



# Marshland Primary Academy

## Anti-Bullying Policy



1	Summary	Anti-Bullying Policy			
2	Responsible person	Sarah Robinson			
3	Accountable SLT member	Sarah Hall			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Sarah Hall			
6	Who has been consulted and recommended policy for approval	Sarah Hall			
7	Approved by and date	17/10/2022			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	17/10/2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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### 1. Introduction

1.1 At Marshland Primary Academy we take great pride in providing a safe, caring and happy environment for learning. As an academy, we have adopted the Anti-Bullying Alliance’s definition of Bullying:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

1.2 The intention of a bully is to hurt another child, physically or emotionally. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an ethos whereby bullying is regarded as unacceptable. Persistent bullying can severely inhibit a child’s ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life.

1.1 At Marshland Primary Academy we aim to produce a safe, secure and happy environment where all can learn without fear of being bullied. This policy aims to produce a consistent response to any bullying incidents that may occur. We aim to make all those connected with the academy aware of our opposition to bullying, and we make clear each person’s responsibilities about the eradication of bullying in our academy.

### 2 Scope of the policy

#### 2.1 What is Bullying?

As a school, we have adopted the Anti-Bullying Alliance’s definition of Bullying:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Our children use the STOP signs to support them to recognise bullying and to ‘speak up’.



# BULLYING

## What is bullying?

**S**everal  
**T**imes  
**O**n  
**P**urpose



## What can you do?

**S**tart  
**T**elling  
**O**ther  
**P**eople

Bullying can take many forms such as:

### 2.2 Physical Bullying

Physical abuse is where someone is hit, punched, kicked, pushed or any kind of physical, aggressive contact and taking away belongings.

### 2.3 Verbal Bullying

This is where a person is called names, threatened and made to feel bad. People can also say unkind things about family members.

### 2.4 Emotional Bullying

This is where someone is treated unkindly by leaving them out of games, ignoring them on purpose and been tormented by others.

### 2.5 Cyber Bullying

Cyber bullying can occur anywhere online; gaming, chat rooms, social media, messaging apps, emails and the use of mobile phones to text or call. It is where technology is used to hurt an individual.

### 2.6 Racial/ Religious Bullying

Where bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice

### 2.7 Sexual

Bullying is where someone makes unwanted physical contact or makes sexually abusive comments

### 2.8 Homophobic/ Biphobic/ Transphobic Bullying

This is when bullying occurs when it is motivated by a prejudice against lesbian, gay or bisexual people or when it is motivated by a prejudice against



people who identify as transgender

2.9 Disablist

Whereby bullying occurs when bullying is motivated by a prejudice against people with any form of disability.

2.10 Sexist

Bullying occurs when bullying is motivated by a prejudice against someone because of their gender

With the advance in new technologies, Marshland Primary Academy is aware there is an increased risk of cyber bullying using online gaming platforms, instant messenger, and other social media sites, and websites inappropriately. Therefore, our school ensures that all children are taught how to stay safe online through the computing and personal, social and health curriculums. We also teach children how to report anything that is deemed as unsafe or bullying behaviour.

### **3 Implementation of the policy**

3.1 The role of governors

It is the responsibility of the governing body to agree and readily review this policy. They are also charged with the responsibilities of ensuring that all members of staff and volunteers adhere to the policy in full. Committees/groups will be established to carry out additional tasks as required.

3.2 The role of the Headteacher

It is the responsibility of the Headteacher to implement the anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying.

The Headteacher reports to the LGB about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and make it clear that such behaviour has consequences.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher underpins the school ethos of mutual support, respect and praise for success, so making bullying less likely.

3.3 The Role of the Teacher

Teachers in our academy take all forms of bullying seriously and intervene to prevent incidents from taking place. They record all incidents that happen on to CPOMS.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents. If teachers become aware of any bullying taking place between members of a class, they are dealt with immediately.

