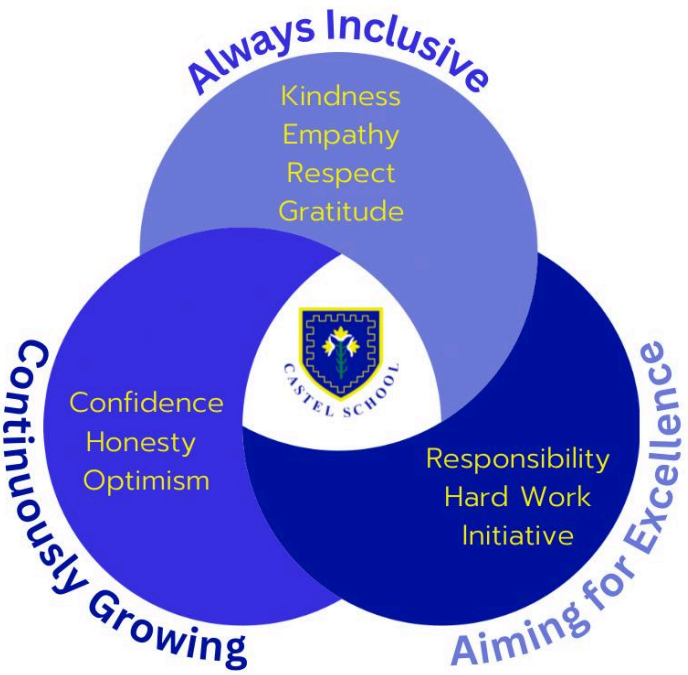
Castel Primary School



Anti-Bullying Policy

Devised: Autumn 2024
Review Date: Autumn 2026

Shared with and agreed by all staff

Anti-Bullying Policy

UNCRC Article 2: Rights apply to every child without discrimination
UNCRC Article 3: Everyone who works with children should do what is best for each child
UNCRC Article 12: Every child has the right to an opinion and it to be listened to and taken seriously
UNCRC Article 14:Every child has the right to think and believe what they choose and also to practise their religion
UNCRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe UNCRC Article 36: Every child has the right to be protected from things that could harm them
UNCRC 39: All children have the right to help if they have been hurt or badly treated

Introduction

At Castel Primary School, we are committed to preventing, raising awareness and consistently responding to any cases of bullying. We are committed to safeguarding and promoting the wellbeing of all pupils and expect all staff and volunteers to share this commitment.

Aims

All staff, pupils and parents/carers have a shared understanding of what bullying is and the different forms it can take.
All staff, pupils and parents/carers know how to report any bullying.
Any bullying allegations are taken seriously, protocol followed and relevant actions taken.

Definition of Bullying

Bullying can be described as **any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent, targeted and can continue for a long period of time. It always reflects an abuse of power.**

The three main types of bullying are:

Physical
This includes hitting, kicking, scratching and the taking or deliberate damaging of property.

Verbal
This includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist), teasing, threats and extortion or sending nasty notes, text messages, emails etc.

Indirect
This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, sexual orientation, gender identity, age, or disability. This can also be directed towards someone because of their association with someone with these characteristics: for example, where a student has gay parents, or a sibling with a disability.

Identifying Bullying

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. However, some of the warning signs can include:

Individual Signs:

Unexplained changes in behaviour or appearance including:

- Torn clothing and damaged books
- Sudden mood swings
- Loss of belongings
- Requests to be accompanied to and from school
- Bedwetting
- Nail biting
- Nervous tics
- Sleep walking
- Flinching
- Underachievement
- School refusal
- Temper flare ups
- Physical marks
- Avoidance of certain days
- Psychosomatic illness

Whole school signs

- Graffiti
- Frequent name calling
- Poor attendance
- Pupils appearing to be afraid
- Social exclusion
- Pupils being alone at break times
- Pupils not willing to approach adults

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.

Behaviour Policy

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

Strategies for Dealing with Bullying

Five key principles can be used to support school procedures for dealing with bullying. These are:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up shortly after the intervention and sometime after to check the bullying hasn't resumed

The following procedures are recommended

- Discuss the incident with the alleged victim and accused bully/ies
- Consider referring the interaction for Peer Mediation

If Peer Mediation is not appropriate:

- Obtain witnesses if possible
- Inform the Head Teacher/Deputy Head Teacher
- Interview the alleged bully/ies to investigate
- If allegations are substantiated implement sanctions appropriate to the incident
- Seek to use a restorative approach with the perpetrator(s) and victim(s) together.
- Refer the victim for counselling if appropriate
- Inform the parents of the victim and the bully of the details

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.

Working with Parents/ Carers

Working in partnership with parents is important and staff should understand the value in meeting and communicating with parents or carers regularly to discuss any concerns.

Parents or carers will normally make contact with the class teacher initially whenever they have concerns who may decide to involve colleagues in any discussions depending on the nature of the concerns, e.g. Headteacher, Deputy Headteacher, SENCO.

When responding to parents or carers, it is important to listen to and write down concerns raised. In order to prevent a misunderstanding, staff are encouraged to read back any concerns as they understand them. Parents and carers should be reassured and it should be explained that an investigation will take place. Under no circumstances should a parent or carer be informed of an outcome prior to the member of staff investigating the incident(s)

Roles and Responsibilities

Staff

It is the collective responsibility of all staff members including lunchtime supervisors, support staff, learning support assistants and teaching staff to:

- Report any concerns about bullying incidents which could affect the health or wellbeing of anyone in the school to a member of the senior leadership team
- Encourage and promote anti-bullying directly and indirectly
- Listen to any child or parent/carer that has any concerns including those related to bullying incidents
- Follow the school's procedures when dealing with any suspected incidents of bullying

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to:

- Ensure that the anti-bullying procedures are implemented and shared with all stakeholders
- Promote anti-bullying in various ways, e.g. through timetabled assemblies, through conversations with children and through display work
- Report to the States of Guernsey Education Services, as necessary, on any

bullying issues
- Liaise with the States of Guernsey Education Services, as necessary, if a period of fixed term or permanent exclusion is required
- Support staff in dealing with bullying incidents and meet with parents as necessary to support the actions of staff members
- Keep accurate records of all bullying incidents

Parents/Carers

The parents/carers will:

- Raise any concerns that they may have with their child's class teacher
- Support the actions of the school when carrying out investigations/dealing with any incidents
- Promote the anti-bullying work that the school does by sharing in conversations about this at home

Children

The children will:

- Treat others with courtesy and respect at all times
- Not bully another person in any way
- Respect the differences between themselves and others
- Engage in the mediation process where appropriate
- Talk to an adult immediately if they are worried about bullying

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. The bully will not stop if they think that they can get away with such behaviour.
5. 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 staying 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.
4. Think before you speak. Be kind with your comments. We are all different and all valued.
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

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.