regularly, in an age appropriate manner to children.
- All staff members should follow the school code of conduct and act as role models in the way they conduct themselves to other peers, parents, children and the wider school community.

To support school staff, we use the Cambridge Scheme of work with specific anti-bullying units:

MMR7 AB12	Delivered in Year 2
MMR12 AB 34	Delivered in Year 4
MMR17 AB56	Delivered in Year 5

We also support the annual anti-bullying week which is held across the school.

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of RSHE and Citizenship
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Ensuring that the school's anti-bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular Circle Time, enabling children and young people to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/Friendship Benches
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children and young people's emotional wellbeing.
- Providing confidential communication systems and working with children and young people to identify key individuals with whom they can confide
- Providing publicity including information leaflets for children and young people and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children and young people moving across year groups and key stages.
- Providing information on support agencies such as ChildLine and Family Lives including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on anti-bullying initiatives

## **Dealing with Allegations of Bullying**

All members of the school community are expected to report incidents of bullying to the relevant class teacher, for all partners involved. Class teachers are responsible for investigating and adding the incident to CPOMS. SLT will be involved, if needed.

Class teachers are responsible for contacting parents and recording outcomes. Lunchtime supervisors will be informed if monitoring of certain children is needed. Lunchtime supervisors are responsible for tracking incidents and reporting incidents to the lunchtime manager and class teachers. When necessary 'spotters' will be used (allocated lunchtime supervisors) to ensure that further incidents are prevented. At times, certain children may be allocated a mentor to support and develop appropriate behaviours or removed from the playground for a period of time.

Whenever a bullying incident is discovered the school will go through a number of prearranged steps. The exact nature of each step will depend on the nature of the incident and those involved.

## **The formal process**

Appropriate people need to be aware that when a bullying incident has come to the attention of adults in the school that it has been taken seriously and resulted in action being taken.

1. School expects to support all involved by: Talking through the incident with perpetrator and person being bullied, helping the perpetrator and victim to express their feelings. Talking about which rule/s has/have been broken, discussing strategies for making amends.
2. Nevertheless, sanctions may include:
  - Time away from an activity within the classroom
  - Time out from the classroom in the school's Reflection Room
  - Missing break or another activity
  - Formal letter home from the Head teacher expressing concerns
  - Meeting held with staff, pupil and parent
  - Fixed term exclusion
  - Permanent exclusion
3. Parents of both the perpetrator and person being bullied are informed of what has happened, and how it has been dealt with.
4. Child Protection procedures should always be followed when concerns arise.
5. Out of school incidents and bullying will be investigated in the same way as if occurred in school. Ensuring all parents/carers are kept informed

## **Dealing with different types of bullying**

At Marriott we recognise that different types of bullying need different strategies or interventions to tackle the issues. For example, when dealing with physical bullying, the child would be spoken to immediately, parents are invited into the school for a meeting and informed. Strategies are then put into place to ensure that the victim and the perpetrator are both supported in order to eradicate any repeat of the incident and the perpetrator realises there will be a consequence for their actions. This may involve a period of absence from the playground at break time and lunch time and a period of time in the school's Reflection Room.

Racist, LGBTQ & Disability forms of bullying will be dealt with ensuring there is an understanding within the PSHE curriculum, assemblies centred on diversity, culture, tolerance, understanding etc. Also the individuals would be sensitively counselled to ensure they realise the impact that this type of bullying can have on an individual.

Cyberbullying – all reported incidents will be investigated in the same way as bullying in school. Parents will be informed. Cyberbullying will be covered through the computing and RSHE curriculum and regular lessons will be covered.

## **Monitoring**

When necessary, trends and strategies are analysed for inclusion in the Head teacher's reports to governors. Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

## **Roles, Responsibilities & Expectations**

### **Pupils**

We expect that pupils will:

- Support the Head teacher and staff in the development, implementation and review of the policy through discussion with the school council. School council to present to the whole school during assemblies, updates of behaviour developments. Reporting from monitoring and review of actions
- Be involved in the monitoring and review of the policy
- Feel confident that everything is being done to make a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying to teachers or other members of staff
- Be reassured that action regarding bullying will take place (actions will be depending on individual circumstances)

### **Staff**

Staff have a vital role to play as they are the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model

- Raise awareness of bullying through stories, role play, discussion, Peer support, School Council, PSHE and RE and whole school assemblies

The Co-Headteachers will:

- Keep the governing body well informed regarding issues concerning behaviour management and occurrences.
- Actively encourage the involvement all stakeholders in developing, implementing and reviewing the policy.

**Parents/carers**

We will offer parents the opportunity to discuss the policy and expect that they will promote and be engaged in everything that is being done to make sure their child enjoys and is safe at school. Additional support for parents will be available via the school Class DoJo and website.

Parents/carers will:

- Support us in helping us to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about and fully involved in any aspect of their child's behaviour
- Be informed about who can be contacted if they have any concerns about bullying (teachers, co-Headteacher and behaviour support learner.)
- Be expected to monitor the use of their child(ren)s access to social media following government age related expectations.

**Governors**

We expect that governors will:

- Support head teacher and staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy – these can be outlined in the termly Headteacher report