ANTI-BULLYING POLICY

This Policy details the process for resolving issues of bullying at Marling School.

The principles:

This policy is in addition to, and complementary to the school behaviour policy, attendance policy, child protection policy, equal opportunities policy, the E-Safety policy and the Early Help Offer.

Marling School regards any bullying as unacceptable and believes that all members of the community have the right to learn and work in a safe, secure and supported environment where they feel free from bullying. The principles of tolerance and understanding and respect for others are central to our belief. As we prepare children for adult life we aim to increase confidence, self-respect, regard for others and a sense of responsibility. We have a clear role in helping to build a society with a sense of community, of purpose, of order and belonging. Our student and parent surveys inform us that the vast majority of students do not fear bullying at Marling, are able to seek help should it be necessary and feel safe at school. However we consider it necessary for this policy to reinforce our drive to create a learning environment in which all students can thrive and feel happy and safe.

In addition, we recognise that bullying is prevalent in society and acknowledge that incidents do occur within settings where children and people live, work, learn and enjoy recreational time.

How do we define bullying and conflict?

Bullying
Bullying is contrary to the values held at Marling, particularly courtesy and integrity, and should not be tolerated in any form. Bullying is the deliberate intent to upset, hurt or intimidate others by words and/or deeds sustained over a period of time. It can be actions taken by one person against another or by a group against another person or persons. It can happen at any time in and out of school. Bullying can be physical, cyber, verbal, mental, religious, racist, sexist and homophobic. Bullying is harmful to all those involved and can affect not only young people, but also adults who can be subjected to threatening or intimidating behaviour. It is unacceptable in whatever form it takes and will be assertively challenged at Marling School.

Conflict
Conflict between students can lead to bullying. Conflict can arise due to personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individuals or groups of students. To prevent conflict developing into bullying, staff can use various procedures at their disposal including restorative justice. Vulnerable students may perceive a series of unrelated low level instances of conflict as bullying. Students in such situations will require support of specific and continuous pastoral interventions from staff.

Types of Bullying
- **Physical:** pushing, hitting, kicking, pinching, taking belongings, damaging personal property and other forms of violence or threats.
- **Verbal:** name calling, insulting, making offensive remarks, sarcasm, spreading rumours, persistent teasing, text messaging, emails or writing offensive graffiti.
- **Emotional:** exclusion from social groups, tormenting, ridicule, humiliation, harassment, (including following people and displaying intimidating body language), writing insulting graffiti about another person on

property, furniture or buildings, using *personal* knowledge of another person to provoke a reaction, exclusion from social groups, verbal pressure to conform.

- **Racist:** racial taunts, graffiti gestures.
- **Sexual:** Unwanted physical contact or abusive comments.
- **Cyber: see below**
- **Homophobic: see below**

Cyber Bullying:

This is an aggressive, intentional act carried out by a group or an individual involving the sending or posting of harmful or cruel texts or images using the internet or other digital communication devices against a person who cannot easily defend him/herself. Cyber bullying has been defined as taking the following forms:

- Email: Sending emails that can be threatening or upsetting. Emails can be sent directly to a single target or to a group of people to encourage them to become part of the bullying. These messages or 'hate mails' can include examples of racism, sexism and other types of prejudice.
- Text messages: unwelcome texts that are threatening or cause discomfort.
- Pictures or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed.
- Mobile phone calls which are silent or contain abusive messages or statements. This could also take the form of stealing another person's phone and using it to harass others to make them believe the victim is responsible. Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).
- Threatening e-mails often sent using a false name or somebody else's name.
- Instant messenger and Chat room bullying: menacing or upsetting responses to another person in a web-based chat room. Others can be invited into the bullying conversation who then become part of it.
- Instant messaging (i.e. MSN): unpleasant messages sent as children conduct real time conversations online.
- Bullying via websites and social networking sites: use of defamatory blogs, personal websites, community based websites and online personal polling sites. Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, others become part of the problem and add to the feelings of unhappiness felt by the victim.
- Interactive gaming: Games consoles allow players to chat online with anyone they find themselves matched with in a multi-player game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.
- Sending viruses: Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.
- Abusing personal information: Many victims of cyber bullying have complained that they have seen personal photos, emails or blog postings posted where others could see them without their permission. Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else's messaging accounts and chat to people pretending to be the victim.

