



## **ANTI-BULLYING POLICY**

### **Revised July 2018**

*To be read in conjunction with the Behaviour Policy*

#### **Principles and Values**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

#### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us may have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

#### **What Is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Markeaton is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time.

## **Bullying can be:**

Emotional:	<i>being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)</i>
Physical pushing:	<i>kicking, biting, hitting, punching or any use of violence</i>
Racial:	<i>racial taunts, graffiti, gestures</i>
Sexual:	<i>unwanted physical contact or sexually abusive comments</i>
Homophobic:	<i>because of, or focussing on the issue of sexuality</i>
Direct or indirect:	<i>verbal name-calling, sarcasm, spreading rumours, teasing</i>
Cyber bullying:	<i>all areas of internet, such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology e.g. camera and video facilities, IPad, games consoles.</i>

## **Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

## **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity - through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

### **Homophobic Bullying**

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual.

Homophobic bullying is often targeted at pupils who have lesbian, gay or bisexual family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way. For example:

- a boy repeatedly being called 'gay' for holding hands with another boy
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other pupils because she has short hair
- a boy who is picked on for being gay at break-times because he doesn't want to play football – 'He must be gay if he doesn't like football'. ([www.stonewall.org.uk](http://www.stonewall.org.uk))

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"

- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (see Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others e.g. police, counsellor, Newton's Walk. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

### **Prevention**

At Markeaton we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the School Vision and Assembly Themes, Anti-bullying week, E-Safety Day, Worry Box and many others.

The ethos and working philosophy of Markeaton means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other

children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and our Rights and Responsibilities (see Behaviour Policy Oct 2016).

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow (not hierarchical):

- Tell a friend
- Tell a School Council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box' in the school reception
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher (both attached to this policy as appendices). General incidences of bullying should be recorded on a Behaviour Log. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Where applicable, incidents of bullying will be discussed with the Governing Board.

## **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher or Headteacher
- In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour

### **It is advisable that you do not:**

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

## **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work so that all groups and individuals can explore their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

**Report Form for Racist Incidents – Appendix 1**

<b>Report from:</b>		
<b>Date of incident:</b>		
<b>Time of incident:</b>		
<b>Place where it occurred:</b>		
<b>Ethnic Origin of victim:</b>		
<b>Ethnic Origin of perpetrator:</b>		
<b>Type of incident (please tick):</b>	<b>Physical Assault</b>	<input type="checkbox"/>
	<b>Provocative Behaviour</b>	<input type="checkbox"/>
	<b>Verbal abuse or threats</b>	<input type="checkbox"/>
	<b>Damage to the person's property</b>	<input type="checkbox"/>
	<b>Derogatory name calling</b>	<input type="checkbox"/>
	<b>Racist materials</b>	<input type="checkbox"/>
	<b>Ridicule of cultural differences</b>	<input type="checkbox"/>
	<b>Inappropriate form of address</b>	<input type="checkbox"/>
	<b>Refusal to cooperate</b>	<input type="checkbox"/>
	<b>Attempts to recruit racist organisations</b>	<input type="checkbox"/>
	<b>Racist comments in lessons</b>	<input type="checkbox"/>
<b>Other (please specify below)</b>		
<b>Brief description of incident:</b>		
<b>Action taken:</b>		
<b>Have you had contact with victim's parent/carer?</b>	<input type="checkbox"/>	
<b>Have you had contact with the perpetrator's parent/carer?</b>	<input type="checkbox"/>	
<b>Have you reported this incident to other agencies? If yes, please specify below</b>	<input type="checkbox"/>	
<b>Signed:</b>		
<b>Role within school:</b>		

## Report Form for Bullying Incidents – Appendix 2

<b>Report written by:</b>		
<b>Date of bullying incident:</b>		
<b>Time of bullying incident:</b>		
<b>Place where it occurred:</b>		
<b>Name of victim:</b>		
<b>Type of incident:</b>		
<b>Type of bullying</b>	<b>Examples</b>	<b>Please tick</b>
Racial	<i>racial taunts, graffiti, gestures</i>	
Sexual	<i>unwanted physical contact or sexually abusive comments</i>	
Homophobic	<i>because of, or focussing on the issue of sexuality</i>	
Direct or indirect	<i>verbal name-calling, sarcasm, spreading rumours, teasing</i>	
Cyber bullying	<i>all areas of internet, such as email and internet chat Twitter, Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology e.g. camera and video facilities, Ipad, games consoles.</i>	
<b>Brief description of incident:</b>		
<b>Action taken:</b>		
<b>Have you had contact with victim's parent/carer?</b>		
<b>Have you had contact with the perpetrator's parent/carer?</b>		
<b>Have you reported this incident to other agencies? If yes, please specify below</b>		
<b>Signed:</b>		
<b>Role within school:</b>		