



Anti-Bullying Policy

Feb 2023 – Feb 2026

Introduction

It is essential that our approach to dealing with incidents of bullying at Marlborough is seen as an integral part of our Restorative Practices, as detailed in our Discipline Policy.

[Discipline-Policy.pdf \(marlboroughprimary.com\)](#)

This approach is aimed to minimise poor behaviour and therefore reduce incidences of bullying.

Bullying behaviours can take a verbal or physical form and are prolonged, sustained or recurring and involves some of the same children. Staff in school need to be aware of patterns of behaviour which looked at, over a period of time, would be construed as bullying.

Anti-Bullying is taught as part of the curriculum and through school assemblies. Teaching about bullying and anti-bullying through the curriculum has the advantage of introducing the issue progressively from a young age, and in lots of imaginative ways. It also allows staff to respond to the learning needs of different individuals and groups of pupils. In doing this it raises awareness, creates a safe environment to discuss and explore bullying related issues and support pupils to develop empathy.

Statement of Intent

At Marlborough, we are committed to providing a caring, friendly environment for all of our pupils so they can learn in a physically and psychologically safe environment.

At Marlborough, bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. We are a listening school. Anyone who knows that bullying is happening is expected to tell the staff.

All allegations of bullying, even where investigation determines that bullying did not take place, will be logged, see *Appendix A – Anti Bullying Log* and *Appendix C - involved in bullying log*. The records will be saved in an electronic folder on Teams. Class teachers will ensure that the Senior Leadership Team (SLT) are informed and involved through the Team Leader, in the first instance.

Records will be monitored by SLT each half term in order that any emerging patterns are identified as soon as possible. All confirmed incidents of bullying will be reported to the Governing Body via the termly written Leadership Report.

Bullying – A definition relating to children in our school:

The Anti-Bullying Alliance (2010) includes the following principles in its definition of bullying:

- bullying behaviour deliberately causes hurt (either physically or emotionally)

- bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

Bullying is not:

- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to

Types of Bullying

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Bullying includes a wide range of repetitive behaviours with the intent to cause harm. For example, name calling, offensive comments, hitting, kicking and shoving, theft or harm to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion from play and isolation.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Restorative Approaches

Where bullying has been reported or identified as having taken place a restorative practice approach will be used to resolve the issue in the first instance.

The teacher will meet promptly with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

When we are seeking to repair the harm, we start by posing two questions: To whom was the harm caused? How are you going to repair the harm?

Following a restorative practice circle and agreements being made with children or a resolution being found, staff meet with the children on a regular basis to monitor continued success and pupil wellbeing. This may need to be a check in meeting after every playtime.

See Appendices A, B and C for further details.

Monitoring

The following strategies for monitoring would be used as appropriate:

- Class teacher or TA to check in with the child after every playtime
- Circle of friends may take place e.g. twice a week.
- A formal weekly meeting with a senior member of staff.
- Pupil Wellbeing HLTA – bespoke individual / small group provision

Involving Families

Families of a victim and the perpetrator(s) of bullying will be informed by the school of what is happening and how things are being dealt with and monitored in school.

Sanctions

Sanctions will be decided taking the perpetrator's emotional age, chronological age and history into account.

Our focus is to develop the empathy skills of the perpetrator through ensuring that they hear and understand exactly how the victim has been affected by their bullying.

The appropriate and proportionate sanction is decided as part of the Restorative Conversation.

Sanctions could include:

- Loss of privileges (e.g. not playing football at playtime)
- Making a heartfelt apology or writing an apology letter
- Missing playtime
- Time out in another classroom, or with a senior member of staff
- Exclusion from an activity
- Internal exclusion with a senior member of staff supervising

In severe cases of bullying sanctions would be implemented up to and including permanent exclusion exclusions.

Useful Contacts and sources of information / guidance.

- **Anti-Bullying Alliance**
<https://anti-bullyingalliance.org.uk/>
- **Bullies Out**
<https://bulliesout.com/>
- **Childline**
-0800 1111 [WWW.childline.org.uk](http://www.childline.org.uk)

