



# Anti-Bullying Policy

Signature:

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Date: May 17<sup>th</sup> 2024

Position: Headteacher

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Date: May 17<sup>th</sup> 2024

Position: Chair of the Local Governing Body

Date ratified by Local Governing Body: June 2024

Review Date: June 2025

# Mark First & Pre-school Academy

## Anti-Bullying Policy May 2024



Our school vision is 'We create a love of learning where everyone feels respected and encouraged to reach their full potential.' We are committed to Mark being a caring and safe environment in which all children are free from the fear of being bullied. As a school, we take bullying seriously and do not tolerate bullying of any form.

### Definition of bullying

We recognise that many children and young people will experience conflict in their relationships and we promote the teaching of skills to manage relationships in a peaceful way using restorative conversations where necessary.

The DfE as defines bullying: '**Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual either physically or emotionally**'.

In particular, this is repetitive, intentional behaviour where the relationship involves an imbalance of power.

### Types of Bullying

Emotional-being unfriendly, excluding, tormenting, taunting or threatening behaviour

Verbal-name calling, sarcasm, spreading rumours, teasing, use of derogatory language

Physical-punching, hitting, pushing, kicking or any form of violence

Online or Cyber-use of social media, messages or calls to harass, threaten, target, embarrass or humiliate another person, including misuse of technology, e.g. sharing photos or videos without permission

Sexual-repeated, harmful and humiliating actions that target a person sexually, e.g. unwanted physical contact or sexually abusive comments

Prejudicial-bullying because of race, religion or sexuality or gender identity

This policy should be cross referenced with the following policies; Behaviour Policy, Online Safety Policy, Equality Statement and Objectives, PSHE Policy. It should also be cross-referenced with the Code of Conduct for Employees and the Child Protection and Safeguarding Policy.

### Aims and Objectives

We have a clear understanding that bullying is unacceptable in any form. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and when there are incidents we will work together to deal with situations and learn from them.

At Mark First and Pre-school Academy we aim to:

- produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. These measures include: Special Assemblies, PSHE lessons throughout the school, Circle Time, School Rules, Class Rules, Adult Supervision, Class Behaviour Charts, Buddies, Friendship bench.
- To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

### **The role of the Governors**

The governing body;

- supports the Headteacher 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 that do occur will be taken very seriously, and dealt with appropriately.
- requires the Headteacher keep accurate records of all incidents of bullying and to report to the governors on request and before each review of this policy, about the effectiveness of school anti-bullying strategies.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of bullying.

The Headteacher:

- reports to the governing body about the effectiveness of the anti-bullying policy on request and before each review of this policy.
- ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws attention to this fact at suitable moments.
- ensures that children are aware of what steps to take if they are being bullied (see the role of the pupils).
- ensures all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 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.

### **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. All reported incidents will be investigated.

- The member of staff receiving the report of bullying will listen carefully, makes notes and agree a set of preliminary actions. This will be recorded on Safeguard my School and shared with the Headteacher and Senior Leadership Team
- Staff members will do all they can to support the child who has reported the bullying, including counselling and talking support
- The Headteacher or member of the Senior Leadership Team will advise of actions and next steps as necessary
- Interviews and conversations will take place with all involved parties to establish facts
- Parents of pupils involved will be informed when it is established that bullying has taken place
- A range of responses may take place appropriate to the situation, such as use of restorative methods as outlined in the school behaviour policy, individual work with perpetrator and victim or referral to outside agencies for additional support
- Consequences may follow reports of bullying for the perpetrator. These will be in line with the school behaviour policy
- Follow up with both parents and pupils will take place after matters have been resolved
- All actions will be recorded on Safeguard my School and discussions on Provision Map

All members of staff attend training as appropriate, which equips them to identify bullying and to follow the school policy and procedures with regard to behaviour management. The Behaviour Policy should be referred to for further details.

### **The role of the 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 teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to become a positive member of the school.

### **The role of the pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied and, if bullying continues, they must keep on letting people know.
- Pupils are taught to STOP, WALK and TALK. (Tell the person to **stop** and that you don't like what they are doing – **Walk** away – **Talk** to a trusted adult.)
- Pupils are invited to tell us their views about a range of issues, including bullying. We have special occasions such as assemblies, lessons and questionnaires when pupils are invited to tell us their views about bullying.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to the governors on request about the effectiveness of policy.

The anti-bullying policy is the governors' responsibility alongside the Wessex Learning Trust and they review its effectiveness annually. The Headteacher's Report, presented three times a year, details incidents of bullying, which is analysed for patterns of people, places or groups, in particular racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years or earlier if necessary.

Approved by Governors: 17<sup>th</sup> June 2024