Martley C.E. Primary School and Pre-School

Anti-Bullying Policy

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Our Christian Values
The 5C's

Our school values, the 5 Cs, underpin all that we do. These values are found in all our classrooms and in key areas around our school. We celebrate these values in collective worship and they are integral part of our vocabulary.

These values are:

Compassion, Creativity, Commitment, Courage and Cooperation

'And I tell you, you are Peter and on this rock I will build my church…'Matthew 16 v18
As a Christian school our vision is that all children will know that everyone is loved by God. "Unlocking Potential" lies at the heart of everything we do at Martley CE Primary School. We are passionate about ensuring that every pupil has every opportunity to be the best that they can be.

We also support and follow the vision of the Diocese of Worcester Multi-Academy Academy Trust (DoWMAT) of which we are a member school:
'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.
In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

1. Introduction

   Martley CE Primary School and Pre-School is committed to providing a positive and caring environment in which children can flourish. We believe that all pupils are entitled to learn in a safe and supportive environment. Strategies such as learning about tolerance and difference are an integral part of the school curriculum and aim to promote an inclusive, tolerant and supportive ethos throughout the school.

   We believe that bullying in any form does not only effect those directly involved but has a detrimental effect on the whole school. Therefore we aim to be proactive and try to eliminate bullying traits before they manifest themselves in actions or words. Bullying of any kind is unacceptable at Martley and this policy is in place to ensure that all stakeholders understand what bullying is and how we educate pupils about bullying.

2. What is bullying?

   Bullying is behaviour by an individual or group, repeated over time - it can be short term or last many years - that **intentionally** hurts another individual or group either physically or emotionally. There are many definitions of bullying, but most have three things in common:

   - It is deliberate, hurtful behaviour
   - It is repeated behaviour
   - It makes those being bullied feel powerless to defend themselves.

   When an incident is reported to a member of staff, it is often difficult for them to decide whether it's bullying or just normal 'falling out' – type behaviour. It is worth remembering that occasionally more than one child can be targeted, so all the below would apply, but for more than one child.

   These are signs to look out for:
   - Only one person is really upset
   - One person is frightened of the other / others
   - One person seems reluctant to say what happened
   - There have been other signs that indicate that one child is unhappy e.g. change in personality, standard of schoolwork, or behaviour
   - Witnesses are reluctant to come forward
   - There has been a wave of incidents involving the same child / children
   - A child is scared/ nervous when using a computer
   - A normally non-aggressive child has acted aggressively
     Note that Children may use aggressive behaviour to bully others. However, aggression is not necessarily bullying. Bullying is aggressive, but it is more complex than a fight or bad language. In the form of emotional or psychological aggression it is very painful to the victim, and any behaviour that is the use of power in order to hurt others is bullying behaviour.

3. **What are the different types of bullying?**

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:
- Verbal
- Physical
- Emotional
- Online (cyberbullying)

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.

4. Potential signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher or the Senior Leadership Team who will investigate the matter and monitor the situation.

5. Child on Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services, where the DSL deems this appropriate in the circumstances.

6. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:
- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.
The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying

7. **How to prevent bullying and victimisation**

How to prevent bullying and victimisation:
Work aimed at eliminating bullying and victimisation involves work around several areas of intervention:
1. The effective management, surveillance and control of the environment so that the opportunities for bullying activities are kept to a minimum.
2. The effective management of behaviour of those who bully or seek to victimise others.
3. Support for all those who are victims. This includes those who experience unhappiness because they think of themselves as victims.
4. Support for those who victimise with changing their behaviour and with the development of improved self-awareness.
5. PSHCE/ SEAL lessons, Collective Worship, circle time and cross-curricular activities such as anti-bullying week:
   a) To educate children in what bullying is and what they can do if they are being bullied, and if they know someone who is being bullied
   b) To help those who like to influence the behaviour of others to do so in socially acceptable ways and to avoid conduct that leads to victimisation
   c) To improve every individual's assertiveness skills and make sense of self-worth so that victimisation becomes less effective
   d) To provide every individual with strategies to help them "stay safe"

8. **How should we react to bullying?**

We must act upon any suspicion of bullying. It is important to encourage children to speak out - silence and secrecy undermine the power of the school and affirm the power of a bully.

To be seen to act is vital.

TACKLING BULLYING IS AN IMPORTANT PART OF MAKING SCHOOL A HAPPY PLACE FOR EVERYONE.

Tactics to deal with bullying sometimes work, but there are no certain cures. Research claims that the publicity given to efforts to tackle bullying is important, but increased publicity can also lead to an increase in the overall incidence of bullying in a school. Encouraging children and adults to speak out can lead people to believe that there is more bullying.

If you come across bullying, ensure that you inform a member of the senior management team as soon as possible, so that you can deal with it appropriately together. All of the following steps should be followed but not necessarily in the order given:

- remain calm: listen to both sides; interview the victim, alleged perpetrator and witnesses separately.
- ensure that any injuries are dealt with immediately
- ensure the incident / report is taken seriously and actions are taken as soon as possible
- reassure the victim(s): they must not be made to feel inadequate or foolish

- offer advice, support and help to the victim
- make it clear to the bully that you disapprove of the inappropriate actions
- encourage the bully to see the victim's point of view
- consider appropriate actions/punishments to be taken
- explanation of the punishment and why it has been given
- inform colleagues of the incident and any punishment, so everyone will be vigilant
- inform parents if this is a serious case
- make sure the incidence does not "live on"; how can you help to prevent a recurrence?

9. What we do if incidents occur

At Martley CE Primary School and Pre-School we actively seek to prevent bullying but recognise that it still may occur. Our ethos as a Church School is to ensure that everyone feels valued, listened to and that everyone should be listened to. We have a variety of methods and approaches to help in these circumstances. Not all are appropriate to every incident and there is no suggested hierarchy of strategies intended. It is the responsibility of our experienced and professional staff to select and employ suitable strategies.

Procedures: When a member of staff is aware or suspects the possibility of bullying a thorough investigation should take place, and the bullying stopped quickly. The incident should be recorded, and be seen by the victim to be recorded. We record any incidents in a log.

Interventions: If after talking to all involved it is decided that bullying or unacceptable behaviour has occurred then disciplinary measures may be taken. These should be applied fairly and consistently, taking into account the needs of vulnerable children. Any sanctions will follow the school's behaviour policy. We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

10. What methods do we use?

- Support groups (the 'No-Blame' Approach) – This involves talking to the victim and the perpetrator and any bystanders. The victim will be spoken to separately from the group.
- Mediation – Exploring ways in which all involved are able to co-exist in the school environment. Simple apologies are not usually welcomed or effective.
- Socially Speaking groups – these allow the perpetrators to recognise the effect their behaviour can have. Similar groups can also help the victim to become more assertive and can help ensure that they speak out as well.
- Circle time – these sessions could include scenarios or discussions and can explore a variety of situations and potential solutions.

In addition we also:

- **Involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- **Involve pupils** so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- **Regularly evaluate** and update our approach to take account of developments in technology
- **Openly discuss differences** between people that could motivate bullying
- **Use specific organisations or resources for help with particular problems**
- **Provide effective staff training**
- **Work with the wider community** such as the police and children's services where bullying is particularly serious or persistent
- **Create an inclusive environment** where children feel they can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- **Celebrate success** in all areas

Additional Support may be provided from:
- The School Nurse team
- LA behaviour support through Perryfields Pupil referral Unit
- SENDCO (Special Educational Needs and Disabilities Coordinator)
- Educational Psychologist
- Educational Welfare Officer
- Child's doctor – accessed via parents