



Anti-bullying Policy

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Purpose

Everyone at Marshfields School has the right to feel welcome, secure and happy. Only if this is the case will all members of Marshfields school 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 policy.

Principles

Where bullying exists the victims must feel confident to activate the anti-bullying systems within Marshfields school.

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 at the school.

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
- 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 Marshfields school 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 school has a responsibility to record, investigate and to resolve the issues.

We take all concerns seriously regardless of who raises them.

Responsibilities

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 SIMS behaviour log and monitored by the form tutor, through the Stages system and through monitoring by the Deputy Head responsible for Behaviour and Attitudes. The Lead Teacher of PSHE will ensure that an inclusive curriculum provides education to address underlying prejudices.

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 an important role to play in helping the school deal with bullying and the school will notify parents of both the bully and victim where there are concerns.

If the school's initial actions fail to resolve the situation, then relevant sanctions will be applied to ensure that the bullying stops. Parents will be asked to work with the school towards a resolution.

The school asks that parents and carers 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 and carers should discourage students from using bullying behaviour at the school, 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. In order to ensure monitoring of such occurrences, and to facilitate co-ordinated action, all incidents of hurtful or targeted behaviour will be recorded on SIMs.

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 and is a key part of our Therapeutic approach to behaviour management.

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 Deputy Head 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 Marshfields School as soon as possible, as the school 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 school life. 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' view-point, we can negotiate ground-rules, promote dialogue, negotiation, mutual respect and empowerment and reduce exclusions.