



SARK SCHOOL

Anti-Bullying Policy

1. Introduction

1.1 We are a community whose values are: **Be Curious Be Kind Be You**

1.2 We expect pupils to act safely and feel safe in school. We aim to facilitate this through education so that the pupils feel confident in both understanding bullying and to seek support if needed.

1.3 The school understands its role within the local community to work with parents and other agencies outside the school if required

2. Roles and Responsibilities

2.1 **The Head teacher** - has overall responsibility for the policy. It is their duty to liaise with the governing body, parents/carers and outside agencies.

3. Definition of Bullying

3.1 We understand the definition of bullying to be the following. This has been agreed by the Anti Bullying Alliance.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

3.2 Bullying can take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories' They have a duty to prevent the bullying and take action.

3.3 The following types of bullying behaviour are included in the definition of bullying: deliberate exclusion, malicious gossip and other forms of relational bullying,



cyber-bullying and identity-based bullying such as homophobic bullying, racist bullying and bullying of those with disabilities or special educational needs.

3.4 Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s behaviour policy.

4. Behaviours often associated with bullying

<p>General behaviours which apply to all</p>	<p>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</p> <p>Physical aggression</p> <p>Damage to property</p> <p>Name calling</p> <p>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</p>
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	<p>Extortion</p> <p>Intimidation</p> <p>Insulting or offensive gestures</p> <p>Invasion of personal space</p> <p>A combination of any of the types listed.</p>
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Cyber	<p>Denigration: Spreading rumors, lies or gossip to hurt a person's reputation</p> <p>Harassment: Continually sending vicious, mean or disturbing messages to an individual</p> <p>Impersonation: Posting offensive or aggressive messages under another person's name</p> <p>Flaming: Using inflammatory or vulgar words to provoke an online fight</p> <p>Trickery: Fooling someone into sharing personal information which you then post online</p> <p>Outing: Posting or sharing confidential or compromising information or images</p> <p>Exclusion: Purposefully excluding someone from an online group</p> <p>Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety</p> <p>Silent telephone/mobile phone call</p> <p>Abusive telephone/mobile phone calls</p> <p>Abusive text messages</p> <p>Abusive email</p> <p>Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</p> <p>Abusive website comments/Blogs/Pictures</p> <p>Abusive posts on any form of communication technology</p>
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Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	Spreading rumours about a person's sexual orientation Taunting a person of a different sexual orientation Name calling e.g. Gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks Threats
Race, nationality, ethnic background and membership of the Traveller community	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion on the basis of any of the above
	This involves manipulating relationships as a means of bullying. Behaviours include: Malicious gossip Isolation & exclusion



Relational	
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	Ignoring Excluding from the group Taking someone's friends away Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look"
Sexual	Unwelcome or inappropriate sexual comments or touching Harassment



Special Educational Needs, Disability	Name calling Taunting others because of their disability or learning needs Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule
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5. Responding and Reporting Bullying

5.1 Our school has a clear system to report bullying and all members of our school community take responsibility to prevent bullying.

5.2 Bullying can be reported in the following ways

- All pupils, including bystanders, can tell any adult in the school
- Parents/carers can make an appointment with the classteacher and/or the Head of School
- All staff and visitors may talk to the relevant classteacher and/or Head of School

5.3 The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame) The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.



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5.4 Reporting bullying behaviour

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretaries, Higher Level Teaching Assistants (HLTA), Teaching Assistants (TA), caretakers and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher

5.5 Investigating and dealing with incidents

In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

Teachers should take a calm, unemotional problem-solving approach.

Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;



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If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.

It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

5.6 Follow up and recording

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased



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- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the Head of School

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

5.7 Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same

The relevant teacher must inform the Head of School of all incidents being investigated.

Informal-determination that bullying has occurred



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If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

6.0 Strategies for preventing Bullying

6.1 As part of our ongoing commitment to the safety and welfare of our pupils the following strategies will be used in Sark School

- Anti-Bullying week
- PSHE scheme of work
- Specific internet safety lessons
- Positive reinforcement of good behaviours through school ethos: collective worship, celebration assembly, learning to learn and diversity
- A restorative approach to conflict resolution
- Support for parent/carers
- Parent information events and information
- Support for all school staff
- Staff training for all staff

This policy was adopted by the School Board on _____ [date].

This policy has been made available to school personnel and published on the school website . A copy of this policy will be made available to the Education Committee if requested.

This policy and its implementation will be reviewed by the School Board and Head of School once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website . A record of the review and its outcome will be made available, if requested, to the Education Committee.

Signed: _____



SARK SCHOOL

(Chairperson of School Board)

Date: _____

Signed: _____

(Head of School)

Date: _____

Date of next review: _____



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