

St Martins School

Anti-Bullying Policy



Date of Policy: Spring Term 2022

Last Review Date: Autumn Term 2022

To be reviewed: Autumn Term 2023

St Martins anti-bullying policy.

St Martins School will be used as an all-encompassing term to include all of the school community including Horizons and Project Search.

Policy Statement

At St Martins School we believe that all students have the right to the best possible education to enable them to reach their potential. We aim to create an environment where all students and staff feel safe, valued and are free from any form of harm. Bullying is never acceptable; school fully recognizes its duty to protect all of its community from any form of bullying. The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

As a school community we will do all we can to prevent bullying through effective teaching and learning and through the development of a school ethos in which bullying is regarded as unacceptable.

Bullying is regarded as “the repetitive, intentional hurting of one person or a group by another person or a group, where the relationship involves an imbalance of power. It can happen face to face or online”. (Anti-bullying alliance 2020).

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumors, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – including posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

It is commonly believed that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. This is a view shared by the St Martins community.

Bullying is an emotive issue therefore, it is essential that we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child/young person as ‘a bully’ or a

‘perpetrator’, nor will we refer to a child/young person as ‘a victim’. Instead, we will refer to the child/young person by describing the situation, for example: A young person displaying bullying behaviour or a young person experiencing bullying behaviour. This language will be used when discussing or recording bullying incidents

Aims and Objectives.

At St Martins school we believe that:

Bullying is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

All incidents of bullying will be treated a safeguarding concern, will be reported to the designated safeguarding lead and responded to immediately.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur, including cyber-bullying. Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’. It can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online).

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment to teach and learn.

St Martins School will:

Ensure that all members of the community know that all forms of bullying are wrong and will not be tolerated.

Support pupils with managing relationship conflict and friendship breakdown.

Promote a positive, supportive, behaviour approach and behaviour strategies.

Ensure that the expectations on pupils, staff and parents, if they witness bullying behaviour are clear and that the school protocols are followed.

Ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.

Support will be given to those experiencing bullying with attention to the mental health impact of bullying.

Support will be given to help the pupil/s displaying bullying behaviour to stop and change in the long term.

Staff support and training will be given as necessary to ensure that all understand what bullying is and what this can look like.

PSHE sessions will be used to raise awareness of what constitutes bullying and the impact it can have on those involved. Reasons for bullying and the impact of this will be explored. Through PSHE lessons discussions relating to the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference will be explored. Students will be taught that using any prejudice based language is unacceptable.

Success will be celebrated and praise given to develop a positive and supportive ethos. Staff and students will experience and be part of this culture.

Procedures

Students must be empowered to be able to tell an adult or a peer that they are being bullied or experiencing bullying behaviour. It is very important that this disclosure is acted upon and dealt with quickly and in an appropriate manner.

- Bullying must be recorded using the school safeguarding system – My Concern. This must happen the same school day as the incident being reported/discovered.
- SLT must be informed of the incident on the same day as the incident is discovered/reported.
- Discussions will be held with the person experiencing the bullying, the person displaying bullying behaviour and the person reporting the incident, all will be listened to in a sensitive manner. The aim of discussions held will be to clarify facts and perceptions in order to understand the situations and to assess if the behaviour meets the definition of bullying. (Where the behaviour is not classed as bullying intervention will still be required in an appropriate form.)
- Parents of all involved in the bullying incident will be contacted on the day of reporting.
- Appropriate, student centred action plans stating next steps will be put in place to ensure that the issue is dealt with in an appropriate way for the situation and incident. This will be done by a member of SLT. Further action and support will be put in place to minimise a re-occurrence of bullying behaviour.
- Support will be given to the person who has experienced the bullying. This support may take the form of a key person to talk to, referral to the well-being team or involvement in restorative justice.
- There should be a follow up session with the student who has experienced bullying after a short period of time and then the half term following the incident to ensure that bullying has stopped and that there are no further or recurring concerns.
- Behaviour that is causing concern and that may be part of a bigger picture indicating bullying, i.e. isolated incidents which if repeated could lead to a bullying classification, are to be recorded on Integris as a behaviour concern. The Designated Safeguarding Lead is to be made aware of these concerns.

If you are told about a cyber-bullying incident, the protocol outlines below is to be followed in addition to the procedure above.

Mobile Phones

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have

Those reported to have displayed bullying behaviour will –

- Be interviewed by Head teacher or SLT
- Witness statements may need to be taken.
- Have appropriate action taken if bullying is proved.

Action should take the form of one or more of the following –

- Discussions with Head teacher/SLT or other significant adult about the incident.
- Parents of all parties will be contacted and discussions will take place related to the incident.
- Restorative Justice
- Work with the peer support/mediation group.
- Referral to the well-being team
- Intervention by appropriate outside agency.
- Exclusion or sanction applied on an individual basis at the discretion of the Head teacher.

Monitoring will be by Jessica Longhurst (Designated safeguarding lead) with the support of Catherine Cheung (Behaviour lead) who will use the records to report levels of bullying annually in accordance with Derby City LA practice and The Shaw Education Trust.

Response to bullying.

Pupils who experience bullying will be supported in a way that is suitable to their needs, understanding and personal circumstances. Support may be given by the pastoral team, the well-being team, the Designated Safeguarding lead or members of SLT. Parents will always be engaged in the whole process including support required. Formal counselling, or referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS) may be required. Schools will ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn.

Any person considered to be demonstrating bullying behaviour will be dealt with seriously. It is the responsibility of the school to demonstrate clearly that their behaviour is wrong. It is also important to

consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the person displaying such behaviour. Where this is the case the child engaging in bullying may need support themselves.

It is important that schools take measures to prevent and tackle bullying among pupils but it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Bullying shown towards staff should be responded to in the same way as incidents of bullying towards students. This must be reported, recorded and acted upon.

Legislation links.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role. This includes any negative language or behavior in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

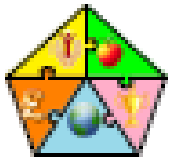
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village center. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehavior could be criminal or poses a serious threat to a member of the public, the police should always be informed.

This Policy is written with due regard to fulfilling our statutory responsibilities as laid out in the: Education Act 2002, Education Inspections Act 2006, Education Act 2011, Equality Act 2010 and keeping Children Safe in Education 2020 and subsequent updates.

This policy supplements and expands upon the St Martins School Positive Behaviour Support Policy.

Catherine Cheung. October 2022.



Student Anti-Bullying Statement

At St Martins students feel safe, we like every student in our school to feel comfortable. St Martins is a welcoming school where we treat everyone with respect. We have a no tolerance approach to bullying within our school and students feel they can report any issues to all staff. We want all the students in our school to feel happy.