Homophobic Bullying:

This is any hostile or offensive action carried out by a group or an individual against lesbians, gay males or bisexuals or those perceived to be lesbian, gay or bisexual. Homophobic bullying can take many forms including name calling, graffiti and excessive or relentless joking about a person's sexuality. Marling School is part of the Stonewall Champion group of schools along with other Gloucestershire schools.

The Aims and Objectives of this policy are:

- To eradicate bullying incidents.
- To help and support the victims of bullying.
- To understand the reasons why people bully and work to change their behaviour.
- To work with parents and the wider community to develop an holistic approach to tackling bullying and conflict between students.
- To appropriately punish and educate and support students guilty of bullying and conflict to enable them to change their behaviour.
- To ensure that children and young people are protected from harm and are able to achieve their full potential in education.
- To ensure that students grow up healthily, physically and mentally, that they feel good about themselves and respect others.
- To develop the essential personal and social skills to help young people throughout life so that they become active citizens and participate in society.
- To involve and include the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying.

There will be evidence in the school of:

- The anti-bullying policy, which is consistently followed.
- A recognition that bullying exists and must be dealt with, and incidents of bullying/racism/sexism/other serious incidents are recorded, monitored and, where necessary, reported to the Local Authority and the police.
- Parents being involved when appropriate.
- Pupils attempting to resolve incidents.
- Pupils being helped to develop skills to deal with bullying through the Every Child Matters work.
- Pupils being asked to report incidents as soon as possible.

Staff will ensure that:

- They recognise the different forms that bullying can take.
- Children are encouraged to share bullying incidents.
- Incidences are investigated.
- Serious incidents of bullying are reported and recorded in a bully log and acted on according to procedure.
- Pupils are supported when they feel that they have been bullied.
- Strategies include dealing with the students who may engage in bullying others but also support the victims for example helping with assertiveness, social skills or friendship group.
- A restorative conversation takes place, when appropriate, to help the victim move forward and reduce the likelihood of incidents recurring.
- A safe area is made available for vulnerable students if requested.
- Inappropriate behaviour is assessed and dealt with in line with agreed strategies and policies.
- They involve the parents, as appropriate, in order to support pupils.
- Discussions take place within the classroom about issues relating to bullying and its effects.
- Assemblies, Life Skills lessons and Tutor Time are held to highlight the issue.
- They respond positively when parents inform the school of any bullying that occurs and organise a meeting as appropriate- the meeting should take place as soon as possible after the reported event.
- The School Council discuss bullying and inform ways of dealing with it.
- The Governors will be informed of bullying incidents as appropriate and data will be available to scrutinise.
- Books and resources are available in the school that talk about bullying.

See Appendix A for staff response chart

Students should:

- Always report anything they feel could be classed as bullying that they have experienced or witnessed to a member of staff, to their parents or to another student who can report it for them.
- Encourage the victim to tell someone.
- Show their disapproval of bullying and tell the bully to stop if it is safe to do so.

Parents will ensure that:

- They inform the school if they hear of bullying incidents.
- They support the school in the action it takes.

Implications for the whole school:

- Bullying incidents are consistently recorded and monitored.
- Bullying and its effects are dealt with at all levels in the school and action, as per the agreed procedure is immediate, consistent and constructive.
- Students are encouraged to use the bully boxes on site and that they know where to go for support, or can be directed by any member of staff.
- Students are informed of the cyber mentors and how to seek their support.
- The ECM work includes anti-bullying as an important topic that is regularly revisited.
- All staff to be given adequate training to apply the policy consistently and responsibly. Full training on the use of the policy to be a key feature of induction for new staff members.
- The environment is regularly monitored to ensure that it encourages supportive and caring behaviour and discourages aggression and bullying.
- Time is allocated for discussion about bullying, sharing experiences and feelings and providing support.
- Anti-bullying week becomes an integral part of the school's calendar. Staff and students work collaboratively to raise awareness of anti-bullying week through planned events.
- Outside agencies are used where appropriate to offer advice or training.
- Peer support mechanisms are put in place (anti-bullying mentors).
- Where students are at risk of not achieving the five outcomes of ECM, the school will initiate multi-agency meetings through the use of the Common Assessment Form (CAF). Whilst this may not be used primarily.
- To deal with incidents of bullying, the school is aware that bullying may be part of another problem requiring involvement and support from outside school.

Work within the curriculum and during the annual National Anti-Bullying Week

Staff will raise awareness of bullying and strategies to prevent it through tutorial work and during the annual National Anti-Bullying week.

