



ANTI-BULLYING POLICY

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THIS POLICY WAS CONSULTED WITH:	LOCAL GOVERNING BOARD
THIS POLICY WAS DISTRIBUTED TO:	MARLEIGH PRIMARY ACADEMY STAFF

CONTENTS

1	Values, Vision and Aims	3
2	Definition of bullying	4
3	Equality and diversity	5
4	Proactive measures	5
5	How do we know when a child is being bullied?	6
6	Responding to bullying	6
7	Reactive measures	7
8	Related Policies	8
9	Advice for parents	8
	Appendix 1: National Legislative and Policy Context.....	9

1 Values, Vision and Aims

1.1 This policy supports:

1.1.1 Anglian Learning's values:

- Aspiration - We are ambitious for ourselves and all those in our community to be the best we can be.
- Community - We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together.
- Empowerment - We enable our academies, staff, and learners to embrace new ideas and think creatively.
- Inclusivity - We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

1.1.2 Marleigh Primary Academy's (MPA) maxim:

- Elevating Expectations

1.1.3 MPA's values:

- Resilience
- Respect
- Reaching high

[These are used as a starting point until they can be properly worked out with stakeholders]

1.2 The specific aims of this policy are:

- to provide a clear definition of bullying;
- to provide whole school strategies to prevent bullying;
- to provide a clear framework for the management of incidents of bullying;
- to establish whole school approaches for the monitoring of incidents of bullying.

1.3 This policy should be used alongside MPA's Positive Behaviour Policy and E-Safety Policy.

2 Definition of bullying

2.1 At MPA, we accept and use the Anti-bullying Alliance's (ABA) 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. [Anti-bullying Alliance](#) (2022)

2.2 Key definitive elements:

2.2.1 Repetition

Bullying behaviour occurs repeatedly over a period of days or weeks. This may include periods where the issue appears to be resolved before returning.

2.2.2 Intent

Bullying involves conscious action by an individual or group taken against another individual. However, those involved may not fully understand the nature or effects of their behaviour.

2.2.3 Hurt

Hurtful behaviour can be physical and/or emotional and takes the following forms:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, etc.
- Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect – the exploitation of individuals.

2.2.4 Imbalance of power

A situation where an individual or group feel they have power over another individual. This may be due to group numbers, physical age, size or strength, or disability.

2.3 Group roles

The ABA suggest that it is important to understand that bullying tends to involve group behaviour. They identify a variety of roles beyond simply bully and victim. These include ringleader, reinforcer, defender, assistant, target and outsider. These are explored in a short [ABA video](#).

3 Equality and diversity

- 3.1 MPA welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, transgender (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).
- 3.2 These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 3.3 In line with Anglian Learning's *Equality and Diversity Policy* and MPA's *Prejudice Related Incidents Policy*, these duties include reducing the risk of bullying behaviour by:
- proactively recognising and respecting difference within our community;
 - fostering positive attitudes and relationships;
 - building a sense of shared cohesion and belonging;
 - challenging all instances of prejudice related behaviour.
- 3.4 The ABA identify a range of 'at risk groups' and provide [toolkits](#) including:
- Racist and faith-targeted bullying
 - Looked after children and bullying
 - Young carers and bullying
 - SEN & disability
 - Identity-base bullying
 - Appearance-targeted bullying
 - Homophobic, biphobic and transphobic bullying

4 Proactive measures

- 4.1 MPA recognises that bullying incidents may occur in any areas of the school, but also online and away from the school grounds. Therefore, we take a range of measures aimed at promoting appropriate behaviours and relationships and preventing incidents occurring. These include ensuring measures mentioned in 3.3 above form a visible component of our taught curriculum, specifically through PSHCE and e-safety lessons (including specific anti-bullying lessons). They are also a regular feature of assemblies.
- 4.2 Other measures include:
- ensuring all children and parents feel they are able to share concerns with their teacher and/or other staff, and that these will be acted upon;
 - providing broad-ranging representations of gender, ability, ethnicity, religion and

- culture across our curriculum;
- promoting pupils' self-esteem and emotional wellbeing, helping them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others;
- a clear approach to behaviour management as detailed in our *Positive Behaviour Management Policy*;
- adult supervision at all times, including in the playground and in the dining hall;
- playground equipment to engage children in positive play;
- regular sampling of stakeholder opinions (especially children and parents) about how well MPA prevents bullying.

