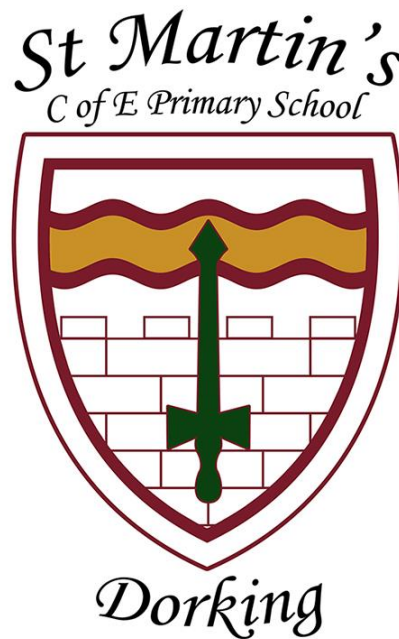# St Martin's C of E Primary School
'Inspiring children to be the best they can be'

Anti – Bullying Policy

Agreed - Autumn Term 2025
To be reviewed - Autumn Term 2026

Anti-Bullying Policy

A positive approach to inclusion by celebrating diversity, promoting well-being and resilience, enabling a safe space for resolution and ensuring equality for all.

At St Martin's C of E Primary School, we believe that bullying is not acceptable in any form or in any context.

The policy should be read alongside the following documents:

- Surrey Guidance on Anti-Bullying -
  (https://www.surreylocaloffer.org.uk/parents-and-carers/family-safety/bullying
- Prevent Guidance
- Safer Surrey RSHE and Citizenship curriculum
- RSE guidance
- Model safeguarding
- Drug and alcohol awareness
- Healthy schools
- Equalities Act
- Index for Inclusion
- Preventing and Tackling Bullying (DfE 2017)

Policy Development
This policy was formulated in consultation with the whole school community with input from: Staff, governors, parents/carers and children. It will be reviewed, in line with any changes to guidance, every 2 years.

Children contributed to the development of the policy through discussion at the School Council, through meetings between the PSHE Leader and in circle time discussions through RSHE lessons, etc.

Parents are also invited to reflect their views via Parentview and during Governor Monitoring Days, when Anti-Bullying is always a feature of the monitoring session. Most recent data shows that 98% of children feel safe at St Martin's.

To be considered alongside the school's
Behaviour and Discipline Policy
Safeguarding and Child Protection Policy
Acceptable Use Policy - Cyberbullying and internet safety
Equality Policy
SEND Policy
RSHE section of Learning and Teaching Policy
Complaints policy
Whistle Blowing Policy
Code of Conduct Policy

How this policy sits in line with the school Behaviour Policy
Scope of this policy:
bullying of children by other children within school
bullying of and/or by children outside of the school, where the school is aware of it
bullying of staff by children or bullying of children by staff, within or outside of school
bullying of staff by staff within or outside of school below.

Introduction

At St Martin's C of E Primary School, we aim to provide a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help each child to maximise their potential and to be 'the best they can be'.

'Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Every Child Matters[1] – they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.'[2]

At St Martin's we would expect children to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated.

At St Martin's we aim to take a pro- active approach to creating an environment which promotes good behaviour and respect for others. We aim to work with parents, the wider community, the

local authority and children to prevent bullying from happening and to take effective steps to resolve it when it does occur.

Principles that underpin the policy
For children who experience bullying that:
- they are heard
- they know how to report bullying and get help and feel safe to do so
- they are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For children who engage in bullying behaviour that:
- staff, supported by the curriculum, hold them to account for their behaviour and help them to understand and take responsibility for the harm they have caused
- they will learn to behave in ways which do not cause harm in future, because they have had the opportunity to develop their emotional skills and knowledge
- they will learn how they can learn to take steps to repair the harm they have caused.
- they will have any safeguarding issues, around their circumstances, addressed, including support for specific needs such as SEND and other vulnerabilities,
- schools will ensure that they are fully aware of other circumstances and situations that may be influencing the child's behaviour

For schools that:
- the whole school community is clear about the anti-bullying stance the school takes
- children, as well as staff and other members of the school, are fully engaged in developing and regularly reviewing (*every 2 years*) the anti-bullying policy and practice in the school and access training to ensure that the approach is consistent with policy
- occurrences are recorded, using CPOMs and are evaluated, anti-bullying work is monitored, and every chance is taken to celebrate success

- all children are clear about the roles they can play in preventing bullying, including the role of bystanders
- peer support systems are in place to help to prevent and to assist in responding to bullying
- the school promotes a climate where bullying and other poor behaviours are not tolerated are not able to flourish
- curriculum opportunities are used to address bullying
- the school has addressed site issues and promotes safe play areas
- all staff are aware, and model positive relationships
- the school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities
- that inclusive values are promoted and underpin behaviours and school ethos
- data is reported to the Governing Body and used to target future monitoring, policy review and changes in practice

For parents / carers that:
- they are clear that the school does not tolerate bullying
- they know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaint's procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Roles and Responsibilities

The Co-Headteachers – have overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator (Deputy Headteacher) who will have general responsibility for handling the implementation of this policy.

