

## **Purpose:**

Everyone at Marshfields School has the right to feel welcome, secure, and happy. Only if this is the case will all members of the centre community be able to achieve their potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It is everyone's responsibility to prevent bullying and this policy contains guidelines to support this ethos.

## **Relationships to other policies**

This policy is seen as an integral part of our Behaviour and Safeguarding policies.

## **Principles:**

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the centre.

It is our aim to:

- 1) identify and resolve hurtful or targeted behaviour
- 2) challenge tolerance of hurtful or targeted behaviour
- 3) encourage empathy for bullied students
- 4) create an anti-bullying culture within the centre

## **Definitions of bullying**

Bullying is deliberately hurtful behaviour that is **repeated by the same individual or group**, over a period of time. Bullying could be emotional, verbal, physical or electronic. The following are examples of bullying behaviour, although the list is not exhaustive; name-calling, violence, threatened violence, extortion, intimidation, ignoring or indirect action such as spreading unpleasant stories about someone.

## **Derogatory comments and other prejudicial behaviour referring to disability, religion, race, ethnicity, gender, gender identity or sexuality will also be considered as bullying.**

Whilst the centre works hard to ensure that all students know the difference between bullying and simply 'falling out,' it should be remembered that if the victim feels they are being bullied then the centre has a responsibility to record, investigate and to resolve the issues. We take all concerns seriously.

## **Responsibility:**

**All staff** of Marshfields School will be vigilant for signs of hurtful or targeted behaviour and always take reports of incidents seriously. Hurtful or targeted behaviour will be recorded in the relevant student's behaviour log and monitored by the student's mentor, relevant Deputy Head in charge of the Anti-Bullying Policy.

**All students** will be made aware that it is "ok to tell" if they are being bullied or if they know of someone else being bullied. It is important that students understand that knowing about bullying by or to others and doing nothing is unacceptable.

**Parents, carers, and families** have a key role to play in helping the ESC and external support services deal with bullying and the centre will notify parents of both the bully and victim. If the centre's initial actions fail to resolve the situation, then parents will also be informed. Parents will be asked to work with the centre towards a resolution. The centre asks that parents refrain from direct intervention by not approaching the parents of the alleged bully and should, on no account, approach the other children involved; in addition, parents should discourage students from using bullying behaviour at the centre, home or elsewhere. Persistent bullies are at risk of exclusion.

Following a reported incident of hurtful or targeted behaviour it will be investigated and taken seriously. A record will be kept of incidents. Students **will** be asked to write a report themselves. To ensure monitoring of such occurrences, and to facilitate co-ordinated action, all incidents of hurtful or targeted behaviour will be recorded in the centre behaviour log for students involved. These logs are confidential documents.

## **Training Requirements**

All staff receive regular training as part of safeguarding, to be kept aware of current laws / guidelines etc. this also forms part of new staff induction.

## **Roles and Responsibilities:**

### **The Governing Body must:**

- monitor the effectiveness of the policy and its operation by all staff
- be kept up to date on the progress of centre anti-bullying work
- be able to explain and communicate the policy to all interested parties
- deal with formal complaints about bullying
- signpost parents to the relevant member of staff

### **The lead member of SLT must ensure that:**

- procedures to identify and prevent bullying are in place
- procedures are clear, explicit, and available for staff, parents, and pupils
- training is provided to staff and students to ensure that appropriate procedures are in place to deal with and prevent bullying
- a bullying log is kept

### **The Head/DSL must ensure that:**

- all reports of hurtful and/or targeted behaviour are taken seriously
- all reported incidents of hurtful and/or targeted behaviour are investigated fully
- where possible all reported incidents are resolved
- information is correctly recorded in the relevant behaviour logs

### **Reporting Mechanisms:**

- students to speak to their mentor or respective Deputy Head as soon as issues arise
- students can write down their concerns and place them in the anti-bullying box in reception
- parents can call the centre and report issues to a member of staff

It is vitally important that all concerns are reported to the centre as soon as possible, as the centre can then investigate and resolve issues with information they have. If parents would like to discuss matters in person, they should phone reception to arrange an appointment at the earliest possible opportunity for the relevant member of staff.

### **Arrangements for monitoring and evaluation**

The policy will be reviewed by the Governing Body within the policy review framework. An annual report will publish data on bullying and use of the bullying log.

## **Procedures:**

At Marshfields School we seek to ensure that all students feel safe and secure. It is important that students build and repair relationships that enable them to be involved fully and successfully in the life of the centre. We therefore encourage staff to deal with hurtful and targeted or prejudicial incidents by using a 'restorative approach,' so that the wrong doer has an opportunity to make amends and repair the harm done; this encourages students to be far more responsible for their actions. By approaching hurtful and targeted behaviour from a 'restorative' viewpoint, we can negotiate ground-rules, promote dialogue, negotiation, mutual respect, and empowerment, and reduce exclusions.