5 How do we know when a child is being bullied?

5.1 MPA staff and family members should be aware of signs that a child may be being bullied. Warning signs could include:

- not wanting to go out to play;
- deterioration in concentration;
- poor school attendance;
- unexplained changes in behaviour, learning, etc.
- having trouble with work for no apparent reason;
- irritable, emotional or easily upset;
- lacking friends or being ignored or left out;
- being laughed at, teased or called names;
- damaged or missing clothes or other belongings;
- pupils (or their family members) telling you that they or pupils' friends are being picked on.

6 Responding to bullying

6.1 When anyone (including a child, family member or staff) reports that bullying may have occurred, staff must ensure that those reporting the bullying are left feeling it will be acted on and that targets will be kept safe.

6.2 Parents/carers will be encouraged to report incidents of bullying outside of MPA, including online, so that they can be proactively dealt with.

6.3 **The headteacher must be informed**, whether or not the member of staff feels that the definition given in section 2 has been met. The headteacher and/or class teacher will then investigate, usually as follows:

- 6.3.1 Stage 1: If necessary, further information is gathered from the pupil and they are informed of the procedure that will follow.
- 6.3.2 Stage 2: The investigator gathers information by talking to all relevant children (probably separately) and staff members.
- 6.3.3 Stage 3: The investigator, in consultation with other members of staff, considers the evidence and reaches a conclusion before discussing the findings with all parties, including relevant staff and parents of the pupil being bullied and the pupil carrying out the bullying.
- 6.3.4 Stage 4: Staff, in consultation with parents, then decide upon an appropriate course of action (see below).
- 6.3.5 Stage 5: The headteacher will log details of the incident on MyConcern and ensure a date is made at which resolution of the situation will be checked with either/or the child and their parents.

7 Reactive measures

- 7.1 **Restorative practice** will usually be followed in response to bullying. This includes encouraging those involved in bullying behaviour to have empathy towards their targets and, when genuinely ready to do so, give an apology.
- 7.2 The **therapeutic needs** of all those involved will be considered (in line with our *Positive Behaviour Policy*) in order to address the underlying issues resulting in the anti-social behaviour.
- 7.3 Class teachers and other staff involved will continue to monitor the situation closely in order to ensure it has been resolved. Children targeted will be encouraged to speak to an adult if there are further problems but it will not be taken for granted that they feel able to do so.
- 7.4 If the situation is not resolved quickly, alternative measures will be discussed with those involved, including the headteacher, until resolution is achieved, as agreed by staff and parents. This may include protective consequences being used as detailed in our *Positive Behaviour Policy*, such as those displaying bullying behaviour having limited access to the playground.
- 7.5 The headteacher and/or class teacher will check with parents that the situation remains improved and parents are encouraged to let staff know if they are aware of ongoing issues.

8 Related Policies

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- E-safety Policy
- Equality and Diversity Policy
- Prejudice Related Incidents Policy
- Prevent Action Plan
- PSHCE Policy

9 Advice for parents

9.1 The following sites offer advice and support for parents with concerns about bullying:

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support>

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>

https://www.bbc.co.uk/bitesize/articles/z9gqqfr?utm_source=google&utm_medium=cpc&utm_campaign=bullying

Appendix 1: National Legislative and Policy Context

[The Schools Standards & Frameworks Act \(1998\)](#) sets out the expectation that all schools are required by law to have an Anti-Bullying Policy. Children and young people should be involved in both the development and the monitoring of the Anti-Bullying Policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

[The Education Act \(2002\)](#) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently, a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

[The Education \(Independent School Standards\) Regulations \(2014\)](#) imposes a statutory duty on Academies/Free Schools to ensure that an effective anti-bullying strategy/policy is drawn up and implemented.

[The Education Act \(2011\)](#) provides schools with legal powers to search for and confiscate items that may have been used to bully or intimidate including electronic devices.

[The Education and Inspections Act \(2006\)](#) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

The [Equality Act \(2010\)](#) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.