

BULLYING

This policy is written with reference to Prevent and Tackling Bullying, DfE 2017

BULLYING - A CHARTER FOR ACTION

Bullying is if someone does something unkind to you:

- Several
- Times
- On
- Purpose

If someone does bully you, you must:

- Start
- Telling
- Other
- People

At Martin High School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable in our school. Our anti-bullying policy ensures that all our learners can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all learners should be able to tell and know that incidents will be dealt with promptly and effectively. We expect that if anyone knows bullying is taking place to tell the staff, parents or a trusted adult.

This policy is supported by our policies for Behaviour, Safeguarding, Equality and Acceptable use of IT.

OUR AIMS

- To promote the well-being of all learners.
- To prevent, reduce and eradicate all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all learners and staff and parents are aware of this policy and their obligations.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours.

Bullying can be

- Emotional – being unfriendly, excluding, tormenting, and threatening gestures
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Sexual – unwanted physical contact or sexually abusive comments.
- Verbal – name-calling, sarcasm, spreading rumours, teasing.
- Cyber – All areas of internet, such as email, instant messaging and internet chat room misuse. Mobile threats by text messaging and phone call. Misuse of associated technology, camera and video facilities. It can also include material bullying which includes damage to belongings and extortion.

The Equality Act 2010 makes sure that people are protected from discrimination in relation to nine protected characteristics (Age, Disability, Gender Reassignment, Marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation). In line with our public sector equalities duties, we will not tolerate prejudice and discrimination in our school, along with all other forms of bullying.

In schools, children can be vulnerable to bullying on the pretext of:

Racial, religion or belief – is where the motivation for bullying is based on the targets skin colour, culture, nationality, or faith.

Disability – where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments, and mental health conditions.

Sexual orientation – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can learners who do not conform to gender stereotypes.

Gender reassignment – relates to transphobic bullying. It is based on prejudice or negative attitudes, views, or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

Sex – relates to sexual bullying and can relate to the target's gender or body, this can have a sexual and/or sexist element.

Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.

Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head. This also includes any incidents of adult bullying by staff or parents. If the Head is suspected of bullying, the matter should be reported to the Chair of the Governing body.

Bullying can also take place through third person involvement, i.e. another person being encouraged to take part in any of the behaviours above.

BULLYING IS NOT:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Learners do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as **Several Times on Purpose**

BULLYING OUTSIDE SCHOOL PREMISES

Head teachers have a specific statutory power to discipline learners for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate learners' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING

- Bullying hurts.
- No one deserves to be a target of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

- School have a responsibility to respond promptly and effectively to issues of bullying.

OBJECTIVES OF THIS POLICY

- All governors, teaching and non-teaching staff, learners and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All stakeholders take an active part in policy renewal.
- As a school we take bullying seriously. Learners and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

PROCEDURE – REPORTING

LEARNERS

- Learners are encouraged to tell somebody.
- Learners can email Reachout@martinhigh.org.uk or report via the YOUHQ app
- They are encouraged to report possible bullying to any member of staff they trust, a friend, or a member of their family.
- Learners may email a message to the bullying email address to voice concerns.
- Learners who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

STAFF

- All incidents of suspected bullying will be dealt with initially by the member of staff it is reported to and information passed to a DSL who will designate actions to be taken if necessary by appropriate member of staff.
- All staff are responsible for the health and well being of the learners and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate the matter then it must be referred immediately to a DSL.
- The Head will also be informed and, if bullying is confirmed it will be recorded on CPOMS and monitored for patterns of behaviour.
- Incidents recorded are discussed weekly by the DSL team. This is used to check for patterns of behaviour.
- Teaching assistants should report to a class teacher or the DSL Team if they have any concerns about potential bullying.
- Lunchtime Supervisors report to the SLT Team Leader who in turn reports to the Holistic Team/DSL where there are concerns about learner's behaviour.

