

New Marston Primary School Anti-Bullying Policy

This Policy outlines what New Marston Primary School will do to prevent and tackle bullying. It includes how the school records incidents and follow up actions.

The Policy has been drawn up through the involvement of the school community (pupils, staff, parents and governors).

A simplified leaflet for pupils and parents called '**Guide to our Anti-Bullying Policy for pupils and parents**' outlines what bullying is and what New Marston Primary school will do to prevent bullying and deal with bullying incidents. This leaflet is available to all parents/pupils through the school office. This Policy is also on the school website.

1) Our School Community:

- ❖ Discusses, monitors and reviews our anti-bullying policy on a regular basis during the annual Anti-Bullying week.
- ❖ Supports staff to promote positive relationships and identify and tackle bullying appropriately. This includes incidents that occur outside the school grounds and outside of school hours that involve our pupils.
- ❖ Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the Anti-Bullying Policy.
- ❖ Reports back to parents/carers regarding their concerns on bullying and deals promptly with complains. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.
- ❖ Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.¹

2) Definition of Bullying

This is our school community's shared understanding of what bullying is.

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- "badly different", alone, unimportant and/or undervalued
- unable to see a happy and exciting future for yourself.

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a "one-off" incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

Bullying includes: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging, emailing, messaging (cyber bullying); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

3) Forms of Bullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture
- ❖ Bullying related to special educational needs
- ❖ Bullying related to appearance or health conditions
- ❖ Bullying related to sexual orientation
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances
- ❖ Sexist or sexual bullying
- ❖ Cyber bullying

¹ Adapted from Bullying – A Charter for Action, DCSF

4) Bullying Outside School

We are aware that several areas around the school are vulnerable to bullying, including:

- The playing field
- The shops
- Walking to and from school

The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Headteachers the power

“to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)”.

For example, the school will intervene if it hears of:

- Cyberbullying via Social Networking Sites e.g. malicious message on somebody’s or profile, creation of a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren’t the original author.
- Other cyberbullying or off-site bullying

To help prevent and reduce bullying off-site, the school will:

- Talk to the local Community Police Officer about known problems on the streets;
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises;
- Map out safe routes to school for children, linking them to the School Travel Plan;
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements;
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information;
- Link with local service providers such as transport providers, youth groups etc. to share knowledge and best practice

5) Preventing Bullying: Involvement of Pupils

We will:

- ❖ Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience through weekly SEAL lessons, Annual Anti-Bullying Week, revisiting Anti-Bullying week later in academic year and regular circle times.
- ❖ Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- ❖ Actively create “safe spaces” for vulnerable children and young people.
- ❖ Have books and information about bullying in classrooms and the library.
- ❖ Encourage good behavior through incentives such as House Points and weekly SEAL class challenges.
- ❖ Regularly canvass children and young people’s views on the extent and nature of bullying
- ❖ Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- ❖ Promote responsibility for own behaviour through the TIGER attitude and other school responsibilities such as Year 6 prefects, Buddy system, House Captains, School Learning Council.
- ❖ Create class Anti-Bullying charters every year (during Anti-Bullying week).
- ❖ Nominate a class Friendship Champion in each class.
- ❖ Publicise the details of helplines and websites.
- ❖ Involve pupils in anti-bullying campaigns in schools.
- ❖ Ensure students know how to express worries and anxieties about bullying.
- ❖ Install the CEOP button on the school network so pupils are able to report any concerns.

6) Preventing Bullying: Involvement of Staff

We will:

- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- ❖ Train all staff to identify bullying and follow school policy and procedures on bullying.
- ❖ Review and revisit the Anti-Bullying Policy and the Anti-Bullying Incident Forms regularly to identify and address potential issues.

7) Preventing Bullying: Involvement of Parents and Carers

We will:

- ❖ Ensure that parents/carers know whom to contact if they are worried about bullying (contact the school: 01865 761560 or class teacher or Headteacher: headteacher.2529@new-marston.oxon.sch.uk).
- ❖ Ensure parents know about our complaints procedure and how to use it effectively (displayed around the school).
- ❖ Ensure parents/carers know where to access independent advice about bullying.
- ❖ Work with parents and the local community to address issues beyond the school gates that may give rise to bullying.
- ❖ Provide parents/carers with information on staying safe on the computer. www.thinkyouknow.co.uk (CEOP: Child Exploitation and Online Protection Centre)

8) Recognising Possible Signs of Bullying

It is important that parents and staff recognise the signs that may tell them if a child or a young person is either being bullied or bullying. These might include:

- signs of stress – being moody, silent or crying, or bullying a younger sibling or friend
- making excuses to miss school, such as stomach complaints or headaches
- seeming upset after using the internet or mobile
- being withdrawn in their behaviour
- having more bruises or scrapes than usual
- change in eating habits
- having torn clothes, school things that are broken or missing, or have 'lost' money
- sleeping badly
- wetting the bed.

9) Dealing with Bullying

Pupils need to:

- ❖ Tell someone if they are being bullied. This might be any member of staff, parents, carers, friends, Prefects, School Council, Community Police Officer, House Captains, Governors.
- ❖ Try to be confident. Be proud of who you are. It is good to be individual.
- ❖ Tell yourself that you don't deserve to be bullied.
- ❖ If you know someone is being bullied or in distress, take action. Watching and doing nothing can suggest support for the bully.
- ❖ Try to be assertive, get your friends together and say 'no' to the bully.
- ❖ If possible avoid being on your own, stay around your friends or near to an adult.
- ❖ Try to show that you are not upset even though this might be difficult.
- ❖ Walk away from a difficult situation quickly and confidently.
- ❖ Don't fight back, go and talk to an adult about how you are feeling.
- ❖ Contact Childline **08001111** www.childline.org.uk. (If needed.)

