



St Margaret's Church of England Primary School

“The roots to grow and the wings to fly”

*They will soar high on wings like eagles.
Isaiah 40:31*

Anti-Bullying Policy Spring 2023

Date Approved by LGB: Adoption Date:	March 2023 March 2023
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Anti-Bullying Policy

'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)

STATEMENT OF INTENT

At St Margaret's school it is part of our mission to ensure that every child possesses a wide range of skills and qualities that will help them make positive contributions to theirs and others well-being, safety and health. Bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. We are very aware of the possible consequences of bullying and through this policy and practice we endeavor to address the negative effect that such experiences may have on both pupils and staff within our school. This policy aims to produce a consistent school response to any bullying incidents that may occur.

This policy should be read in conjunction with the following school policies: Behaviour, PSHE and Safeguarding.

AIMS AND OBJECTIVES OF THIS POLICY

The aim of our Anti-Bullying Policy is to keep the incidence of bullying at St Margaret's to a minimum. We do this:

- To raise the awareness of bullying to all staff and children.
- To develop an understanding of what constitutes bullying.
- To bring out conditions in which bullying is less likely to happen in the future.
- To ensure a whole school wide approach and consistent response to bullying.
- To reduce and, if possible, eradicate instances of all types of bullying.
- To make all those connected with the school, including parents, aware of our opposition to bullying and make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To link the system for monitoring and dealing with bullying incidents with our Golden Rules, seven Christian values and our Behaviour Policy.

STATEMENT OF PRINCIPLES

At St Margaret's school we seek to provide a safe, secure and positive environment in which children and adults can grow, develop and flourish.

We are committed to a value system within which children and adults are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behavior that undermines this is unacceptable.

We seek to ensure that those acting on behalf of our school will:

- Actively listen to children.
- Act appropriately on information received which enables that a safe, secure and positive environment exists.

- Access professional development which enables them to provide a safe, secure environment and identify/support targets of bullying.

All bullying is unacceptable and will not be tolerated, regardless of how it is delivered or what excuses are given to justify it.

Targets of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

CONSULTATION

This policy was drawn up after consultation with pupils, parents/carers, governors and staff. Views and opinions were gathered through questionnaires, staff meetings, governor meetings, assemblies and School Council meetings. The school will continue to gather stakeholders' views on the content and impact of the policy through annual questionnaires.

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)

The common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves
- It is often motivated by prejudice against particular groups.

Bullying is an antisocial behaviour. We must respond in a way which will help those children displaying bullying behaviour to improve.

It is important that we can distinguish between bullying and other kinds of behaviour which we see in young children. To this end, we will ensure we discuss with children, both in class and through assemblies, the difference between being rude, mean and bullying. We have used the terminology provided by the Anti-Bullying Alliance (ABA):

Rude – this is when somebody **accidentally** says or does something hurtful.

Mean – this is when somebody purposefully says or does something hurtful on one occasion.

Bullying – when somebody purposefully says or does something hurtful on several occasions even though they have been asked to stop.

BULLYING OR BOISTEROUS PLAY?

Young children sometimes enjoy quite rough, physical play, even though it is discouraged and may, sometimes, result in themselves or others getting hurt. This type of play behaviour often takes place between friends who are equal in size and strength and does not amount to bullying when both consent to the actions involved.

Bullying is intended to hurt and may involve children who are quite different in size and strength.

During playtimes and lunchtimes there are staff outside designated to different areas of the school to support children in their play and making good choices and intervene if necessary. We offer a variety of

activities for the children including lego, ping pong, dressing up, arts and crafts. Staff are trained to work with children and to encourage them to play in positive ways, diffusing situations that may occur.

We also have 'Huff and Puff' leaders (Year 5 children) who watch out for children, if they are using the friendship bench they encourage them to come and play and find friends, as well as leading play for all the children.

TYPES OF BULLYING

Physical bullying - Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying- Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

Social bullying - Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- jealousy
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying - Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

FORMS OF BULLYING (This list is not exhaustive and are just some of the forms of bullying)

Racial, religious, cultural bullying- where the motivation for bullying is based on the target's skin colour, culture, nationality or faith.

SEN and disability bullying –where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.

Appearance or health conditions- where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition etc.

Home Circumstances – where the motivation for bullying is based on the person’s living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

Homophobic and Biphobic bullying – relates to a person’s sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

Transphobic bullying – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

Sexual bullying – can relate to the target’s gender or body, this can have a sexual and/or sexist element.

BULLYING OUTSIDE SCHOOL PREMISES

Bullying can also occur outside the school gates and on journeys to and from school. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ conduct when they are not on school premises and are not under charge of a member of school staff.

Where a pupil, parent or member of the community tells us of bullying off the school premises we will investigate and act upon all information received as we would for an incident within the school grounds. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Executive Principal or Head of School will also notify the police.