Teachers spend time talking to the child who has bullied, explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher is informed and the child's parents are invited into the academy to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### 3.4 The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the Trust's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## 4 **Anti-Bullying strategies**

- Regular promotion of anti-bullying in assemblies (whole school and class).
- A duty rota for staff so they patrol key areas at break and lunchtime
- Annual questionnaires to research student views on how safe they feel in the academy
- Parent/ carer questionnaires to research parent/carers views on how safe they feel their child is in the academy
- PSHE lessons on anti-bullying
- Anti-bullying week (once a year)
- Strong teacher-pupil relationships so pupils feel comfortable in reporting any issues.
- Information talks about e-Safety and how to stay safe online.
- Use of School Council Representatives to actively promote the policy
- Regular staff training on the policy and strategies
- Develop strong links with external agencies who support children who are the victim or perpetrator of bullying



## 5 Strategies for responding to bullying behaviour – a whole school approach

### 5.1 Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends.

They can do this through:

Speaking to their class teacher

Speaking to another trusted adult in the school community

Speaking to a parent/other adult who may then contact the school

Speaking to a friend and asking the friend to help tell an adult

Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for themselves and each other (be an upstander) and not stand by (be a bystander). Parents and carers must inform us if they think or know there is a problem for their own child or for another child.

### 5.2 Recording Bullying

All incidents of bullying behaviour must be recorded on CPOMS. Incident logs are monitored daily for members of the Senior Leadership Team, who check to ensure that appropriate actions have been put in place.

This monitoring will inform the PSHE education curriculum and assemblies.

### 5.3 Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

Alert an adult in school to any concerns

Talk to your friends about the situation

Above all, always tell someone. Adults will usually need to intervene to stop bullying behaviour

All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

### 5.4 Pupils (if you have been bullied)

If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away

Try not show you are upset or angry, but remember this is not your fault

Tell a friend what is happening and ask for their support

Tell a trusted adult in or out of school (ask a friend to go with you if it helps)

Do not delete evidence of online bullying as it can be used as evidence

It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you.

### 5.5 Parents and carers



Listen and talk to your child about the situation and discuss and agree next steps

Contact a member of staff at school if you are worried or concerned

Monitor social networks/computer use

Reinforce the value of good behaviour

#### 5.6 School Staff

- Take seriously any report of bullying behaviour
- Record it on CPOMS
- Request support from a member of SLT, if you feel the incident requires further investigation or support

In the case of a SLT referral, the member of SLT will:

- Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
- Speak to the pupil carrying out the bullying behaviour and find out their perspectives - Find witnesses to explain what they saw
- Contact and involve the parents/ carers of those targeted and the parents/ carers of those doing the bullying behaviour (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies consider the intentions of the perpetrator before helping him or her develop a repair plan let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- keep the victim and their parents/ carers informed about progress and any actions taken and a review date
- record on CPOMS the actions taken, whether the incident has been resolved and whether the target and their parents/ carers are satisfied with the outcome
- identify clear times to 'check in' with those involved (and including parents / carers) to ensure issues have been resolved

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. Any pupils who feel they are being bullied will be checked in with regularly by a designated adult

#### 5.7 Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviour understand the impact of this and the unacceptability of bullying inside the academy and wider. The use of assemblies and the PSHE curriculum support this.

#### 5.8 Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (eg preventing a child who has used bullying behaviour from playing outside) or to help the child who has displayed the bullying behavior to learn new skills.

Sanctions will be case and child-specific:

Parents/ carers of those involved will be informed of actions taken





### Records will be kept on pupils' files

Whilst we aim to keep exclusions to zero as the academy is the best place for children to learn positive behaviours, we do have the authority to exclude children and our school is able to administer:

- fixed-term exclusion
- permanent exclusion

### 5.9 Complaints

If a parent or carer thinks the academy has not resolved a complaint effectively then they should follow the academy's Complaint Policy. This can be found on the academy website.

## 6 **Monitoring and review**

Marshland Primary Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### Useful information

[What is bullying? \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)