The Co-Headteachers, working with the SLT, have the responsibility for:
- managing bullying incidents and supporting staff to manage incidents
- establishing effective systems for managing the reporting and recording of bullying incidents
- assessing the need for and co-ordinating training and support for staff and parents/carers where appropriate
- co-ordinating strategies for preventing bullying behaviour and ensuring that staff are engaged in the review of policy and practices

The Anti-bullying Co-ordinator is Ms Kelly Shiambi – Deputy Headteacher
Their responsibilities are:
- policy development, and review (working alongside SLT) involving pupils, staff, governors, parents/carers and relevant local agencies
- co-ordinating strategies for preventing bullying behaviour
- implementing the policy and monitoring and assessing its effectiveness in practice • ensuring evaluation of the anti-bullying policy takes place and that this informs policy review

The nominated governor at St Martin's is: Dave Damon who currently chairs the Wellbeing and Community Committee of Governors which leads detailed work in this area
Their responsibilities are:
- to ensure policy and procedures are in line with "Working Together to Safeguard Children" 2018 and "Keeping Children Safe in Education" 2021.
- to consider data and reports from the Co-Headteachers and use it to inform future monitoring of policy and practice

Staff have responsibilities for:
- identifying and reporting incidents of bullying to SLT – via the school's CPOMs

- managing incidents of bullying within their own classroom as well as the wider school site
- providing a safe space for the children in their class to report incidents
- contributing to the development of strategies for preventing bullying behaviour
- dealing with and supporting parents involved in cases of their child being bullied or bullying
- undertaking training related to dealing with bullying where appropriate

Definition of Bullying

Department of Education definition of bullying from 'Preventing and Tackling Bullying' (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines **bullying** as "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 through cyberspace." (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying

Bullying can be:
- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

There is no "hierarchy" of bullying– all forms of bullying should be taken equally seriously and dealt with appropriately (Safe to Learn 2007).

Bullying can take place between:
- young people; young people and staff; between staff; individuals or groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.

See addition on page 9 relating to differing roles that children can move in and out of.

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include:
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to physical appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- bullying linked to sexist attitudes and outlook

Why are some children, young people and adults, more vulnerable to becoming bullies?
- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home

- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings on others
- A culture of aggression and bullying
- Being bullied themselves
- Social issues and Family issues
- Gender
- The bully's personal history

involved) be involved in bullying?
- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ring-leader is not around). (Safe to Learn 2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fallouts are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different from isolating or excluding children from groups

Recognising the signs of bullying

Signs that a child is being bullied can include:
• deteriorating attendance
• poor punctuality
• lack of progress
• diminishing achievement
• physical symptoms such as headaches, stomach aches, anxiety, withdrawal, increased anger or frustration, signs of depression

Home-school link is very important here…as sometimes the signs aren't obvious at school but present at home or vice versa
How and when to recognise when bullying/being bullied is part of or a response to a wider safeguarding issue (e.g. domestic violence)

Anti-bullying strategies
- The aims of school anti-bullying strategies and intervention systems are:
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from

the experience, possibly through multi-agency support (Safe to Learn 2007)

Strategies for Preventing Bullying

As part of our on - going commitment to the safety and welfare of our pupils we at St Martin's C of E Primary School have developed the following strategies to promote positive behaviour and to prevent and discourage bullying behaviour.

Some of our strategies both as part of the curriculum and across the whole school are:

- effective leadership to promote anti-bullying ethos and to secure whole school community support for AB policy
- well mapped out curriculum model including areas of concern such as E-Safety and Cyber bullying,
- delivering a well-rounded RSHE curriculum,
- whole school assemblies – delivering values, led by SLT, Church and outside agencies and charities – respect, resilience, trust, patience, honesty – see full list of values
- involvement in the Healthy Schools initiative
- national Anti-Bullying week annually (in November)
- Feeling Good Week (run by CAMHS and Mindworks partners or MHST)
- RSHE/Citizenship,
- Circle Time,
- High level of pastoral care – class teachers, TAs, SNAs and efficient (CPOMs) reporting systems that ensure that problems are dealt with swiftly and referred on quickly
- Pupil voice – School Council, Eco Warriors,
- Parent involvement in policy design,
- Play leaders and Reading Ambassadors – older children actively supporting younger children • Friendship Circle
- Lunchtime clubs
- HSLW support and ELSA
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)