PARENTS

- Parents are encouraged to share concerns with their child's form tutor and Holistic Team.
- Parents/carers will be informed after an initial investigation, if appropriate, and may be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

PROCEDURES – OUTCOMES

TARGET

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Targets will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their fault.
- The target will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to a counsellor may be considered appropriate.
- Following investigations, an action plan will be drawn up and staff will 'check in' with learners that have been the target of bullying to ensure that the child feels happy and secure at school.

PERPETRATOR

- Most importantly the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Learners are helped to reflect upon their actions and to empathise with how the bullied learner may feel.
- Learners that have bullied are supported to modify their behaviour – this may be through a report card, a written agreement put in place with the victim that they both sign, support of a buddy for break times and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of 'privileges' in school.
- Temporary exclusion for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

PARENTS

- Parents/Carers of both target and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the target's parents or carers to ensure that the target adjusts positively back to school life as quickly as possible.

- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

RECONCILIATION

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Learners will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

PROCEDURE – RECORDINGS

- All incidents are recorded on CPOMS and checked regularly to see if there are patterns of behaviour that may be regarded as bullying.
- Incidents of bullying are added each week to HOY meetings. This is used to check for patterns of behaviour.
- Definite incidents of bullying are recorded on CPOMS which is used to highlight repeated incidents.
- The Vice Principal is responsible for coordinating the recording system, liaising with Head of Years and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of CPOMS i.e. number of incidents, numbers of learners involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour.
- Teachers may also consult the Heads of Year if they have any concerns about bullying behaviour. This will be noted and recorded on CPOMS.
- Follow up action may include; signed agreement for perpetrator, relevant staff informed eg, tutor, teaching staff, possible timetable changes, risk assessment. The relevant course of action will be decided by the DSL and Holistic Team on a case by case basis.

PREVENTION

We aim to help learners prevent bullying. As and when appropriate, learners may:

- Sign a Home/School agreement contract when they start at Martin High.
- Hold assemblies reaffirming our standing against bullying.
- Subject areas reinforce message through lesson activities.
- Be invited to become Anti – Bullying Ambassadors / Mentors in Violence Prevention to raise awareness across the school.
- Use role play to help create feelings of empathy.
- Have discussions about bullying and why it shouldn't happen.
- Be involved in peer led interventions such as the MVP programme.

The school has a range of strategies in place to help pupils work and behave co-operatively in order to minimise the possibility of bullying taking place.

- We take part in the National Anti-bullying week in November each year, involving all learners in discussions about acceptable behaviours and ensuring all learners know what procedures should be followed.
- We have regular school assemblies focused around Personal Development themes of bullying, friendship and expected behaviour.

ANTI-BULLYING POLICY

- The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
- The school takes a pro-active stance towards challenging behaviour at lunchtime; we also have various activities at lunchtime for learners to take part in to avoid unwanted behaviour.
- The school works closely with the local police to make sure that any incidents outside the school are reported to the school so that learners involved can then be monitored inside school as appropriate.
- Learners are encouraged to help perpetrators and targets reflect upon their actions.
- Both learners and parents are made aware of how to use the internet safely and the possibilities of cyber bullying.
- All new families are given a home/school agreement which explains our rules, standards and expectations.
- Above all learners are encouraged to tell any adult in school if they feel they are being bullied or think someone else is being bullied.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with cloths torn or books damaged

- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay someone who has asked them for money)
- has dinner or other monies continually “lost”
- has unexplained bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when cyber message is received

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Anti-bullying email address: Reachout@martinhigh.org.uk

Useful links and supporting organisations

- Leicestershire County Beyond Bullying: www.beyondbullying.com
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Advisory Centre for Education (ACE) www.ace-ed.org.uk
- Children's Legal Centre www.childrenslegalcentre.com
- Youth Access www.youthaccess.org.uk

LGBT+

- Barnardos LGBT+ Hub: <https://www.barnardos.org.uk/>
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women(EVAW) www.endviolenceagainstwomen.org.uk