

HOPE LEARNING COMMUNITY



MARKET FIELD SCHOOL

Anti Bullying Policy



Last reviewed: October 2023

Next review due by: October 2025

1. Introduction

At Market Field School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively. We are able to keep children and young people safer because we are a TELLING school. This means that anyone who knows that bullying is happening is expected to respond immediately and then report it member of staff so that appropriate action is taken. We do not tolerate the bullying of any member of our school community. The community consists of pupils, parent's / carers governors and all staff. We actively support the victims of bullying and take appropriate action with the perpetrators. This work will be delivered through RSHE, circle and reflection time, and will include sanction, reparation and supportive intervention to effect positive change. There are robust systems in place for reporting, recording and responding to bullying at Market Field.

2. Objectives

To ensure that:

- All pupils and parents/carers, staff and governors have an understanding of what bullying is.
- All pupils and parents/carers, staff and governors know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying in any form is not tolerated at our school.

The definition of bullying we use at Market Field is: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"
"Safe to Learn – Department for Children, School and Families (2007)

Bullying can be broadly defined by four types of behaviour:

- Physical bullying: pushing, kicking, hitting, pinching, any form of violence
- Verbal bullying: Using language in a unkind or offensive way, name calling, persistent teasing name calling , sarcasm , gossiping and spreading rumours
- Psychological bullying: the reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing or by social exclusion.
- Cyber bullying: Using the Internet and social networking sites or mobile phone phones, SMS text messaging and chat forums to cause distress and threats. Can also include the inappropriate use of cameras and videos to record and share incidents of bullying or sexual bullying, coercing or blackmail.

All forms of bullying are damaging to the victim and often relate to a characteristic or feature of the victim about which they can do nothing. These include:

- Racist and religious bullying: Any hostile or offensive action against an individual or group of people because of their skin colour, cultural or religious background or ethnic origin. Including Roma and traveller

communities. People do not have to be of that group to suffer racist and religious bullying. This type of bullying not only impacts on the individual but on their families and on others perceived to be from that group.

- **Disablist bullying:** Any based on a person's physical, emotional (including mental health) intellectual impairment. Children and adults with SEND are may also experience different types of bullying including manipulative bullying where they are being controlled or exploited by an individual or group, or where features of a person's disability are used to hurt and humiliate them.
- **Sexual bullying:** Inappropriate comments or sexually abusive language or unwanted or inappropriate physical touch. Sexual bullying also may be described as sexual harassment.
- **Sexist bullying:** based on sexist attitudes that when expressed, demean intimidate or harm another person because of their sex or gender
- **Homophobic / transphobic bullying:** Hostile or offensive behaviour or action towards lesbians, gay males and bisexual, transgendered or gender neutral people, or those perceived to be so, based on sexual orientation identity . (Transgender is an umbrella term that describes people whose gender identity/ or sense of gender identity is seen as being different to typical gender norms. It is often underpinned by sexist attitudes)
- **Bullying of children who are looked after, are young carers or who are victimised because of their home or living circumstances.**

3. Whole School Ethos

We are committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive outcome for all parties involved. This whole school approach is apparent in our R.E and RSHE schemes of work and in the implementation of our Positive Behaviour policy.

This is what we do to prevent bullying

- take all reports of bullying behaviour seriously
- we are a telling and listening school
- each class has an agreed mission/code of conduct which sets out clear expectations in relation to behaviour and bullying
- encourage the children to have respect for others and themselves
- all adults have clear expectations about behaviour - all adults believe that pupils want to behave well (Behaviour Policy)
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- support children to "get it right" and recognise that children and young people want to
- value each child as an individual - talk about bullying behaviour and the impact it has
- encourage children to talk and listen - practice ways of expressing our feelings and sorting our problems
- follow a week of themed activities during national anti-bullying week
- listen to parents and carers

- monitor places where bullying may occur
- work to improve playtimes and playgrounds

Why is it Important to Respond to Bullying?

Every child and young person and adult at Market Field School has the right to learn and work in a safe and supportive environment, and to live without fear or anxiety. No one deserves to be victimised by bullying and everybody here has the right to be treated with respect. Individuals who bully need to be held accountable for their actions and be supported to understand the need to learn different ways of behaving.