Reporting and Responding to Bullying

Our school has clear and well publicised systems for reporting behaviour which may constitute bullying. These systems are available for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

We encourage the following systems for reporting bullying:
- **Children and young people in school**: talking to any member of staff, talking to a trusted friend, completing a message for the 'worry box', speaking out during RSHE lessons/Circle time
- **Parents/carers:** talking to a member of staff (face-to-face, email, phone call)
- **All staff and visitors:** talking to any member of staff – who will log the concern,
- **Bystanders:** talking to any member of staff – who will log the concern,

Procedures for dealing with bullying

At St Martin's C of E Primary School, we have developed a consistent approach to recording and monitoring bullying incidents in their school, and evaluating whether these approaches are effective. The Co-Headteachers collate headlines to report to the Governing Body, who question and challenge the data presented and also build in time to 'test the data' during routine monitoring by SLT and GB. All reported incidents will be taken seriously and investigated involving all parties. Outline the steps the school will take if there is an incident which is considered to be bullying

Ensuring that the information is well evidenced and robust
• A member of the SLT will talk to all parties and record information factually
• If the stories don't all match, we will ask each of the children involved, who may have witnessed

the incident and we will talk to them. We aim to be able to agree exactly what happened.
• SLT will talk to the class teacher, teaching assistant or mid-day supervisors in order to establish any previous concerns

Involving parents and deciding on appropriate consequences/support
• Parents will be informed, initially by phone,
• Parents may be asked to come into school to discuss the matter further,
• Parents will be asked to support the SLT in terms of consequences for poor behaviour or in order to secure support for the child/children involved.
• SLT will commit to a series of ongoing meetings, with both sets of parents, in order to ensure that all children involved are appropriately supported over time,

Working with external agencies
• The Co-Headteachers will call on a wide range of support, in order to address specific issues that may result as a result of the incident/s.

To include:
• Ensuring that all children involved are regularly monitored and that this is recorded to track progress over time
• 1:1 meeting with SLT to address pastoral concerns or to continue to underline expectations in terms of behaviours,
• 1:1 or small group sessions with ELSA to re-build confidence, help the child to find their voice, help children to develop their Social Skills more effectively,
• As above with the HSLW, Mindworks, Primary Mental Health worker, School based Needs team - Contacting Educational Psychologists, Surrey STIP teams etc
• Contacting Police for support,
• Ensuring that both sets of parents are aware of the processes for making a complaint – See the School's Web site

Recording Bullying
By keeping records of bullying St Martin's aims to:
• manage individual cases effectively;
• monitor and evaluate the effectiveness of strategies;
• celebrate the anti-bullying work of the school;
• demonstrate defensible decision making in the event of complaints being made; engage and inform multi-agency teams as necessary. (Safe to Learn 2007)

At St Martin's bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Co-Headteachers.
This is recorded as a Significant Incident will be recorded on CPOMs as a bullying incident and reported to governors as such.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. All significant incidents are reported to governors termly as part of the Headteacher's Report to the Governing Body.This information will be presented to the governors in an anonymous format as part of the termly and annual reporting.

Developing and promoting Well-being and Resilience

This is what we do at St Martin's C of E Primary School:
• Embed our values through assemblies, PSHE lessons and displays throughout the whole school.
• SHE lessons and Circle Time,
• Happy Box and a Worry Box in every classroom,
• Play Leaders engage with children who are struggling to find a friend to play with at break times
• A range of alternative provision during lunch times – clubs, being a Play Leader, playing indoors
• Well - developed staff training sessions, encouraging a listening approach,

- All parties can be brought together in a restorative approach.
- Training has been delivered to all staff,
- A clear and well considered Behaviour Policy encourages children to make 'the RIGHT choices.
- HSLW can support children and their families,
- ELSA can support children individually,
- Social Skills groups can support small groups with identified needs,
- A Mental Health Nurse can work with children with identified needs,
- Parenting Puzzle is run regularly by DSP HSLWs and the school actively promotes this course,
- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes (e.g. SEAL, Jigsaw)
- Pastoral systems – class teachers, TAs, SNAs – adults who know the children well and so can support them sensitively,

Evaluating the Anti-Bullying Policy
The policy will be reviewed and updated biannually. The policy review will be linked to the School Development Plan, working towards a more inclusive and harmonious ethos across the school community.

Communicating the Anti-bullying policy
This policy will be shared via the School's website and is available in the entrance area of the school and in the staffroom – for reference.

Policy review date: biannually

Appendices and Reference Documents and Related Policy/Guidance 12
- National Documents - Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)

- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)