Staff need to:

- ❖ Take the incident seriously.
- ❖ Record the incident using the **Anti-Bullying Incident Form AB1**.
- ❖ Deal with the incident fairly and consistently in line with the policy.
- ❖ Reassure the 'victim' that action will happen and support provided.
- ❖ Organise for a named person of the affected child's choice to be available for one to one support.
- ❖ Set up a weekly Home/School recording sheet if needed. See behaviour policy.
- ❖ Talk to the children involved to establish what has happened.
- ❖ Seek to establish witnesses to secure evidence to support the victim's statement.
- ❖ Explain clearly what behaviours were unacceptable and why.
- ❖ Give appropriate punishment (following the Behaviour Flow Charts and Behaviour Policy) to the person doing the bullying.
- ❖ Inform the parents of all children involved.
- ❖ Record the incident on the Anti-Bullying Incident Form AB1 and give a copy to the Headteacher.
- ❖ Speak to classes/school where appropriate about the incident.
- ❖ Monitor recorded incidents on a regular basis (senior leaders). Set review dates with parents and the child.
- ❖ Staff will be informed and updated as necessary at staff meetings.

Support for the child being bullied ('victim'):

- ❖ The 'victim' will be informed of the outcome and actions taken following the bullying incident.
- ❖ The 'victim' will be given the opportunity to tell the child doing the bullying how they feel (when and if appropriate).
- ❖ The 'victim' will be given support to feel safe.
- ❖ Measures will be put in place to try to prevent the bullying happening again.
- ❖ The situation will be reviewed to make sure the bullying has not continued.
- ❖ The victim may be given a book to record daily feelings and incidents.
- ❖ The victim will be given opportunities to develop friendships and join clubs.

Consequences and follow up for the child doing the bullying:

- ❖ They will be told that what they have done is wrong and will be given a punishment in line with the school's Behaviour Policy. This involves an hierarchy of consequences (apology, loss of privileges, loss of playtimes, supervised playtimes, internal exclusion, withdrawal from class, fixed term and permanent exclusion.
- ❖ The bully should record the incident using the **Anti-Bullying Incident Form AB2**. A copy should be given to the Headteacher.
- ❖ Their parents will be involved.
- ❖ They will listen to how the 'victim' feels.
- ❖ They will talk to someone they trust about how they are feeling
- ❖ They will be encouraged to develop their hidden talents and skills.
- ❖ They will be given opportunities to develop friendships and join clubs.
- ❖ They may be referred to outside agencies for further support.

10) Links with other School Policies

This Policy links with a number of other school policies including:

- ❖ Complaints Policy
- ❖ Behaviour and Attitude to Learning Policy
- ❖ Confidentiality Policy

11) Monitoring and Review

The school regularly monitors levels of bullying through the following measures:

- Follow up after each incident to review effectiveness of response
- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the Anti-Bullying Policy;
- Focus groups
- Systematic recording and review of incident forms to inform policy and procedures

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. All bullying incidents are analysed and reviewed by the Headteacher at the end of every term.

Date agreed: October 2016

Headteacher: Hannah Brown

Anti-Bullying Co-ordinator: Hannah Brown

Date for review: October 2017

Anti-Bullying Incident Form AB1 (to be completed with the victim)

New Marston Primary School

Name of Pupil:

Year Group/Class:

Date of Reported Incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground Classroom Lunch Hall Toilets Corridor On way to school
On way out of school Out of school Other (please specify)

Were there any witnesses?

What, if anything, have you done about it already?

Comments from parents:

Action to be taken:

Action	Time Frame	Lead Person	Review Date: Review of action

Follow up action checklist: Victim

Has the victim had the chance to say what happened?	Yes/No
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	Yes/No
Has the victim been given support to make sure they feel safe and gain confidence?	Yes/No
Has a date been set to review the situation to make sure it has been sorted out?	Yes/No
Has the school put things in place to try and stop it happening again?	Yes/No
Have the victim's parents / carers been involved?	Yes/No
Will the victim be offered extra support if they need it?	Yes/No
Has the victim been informed of the outcomes and actions taken?	Yes/No
Is no bullying has taken place or there is insufficient evidence, is there clear actions to re-assure and meet the needs of those concerned?	Yes/No

Signed:

Pupil:

Parent:

Staff Member:

Review Date 1:

- Resolved
- Unresolved
- Further intervention needed
- Further monitoring needed

Review Date 2:

- Resolved
- Unresolved
- Further intervention needed
- Further monitoring needed

Anti-Bullying Incident Form AB2 (to be completed with the person accused of bullying)

New Marston Primary School

Name of Pupil:

Year Group/Class:

Date of Reported Incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground Classroom Lunch Hall Toilets Corridor On way to school
On way out of school Out of school Other (please specify)

Were there any witnesses?

What, if anything, have you done about it already?

Comments from parents:

Action to be taken:

Action	Time Frame	Lead Person	Review Date: Review of action

Follow up action checklist: Bully

Has the pupil been given a chance to explain the reasons why they bullied?	Yes/No
Has the pupil been told that what they are doing is wrong and that they will be given a punishment?	Yes/No
Has the pupil listened to how the victim feels?	Yes/No
Has the pupil been given time to reflect?	Yes/No
Has the pupil said sorry?	Yes/No
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	Yes/No
Has the pupil identified someone they trust to talk about how they are feeling?	Yes/No
Has the pupil been encouraged to develop their hidden talents and skills?	Yes/No
Has the pupil been given opportunities to develop friendships and join clubs?	Yes/No
Have parents / carers been involved?	Yes/No

Signed:

Pupil:

Parent:

Staff Member:

