

Anti-Bullying Policy

Introduction

At St Martin's Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Martin's Primary School Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment

Principles

It is the responsibility of the Head teacher to ensure that all members of the school community work within a safe and enabling environment.

The Bailiwick Curriculum 2016 states ' we will ensure children are: safe and nurtured and included and respected.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At St Martin's Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying is on purpose and usually happens when the relationship is imbalanced.
- Bullying is usually repeated and on-going.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual

people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual, transgender– gender ‘different’ from their peers

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our school ‘Golden Rules’ are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our ‘Golden Rules’ are as follows:

The school rules are the Golden Rules:

We are gentle

We don’t hurt anyone

We are kind and helpful

We don’t hurt people’s feelings

We work hard

We don’t waste time

We look after property

We don’t waste or damage things

We listen to people

We don’t interrupt

We are honest

We don’t cover up the truth

They are modified for the playground to become:

We play well with others

We don’t spoil others’ games

We care for our playground

We don’t damage things

We keep to the playground safety rules

We don’t break the playground safety rules

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Head teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Incidents must be recorded by a member of the SLT in the behaviour log kept in the head teacher's office and include dates, names, details of the incident and future actions. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Strategies for anti-bullying – pupils

Pupils are encouraged to follow these guidelines.

If you are being bullied the following responses should help.

1. Explain to the bully that their words/actions are upsetting; they may not be aware of this. However, if the bullying continues try not to show your feelings.
2. Walk away from the bully quickly and confidently, even if you don't feel that way inside.
3. If you are different in any way, be proud of it (your individuality)

4. Find some friends -safety in numbers and try to get a friend to report it.
5. The bully will not stop if they think that they can get away with such behaviour. Discuss the problem with your friends and if you think it is serious tell a member of staff or ask your friends to tell a member of staff on your behalf.

You can help to stop bullying

1. If the child being bullied is in any danger, fetch help. If he/she isn't stay with them you may be able to help.
2. Show that you and your friends don't like what the bully is doing
3. Give sympathy and support to other children who may be bullied. It could be your turn next.
4. Be careful about teasing people. If you think that they might not find your comments funny then don't say them.
5. If you know of serious bullying tell someone. The victim may be too scared or lonely to tell.

When you are talking about bullying with an adult, be clear about:

- a. what has happened
- b. how often this has happened
- c. who was involved
- d. who saw what was happening
- e. where it happened
- f. what you have done about it already.

Strategies for anti-bullying – parents and families

Parents and families have an important part to play in helping us deal with bullying.

Children sometimes bully other children because:

- they don't know it is wrong
- they are emulating older brothers or sisters or other people whom they admire.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

If your child has been bullied:

1. Talk calmly with your child about their experiences.
2. Make a note of what they say – particularly who was involved; how often the bullying has occurred; where it happened and what has happened.
3. Reassure them that they have done the right thing to tell you about the bullying and discuss with them how they would like the problem to be tackled.
4. Contact your child's teacher, Headteacher or Deputy Headteacher.
5. If parents or carers do not believe that the school has dealt with an incident of bullying, they should contact the Education Department and ask to speak to a Primary Education Officer on Tel: 733000

Talking with staff about bullying:

1. Try and stay calm – bear in mind that the member of staff may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
2. Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
3. Make a note of what action the school intends to take.
4. Find out if there is anything you can do to help your son/daughter or the school.
5. Stay in touch with the school. Let them know if things improve as well as if the problem continues.

Reviewed by staff December 2016, pupils Jan 2017, parents Feb 2017.