



# St. Margaret's

## C of E Primary School

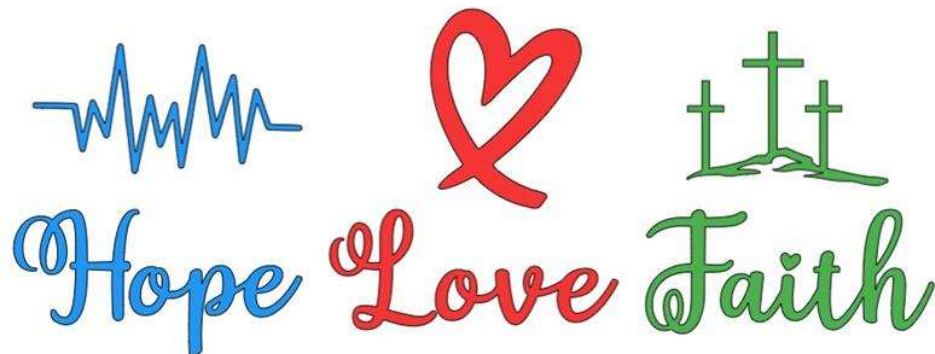
### Anti-bullying Policy

September 2025

Review date September 2026

**"I am able to do all things through the one who strengthens me." Philipians 4:13**

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.



At St. Margaret's Church of England Primary School, governors, staff, parents and children will work together to create an ethos and follow practices which resolve conflict constructively so that everyone may feel secure and happy within the school environment. We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school or in the local community.

The ethos of our school fosters high expectations of outstanding behaviour and Christian values. We will consistently challenge any behaviour that falls below this.

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 – definition of bullying

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 is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

Types of bullying behaviour:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

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

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

### **Prevention:**

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

- Reminding pupils of our school values of Faith, Hope and Love.
- 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 Antbullying 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
- Having emotion slips available throughout the school day and in safe places.
- Peer listeners who are trained in conflict / resolution
- Each child will choose 5 trusted adults to whom they can talk
- Social stories
- Regular monitoring of CPOMS by SLT specifically monitoring behaviour categories
- Loudmouth Theatre group annually

### **Reporting bullying in school:**

#### **Procedures for pupils:**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult and there are emotion slips around the school which can also be used.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

- Allegations of bullying will be taken seriously.
- The bullying behaviour or threats of bullying must be investigated and appropriate intervention taken using the Antbullying monitoring tracker system.
- Incidents will be monitored on CPOMS weekly by senior leaders.
- A meeting for parents of all of the children involved will take place individually.

**Procedures for parents:**

- If a parent has any concerns about their child they should speak to the class teacher immediately.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak with the Deputy Headteacher who is the school behaviour lead.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
  - The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
  - If parents feel that their concern has not been dealt with appropriately, they should follow the schools complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

**Outcomes:**

- The child who has been bullied is supported. Parents of both the target and the bully(ies) will be contacted separately and kept informed
- 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.
- If possible, the pupils will be reconciled.
- 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.
- 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
- Access the services of other professionals, should the situation warrant it.
- Safeguarding procedures will be followed when child protection concerns arise.

**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 with trusted adults
- 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
- Emotional assessment – Three Houses

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 House Emotional support – check-ins with trusted adults
- Explicit teaching around emotional literacy
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work in school
- Adaptations to the timetable

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

### **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 separately of the outcome and any action taken as a result of the incident

### **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 and with BDMAT 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.

### **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.

September 2025