Work with the local police

For certain incidents the local police may be informed and/or involved in the process. This collaborative work enables Marling School to deal effectively with issues within the school which have arisen due to matters outside.

Communication

Communication about anti-bullying occurs through the following:

- The school newsletter.
- The school website.
- Assemblies.
- Life Skills lessons.
- Induction events for Year 6 students and parents and for Year 7 students.

Anti-bullying Procedures

Through discussion work, through assemblies, through the use of outside agencies highlighting the Every Child Matters agenda, the consideration of the effects of acts of bullying are considered upon the wellbeing of students and their academic achievements, the effect on the wider school community and the effect on society as a whole.

Marling School anti-bullying strategies must ensure they immediately assist those who are the focus of the bullying activity. We must ask ourselves:

- What is the most appropriate response for this individual?
- Who might be in the best position to deal with the situation?
- Do other agencies need to be involved?

Reactions when a bullying incident occurs should avoid labelling people e.g. bullies, victims etc. It should be remembered that the behaviour is unacceptable but that pupils have the capacity to retrieve the situation and successfully move forward.

Consideration should be given to the following:

- Strategies for resolution and support for all involved (peer mediation, Head of Key Stage, Lead Tutor, Tutor, subject teachers, SLT).
- The safety of all parties involved, e.g. the appropriateness of exclusion/removal of individuals.
- The needs of the main protagonists.
- The responsibility of bystanders and colluders for their actions.
- Correct recording of incident in the bully log.
- Appropriate sanctions – see below.
- Multi agency approach in case of serious incident.

Sanctions

Appropriate sanctions will be imposed in line with Marling School Behaviour policy for inappropriate bullying behaviour. Such behaviour will be taken seriously and pupils will be expected to take responsibility for their actions and modify their behaviour.

Set out below is a list of possible sanctions that will follow bullying incidents:

Misbehaviour	Sanction(s)	Support	People informed
Low level bullying	Warning / pupil sent out detention at break/lunch Award of behaviour points	Individual conversation with Form Tutor or Lead Tutor	Subject Leader Head of Year Tutor
Persistent low level bullying	School detention	Staff/Student Mentor identified	Head of Key Stage Lead Tutor & Tutor Parents
Persistent bullying	Internal Exclusion	More frequent pastoral support/offer of counselling	SLT Head of Key Stage Lead Tutor & Tutor Parents
Continued persistent bullying or physical assault of another pupil	External Exclusion	LA Pastoral Support Plan (PSP) organised Temporary attendance at SCAPS	SLT Head of Key Stage Lead Tutor & Tutor Parents Governors LA

Links to other policies:

Attendance Policy
Responsible Use Policy
E safety Policy
Behaviour Policy
Controlled Substances Policy
Safeguarding and Child Protection Policy
Safer Care Code of Conduct
Single Equality Scheme (Equal Opportunities) Policy

APPENDIX A

STAFF RESPONSE TO INCIDENTS

```
                        ┌──────────────┐
                        │  Bullying    │
                        │  Incident    │
                        └──────────────┘
       ┌──────────────┐        │
       │ Confirm      │←───────┘
       │ incident is  │
       │ bullying     │
       └──────────────┘
              │         ┌──────────────┐
              └────────→│  Separate    │
                        │ protagonists │
                        └──────────────┘
                               │
                               ▼
              ┌───────────────────────────┐              ┌──────────────┐
              │ Is someone significantly  │   YES   ┌───→│ Seek medical │
              │ harmed emotionally or     │─────────┤    │  attention   │
              │ physically?               │         │    └──────────────┘
              └───────────────────────────┘         │
                         │  NO                       ├───→ Parents/Guardians informed
                         ▼                           │
              ┌───────────────────┐                  │    ┌──────────────┐
              │ Gather and record │←─────────────┐   └───→│ Inform Lead  │
              │ initial facts –   │              │        │    Tutor     │
              │ take a statement  │              │        └──────────────┘
              └───────────────────┘
                         │
                         ▼
              ┌───────────────────┐
              │ See all involved  │
              │ as appropriate    │
              │ including         │
              │ bystanders        │
              └───────────────────┘
                         │
                         ▼
              ┌───────────────────┐
              │ Incident recorded │
              │ and stored        │
              │ centrally in the  │
              │ bully log         │
              └───────────────────┘
```