Appendix A

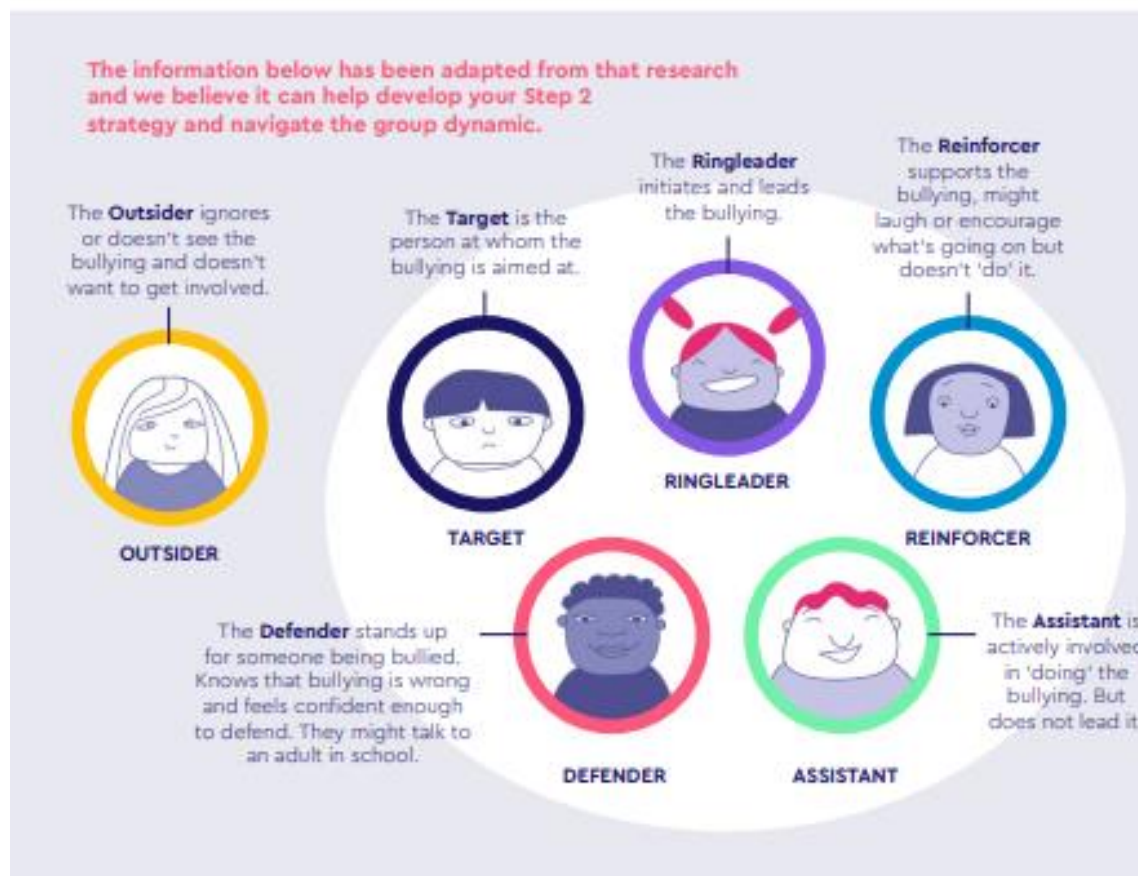
Bullying Log

Member of staff recording	
Date	
What happened? <ul style="list-style-type: none">• What type of bullying?• Who was involved?• Where did it happen?• When did it happen?	
Was the bullying targeting any aspect of the child's character? E.g. disability, SEN, looked after, young carer, LGBT+, race or faith, appearance, gender/sexism	
How was the target (bullied child) affected at the time? <ul style="list-style-type: none">• How did the child feel?• What did they think should happen to make it right?• Were there any injuries• Later effects?	
Who was spoken to and what actions were agreed?	
Was any external support accessed?	
Does this constitute a child protection issue? Do you need to record an injury?	
Have parents / carers been informed?	
Review box Regular reviews with dates and agreement	

Appendix B

Bullying as a group behaviour (Anti Bullying Alliance)

Research undertaken in Finland by [Christina Salmivalli \(1996\)](#) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated.



Roles in school are continuously shifting, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

Bullying is seen to be a group phenomenon. Others can have a significant influence on the outcomes of behaviours in school either intentionally or otherwise. By utilising these

roles and encouraging other options such as 'not laughing along' or 'checking in' after the incident to say that you will help a target to report, you can have a positive affect on bullying incidents.

For further information, sign up to take our free CPD online training

Appendix C

Roles involved in bullying log

Role	Name(s)	How they were involved?	What could this group do to help stop the bullying? E.g. stop the reinforcers laughing or create defenders	Agreement What approach have you agreed to take with each group?	Review What levers did you use, and did they work?
Target(s)					
Ringleader(s)					
Reinforcer(s)					
Assistant(s)					
Defender(s)					
Outsider(s)					