4. Context

Bullying can occur at any school, at Market Field School we recognise the importance of transparency and honesty and giving time to children and adults to resolve difficulties as they arise. We believe that by establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty. At this school we include activities and opportunities which equip children with the skills they need to stay safe from bullying e.g. RHSE, Religious and cultural education. We recognise and celebrate diversity.

5. The Role of the Governing Body

- The governing body supports the Head of School and the Senior Leadership Team (SLT) including the Designated Safeguarding Lead (DSL) in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. In particular, how effectively these difficult concepts are conveyed to our pupils, in view of their learning needs. The governors require the Head of School and Senior Leadership Team to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent or carer who is dissatisfied with the way the school has dealt with a bullying incident can follow the School's Complaints Procedure. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body. T

6. The Role of the Head of School

It is the responsibility of the Head of School and the Senior Leadership Team to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

- The Head of School and the Senior Leadership Team with the support of teaching staff, ensures that all children know that bullying is wrong. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, she may decide to use an assembly or speak with the class where

the bullying took place as the forum in which to discuss with other children why this behaviour was wrong and what is happening in relation to it.

- The Head of School and the Senior Leadership Team ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head of School and the Senior Leadership Team sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

7. The Role of Teachers and Support Staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- If a member of staff witnesses an act of bullying, they are expected to respond immediately, this is our duty of care to keep children and young people safe. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, we will work with the families of those involved and, where appropriate the professional network involved.
- At Market Field School, all incidents of bullying are recorded. We also record incidents that occur or on the children's way between school and home on the transport and any ongoing reported incidents on social media that occur out of school hours. Any adult who witnesses an act of bullying should record it and the action that has been taken. (Recording is not action) Bullying should be recorded on CPOMS
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and sanction for the child or children who have bullied. Time is spent talking to the perpetrators, to understand why they have chosen to behave in this way, and how they should change their behaviour in future.
- If a child is repeatedly involved in bullying, we inform the Head of School and all professionals involved with the child and family. We then invite the child's parents into the school to discuss the situation and may involve our internal Wellbeing Team in this. In more extreme cases, e.g. where these initial discussions have proven ineffective, the Head of School may contact external support agencies, such as the Emotional Wellbeing Mental Health Service (EWMHS), Youth Offending Team (YOT), police or social services.
- Staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to the Positive Behaviour policy and behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

8. 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. If they are not satisfied with the response, they should contact the Head of School. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents are asked to sign the Home-School agreement when a child starts school.

9. The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying and feeling safe at school and in the wider community.
- Pupils support one another by setting clear classroom guidelines for behaviour and are encouraged to “tell” an adult if they witness bullying behaviour.

10. Signs and Symptoms

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 the buses to their classroom alone
- changes their usual routine
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- self harms or attempts threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or doesn't want to go home
- is unavailable for learning
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has possessions which are consistently “lost”
- has unexplained cuts or bruises
- 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 or jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

11. Procedures

We believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

We believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty.

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or learning support assistant, but any member of staff that the child or parent/carer feels comfortable with can be approached.

2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary. All incidents of bullying will be recorded on CPOMs along with the action taken.

3. In serious cases all parents/carers will be informed and may be asked to come in for a meeting to discuss the problem.

4. If necessary and appropriate, police and social care will be consulted.

5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to the Wellbeing team or external agencies for further support if necessary.

. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to the Wellbeing team or external support for further support if necessary.

Outcomes

The bully (bullies) will be asked to reflect on their behaviour and consider what they need to do to repair. Victims will be supported to talk about the impact of their experience and how it made them feel. We will always attempt to support pupils to resolve and move on.

2. Other consequences for the bully may take place depending on the seriousness of the problem. In serious cases, exclusion will be considered.

3. Risk assessments will be implemented where necessary to reduce risk and avoid further problems – this is very important for those children who are not able to manage their behaviour or are likely to be provoked to react quickly

4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

12. Monitoring and Review

This policy is monitored by the Head of School, Senior Leadership Team and Safeguarding team who report to governors on request, about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's bound book,

where incidents of bullying are recorded, and by discussion with the Head of School as well as a CPOMS analysis. Governors analyse information for patterns of people, places or groups. This policy will be reviewed every two years, or earlier if necessary.