



**St. Margaret's**  
C of E Primary School

Anti-bullying Policy

September 2023

Review date September 2024

## St. Margaret's Anti-bullying Policy

We are committed to providing a supportive, caring, friendly and safe environment where our children can learn without fear of being bullied. Bullying of any kind including cyber, homophobic, biphobic, transphobic bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. We believe that when all issues of bullying are addressed in school, all children will be able to fully benefit from the opportunities available at school.

There are two components in effective anti-bullying practice: prevention and reaction. We regularly discuss and consistently condemn bullying so that all staff and children are alert to signs that bullying is (or might be) taking place and are encouraged to report any incidents or concerns. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Pupils and parents will be assured that they will be supported when bullying is reported.

### Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils 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 pupils and parents should know what the school policy is on bullying, and what they should do when bullying arises.

### What Is Bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.” ANTI-BULLYING ALLIANCE

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is considered to be ‘unacceptable behaviour which occurs lots of times on purpose’. Bullying can be short term or continuous over longer periods of time. It can take place in the classroom, playground, toilets, on trips, on the journey to and from school and cyberspace.

Bullying behaviour can be :

- Emotional - being unfriendly, excluding, isolating others, tormenting (e.g. hiding books, threatening gestures) humiliation, intimidating, manipulation and coercion
- Physical - pushing, poking, kicking, hitting, biting, pinching, punching or any use of violence
- Racist - racial taunts, graffiti, gestures

- Sexual - unwanted physical contact, inappropriate touching, or sexually abusive comments, exposure to inappropriate films etc
- Homophobic - because of, or focussing on the issue of sexuality
- Direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing, belittling
- Online/Cyber – sending threatening or abusive text messages, creating or sharing embarrassing photographs or videos, trolling, excluding children from online games, friendship groups or online activities, misuse of associated technology, ie camera and video facilities, i-pad or tablets, games consoles.

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism or sexual bullying

In our school, bullying does not include:

- One off aggressive acts on the spur of the moment
- Retaliation
- Accidental hurt caused through thoughtless acts or words

However, we acknowledge that these behaviours can impact on the mental well-being of the victim and school staff will provide support to pupils to help them process their feelings.

**Children who are being bullied may show signs and symptoms such as:**

- Being frightened or unwilling to come to school
- Being withdrawn, anxious or lacking in confidence
- Starting to stammer
- Crying themselves to sleep at night or having nightmares
- Feigning illness.
- Taking unusual absences or truanting.
- Beginning to underperform in school work
- Coming home with clothes or books damaged
- Having possessions going 'missing'
- Asks for money or starts stealing money
- Comes home starving (lunch has been stolen)
- Having unexplained cuts or bruises
- Being frightened to say what is wrong
- Lacking concentration in class.
- Changes in behaviour for example, becomes aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Is nervous and jumpy when a cyber message is received
- Is afraid to use the internet or mobile phone

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

All school staff must be alert to the signs of bullying and act **promptly and firmly** against it in accordance with school policy.

## **Children must be encouraged to report bullying in school.**

### **Procedures**

1. Allegations of bullying will be taken seriously and should be reported to the child's class teacher
2. The bullying behaviour or threats of bullying must be investigated and appropriate intervention taken – see Action Flow Chart (Appendix 1)
3. Parents may be questioned about the incident or about their general concerns
4. Where an incident is referred to the class teacher, a log should be entered onto CPOMs that covers all children involved, this will then be flagged to a senior member of staff.

### **Outcomes:**

1. The child who has been bullied is supported. Parents of both the target and the bully(ies) will be contacted and kept informed
2. Anyone who bullies will be made aware of the consequences of their actions. It should be made clear to them that they are bullying and that their behaviour is unacceptable. The consequences that may take place are: the bully (bullies) will be asked to genuinely apologise, the bully may lose privileges, or in serious cases exclusion will be considered.
3. **If possible, the pupils will be reconciled.**
4. After the incident / incidents have been investigated and dealt with, each case will be monitored by the class teacher or other named adult to ensure repeated bullying does not take place.
5. Attempts will always be made to help the bully (bullies) change their behaviour. Pupils who bully may also need help and we have a responsibility to ensure we offer appropriate support so that those who bully can empathise with and relate more constructively to others
6. **Access the services of other professionals, should the situation warrant it.**
7. **Safeguarding procedures will be followed when child protection concerns arise.**

### **Prevention:**

We will use a range of methods for helping children to prevent bullying. These may include:

- Using circle time and school assemblies as a regular forum to remind all children that bullying is not tolerated in school. Everyone has the responsibility to tell someone if they witness any incidents of bullying and not to play a role in it.
- Recognising the different roles that can be played in bullying, not just the roles of target and ringleader, and look at ways to change the behaviour of the wider group.
- Agreeing and writing a set of school/class rules
- Use opportunities in the curriculum to explore issues around bullying
- Implementing the Jigsaw programme so that we explicitly promote social, emotional and behavioural skills
- Listening attentively to our pupils' concerns or complaints so that problems do not escalate. Children should feel that their views will be listened to, taken seriously and acted upon if appropriate
- Developing a range of peer support systems that can be utilised
- Taking part in the annual Antibullying Week

- Staff will reinforce expectations of behaviour as a regular discussion
- Staff will reinforce a general message that children do not have to be friends with everybody but they must be respectful of everyone's feelings

### **Child on Child abuse**

Child on child abuse can happen both inside and outside of school and is most likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting
- Initiation / hazing type violence

Whilst we accept that incidents of child on child abuse can take place, it will not be tolerated at St Margaret's CE Primary School.

