**Sulby Primary School**

**‘learning is a great adventure’**

**Anti-Bullying Policy**

Our Mission Statement states that we want children at Sulby Primary School to look forward to coming to a friendly and happy school. Bullying of any sort prevents this being able to happen. We value our happy and positive atmosphere and it is everyone’s responsibility to ensure that this is maintained. We adopt a proactive approach to the well-being of every individual and ensure positive relationships remains a high priority for everyone.

The school community needs to continue to work hard to ensure that all pupils know the difference between unacceptable personal behaviour, unkindness, unfairness, bullying and occasional “falling out”. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

We encourage every child to report any incident, action or comment that concerns them to an adult in school. We encourage them to describe this concern in the way it happened, using their own language and not resort to any wider definitions. If every example of unacceptable behaviours, actions or words are dealt with when they happen we can minimise the risk of repetition, which defines bullying.

**Definition**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying is a form of anti-social behaviour that has no place in this school. It is unacceptable in any form and will not be tolerated. The three main types of bullying are:

* Physical (hitting, kicking, theft)
* Verbal (name calling, racist remarks)
* Indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report any incident and be confident that it will be dealt with.

**Target**

To ensure a secure and happy environment free from threat, harassment and any type of bullying behaviour.

**Aims**

* Children will feel confident and secure in reporting any incident that concerns them.
* Children are confident that their views will be listened to and acted on appropriately.
* Members of the school community maintain a positive approach to dealing with children’s concerns and have clear guidance if bullying is suspected.

**Prevention**

Prevention of bullying is obviously the best course of action. The following guidance for staff has been successful in limiting instances of bullying at Sulby School.

* Give time to listen to children’s comments and follow up any concern raised by children at playtime, lunchtime or other times during the day.
* Share any well-being issue or concern with the headteacher.
* Value each child’s comments and try to ensure they are happy with the outcome of their dealings with you.
* Be aware of any repeated comments involving the same children or groups of children.
* Ensure that any relevant concerns are shared at a staff meeting so that communal action can be agreed as necessary.
* Be aware of the contents and guidance provided in the school’s Behaviour Policy.
* Ensure that all children are aware of acceptable standards of behaviour and the positive role model expectations and attitudes we expect at Sulby.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to prevent such behaviour.

**Guidance on Rising Concerns**

We need to be very aware of issues that are brought to our attention involving the same named children. Although these may not meet the criteria of bullying continued disputes and tensions can cause action and reaction and may lead to bullying. We need to ensure these issues are continually monitored and the children supported.

Occasionally these issues may span a number of years with disputes or fall outs arising between the same children which have not surfaced or been a concern for some time.

The class teacher is the best person to share any concerns with and they should be consulted first. The Class Log may provide an indication of any previous incident or pattern. It is always best to share a concern with the headteacher, verbally or by email.

* Always record any incident in the Class Log belonging to the year group. Children do not always need to know an incident is recorded but it may help us to identify patterns.
* Consider high profile, class circle time and review each break and lunch time.
* Ensure every issue is followed up and add additional playground monitoring.
* Provide specific playtime guidance.
* Ensure issues are shared in staff meeting review time and the Weekly Notes
* Make sure we have a plan and an unbiased recorded view.
* Retain high profile and discuss with parents if appropriate.
* Remind children how some behaviours and actions could become bullying

**Guidance on Suspected Incidents of Bullying**

If we manage and support behaviour and well-being effectively then these incidents should be minimised. This is a whole school responsibility and is given the highest priority.

* Always record any incident of suspected bullying in the Class Log belonging to the year group. Children do not always need to know an incident is recorded but it may help us to identify patterns.
* The account of the incidents recorded should be given to the Headteacher for further action if necessary.
* The Headteacher / Deputy will interview all concerned and will record further observations on the incidents.
* Class teachers will be kept informed of any action.
* Engage with parents if bullying is suspected.

Sanctions will be used as appropriate, according to the nature of the incident, the severity, any pattern or action over time or the individuals involved.

**Pupils who have been bullied may be supported by:**

* Providing an opportunity to discuss the experience with a member of staff
* Reassuring the pupil and offering continuous support
* Restoring self-esteem and confidence
* Establishing procedures and practice to prevent a repetition

**Pupils who have bullied may be helped by:**

* Discussing what happened and discovering why the pupil became involved
* Establishing the wrong doing and support the need to change
* Informing parents or guardians to help change the attitude of the pupil.
* Involving other agencies as necessary

**On-line or cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start outside school and then be progressed online or start online and influence behaviour in school.

 Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying. cyberbullying can include:-

* hacking into someone’s accounts/sites
* Posting prejudice / hate messages
* Impersonating someone on line
* Public posting of images
* Exclusion
* Threats and manipulation

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

**Staff Responsibilities - summary**

* To prevent bullying whenever possible by dealing with every issue appropriately.
* To support and challenge behaviour using our positive role model approach.
* To implement procedures to confront unkindness, unfairness and unpleasant behaviour in any form.
* To listen to all parties involved in incidents and to investigate as fully as possible,
* To take appropriate action, or refer the matter to the Headteacher for further action.
* To promote the use of a range of teaching and learning styles and strategies which challenge bullying.
* To ensure our teaching highlights the importance of the school values and ethos.
* To retain records for monitoring purposes and to record incidents of bullying in our Class Log.

**Monitoring, Evaluation and Review** The school will review this policy when the need arises and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed Oct 2019

We have reviewed this policy with direct reference to the Equality Act 2017 and the following provisions;

1. *Eliminate discrimination and other conduct that is prohibited by the Act*
2. *Advance equality of opportunity between people who share a protected characteristic and people who do not share it.*
3. *Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it*

These statements refer to the following groups;

* Sex
* Race (colour, nationality, ethnic or national origins)
* Disability (broader than DDA definition)
* Religion or belief (religious or philosophical belief or lack of same)
* Sexual orientation
* Gender reassignment (undergoing, undergone or is proposing to undergo process of reassigning their sex)
* Pregnancy or maternity
* Marriage or civil partnership