Any allegations, disclosures or incidents will be reported immediately to the Designated Safeguarding Lead / SLT who will conduct a thorough investigation of the incident. This will include some or all of the actions below:

- Contact with both sets of parents by face to face meeting or telephone
- Speaking to the children with another member of staff and/or parents present and notes of the meeting taken
- Notes taken will be shared with the child and parent prior to ending the meeting
- Any witnesses (children or staff) to the incident will be asked to provide a written account or the conversation will be scribed.
- All accounts/witness statements and actions taken will be recorded on CPOMS
- If necessary, police and/or The MASH will be contacted for advice and/or support and may investigate the incident further
- Both sets of parents will be informed of the outcome and any action taken as a result of the incident
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### **Actions / Consequences:**

Following the investigation it is important that support and consequences are actioned in order to stop further incidents of abuse. The following outlines some examples of actions that might be taken by school:

For the target:

- Restorative Justice – ringleader / assistants to make amends for the abuse
- Emotional support – emotional check ins
- Explicit teaching of strategies / awareness of how to keep yourself safe
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work in school

For the ringleader / assistants:

- Restorative Justice – the child can make amends with the injured party
- Small group interventions – friendships / dispute resolution / understanding differences
- Emotional assessment – Three Houses

- Emotional support – check-ins
- Explicit teaching around emotional literacy
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work in school

For other pupils who were witness or involved in the incident:

- Lessons on what bullying looks like and how others can influence events and what they can do to change it
- Lessons on identifying and understanding the different roles that may be seen as part of a bullying incident

Consequences will depend on the outcome of the investigation and will be decided on a case by case basis. Consequences given will be at the discretion of the head teacher and parents will be informed.

### **Mental Health (From Keeping Children Safe in Education 2022)**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Anita Delaney, RoseMarie Lightbourne and Michelle Ashton are the school's trained mental health first aiders. Staff should report any concerns to them immediately.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy. –

### **Monitoring and Evaluating the Policy**

Our school has a clear monitoring and evaluation cycle with engagement from school leaders. We collect the following bullying incident data and share this with governors each term:

- Racist bullying / language used
- Homophobic bullying / language used
- Online bullying incidents
- Other bullying incidents

We will also conduct anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture and particularly on bullying incidents in school.

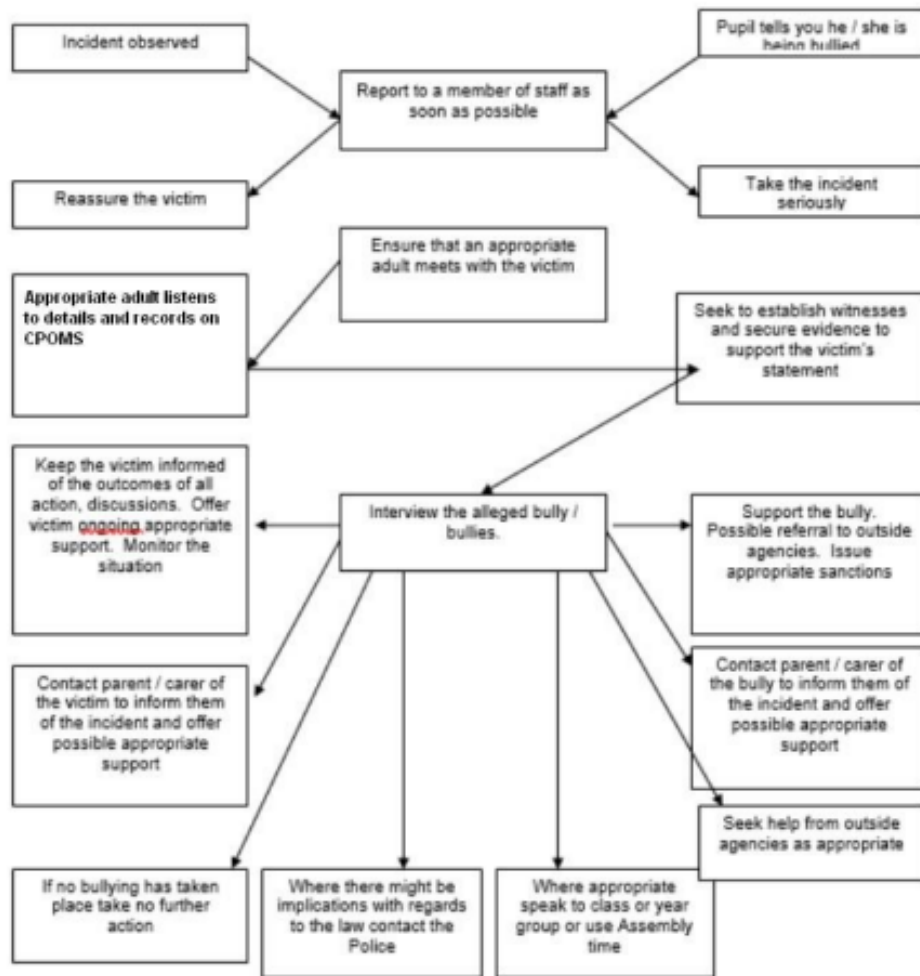
School leaders and staff analyse the data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.

Governors pose questions to drill down further to identify possible factors contributing to the behaviour, and analyse the data by protected characteristic and using those findings to

inform policy and practice helping the school ensure that it is meeting its duties under the Equality Act 2010"

**Action Flow Chart**

**Appendix 1**





**Communication**

All staff will receive a copy of the policy and this will also be shared during induction for new staff. A summary will be published in the school prospectus and the full policy will be published on the school website.

Reviewed and agreed by Staff and the Governing Body

Signed *Anita Delaney*

Chair of Governors

Date: September 2023

Review date: September 2024

Useful resources:

<https://anti-bullyingalliance.org.uk/>

Anti-Bullying Week 2021 resources | NSPCC Learning