RESPONDING TO ALLEGATIONS

Bullying allegations can come from a number of different sources including from the child, child’s friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child or parent/carer reporting directly to a member of staff (class teacher in the first instance), or indirectly via a trusted adult or using the worry boxes in classes.

RESPONDING TO BULLYING INCIDENTS

Three issues will be addressed:

- **investigate** those responsible
- **supporting** the target
- **reporting** what has happened to the right people

	Responses
Investigate	<ol style="list-style-type: none">1. Investigate incidents sensitively.2. Speak to targeted pupil(s) and perpetrator(s) privately explaining why bullying is not acceptable. Work with perpetrator(s) to change behaviours.3. Talk to parents/carers of all families.4. A combination of direct sanctions (withdrawal from class/play areas) and restorative approaches are used. (Please see the behaviour policy in conjunction with this)5. If a child is repeatedly involved in bullying other children and initial discussions have proven ineffective, the Executive Principal / Head of School may contact external support agencies. Persistence may result in exclusion.

Support	<ol style="list-style-type: none"> 1. Comfort the targeted pupil(s) and discuss different ways in which you or the school can help. Talk to parents/carers. Support those children displaying bullying behaviour. 2. Find out what sort of support they want. 3. Help pupil(s) to contact peer anti-bullying support groups or access outside support. 4. Monitor situation and follow up accordingly.
Report	<ol style="list-style-type: none"> 1. Report the incident using school's Bullying Incident Report Form (on Arbor) 2. Support pupil(s) to complete a Pupil Report Form if they want to. 3. Make sure that everyone else who needs to know, such as class teacher, lunchtime supervisors and head of school / Exec Principal are aware.

RECORDING AND REPORTING INCIDENTS

All bullying and hate incidents are recorded by staff and reported to the Executive Principal / Head of School. Dates, times and anything said by all children involved will be recorded for future reference. The Executive Principal will report incidents to the Governing Body on a termly basis. The Executive Principal is responsible for coordinating the recording system and analysing data. Staff will then use this data to discuss next steps for the school as well as to inform individual class planning of lessons. All members of the school community are expected to report bullying (bystander behaviour).

PREJUDICE RELATED INCIDENTS

A prejudice related incident is one involving, for example, racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual.

These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as a bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying, prejudice related incidents and those described protected characteristics under the Equality act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

BULLYING OF STAFF BY PUPILS, PARENTS/CARERS OR OTHER STAFF

Bullying can occur between adults. Bullying tactics are sometimes employed in business; relationships between members of staff are sometimes characterised by bullying. Parents, carers, teachers and other adults sometimes bully children and vice versa. Staff are sometimes bullied by parents/carers. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The senior leaders and governors of the school strive to support the emotional health and wellbeing of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff or being bullied by a child and or parent / carer. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

If any member of the school team feels they are being bullied by another member of school staff, pupils or parents they should discuss any concerns with the Executive Principal. If the Executive Principal is the cause of the complaint then the member of staff should contact the CEO of IPAT Mr Andrew Richies. Staff can also refer to the schools Grievance Policy.

The Executive Principal or the Head of School have been identified as the members of staff with responsibility for bullying. Children, parents, carers, staff and members of the community with any issues related to bullying behaviour should speak to either of these.

INVOLVING PARENTS

The school has an open door policy and class teachers and/or the Executive Principal / Head of School will strive to speak with parents / carers to discuss any concerns immediately. Parental involvement in the response process has been outlined in the Response to Bullying section above. Parental questionnaires will be sent out at least annually to collect views on the impact of policy and practice. Newsletters will outline strategies we have put in place to maximise the family ethos of the school.

ANTI-BULLYING COMPLAINTS

If parents / carers are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher, Executive Principal or Head of School. There is a School Complaints procedure if parents / carers are still concerned. Parents / carers will be advised of this procedure by the Executive Principal or Head of School and a copy will be made available from the school office.

MONITORING AND EVALUATION THE POLICY

- The policy will be part of the everyday life of the school. It will be maintained regularly through display of posters, PSHE and curriculum tasks.
- Collective worship
- It will be a regular item on School Council Agendas, at staff and Governors' meetings.
- All of the information above will be used to show decreases or patterns in bullying incidents.

REVIEW

The impact of this policy will be reviewed annually by staff, parents, children and governors. Parents will be asked as part of the parent's survey and the school council will also review the child friendly policy.

St Margaret's Primary School Risk Assessment and Action Plan
Date - To commence Date



Risk	Risk level	Further actions to be taken
What's happening? EG child being hit by named ch / verbally abused by named ch etc	Low risk When is it low risk?	
	Medium/High Risk Which are the key times for the high risk EG classroom transition times / play times / lunchtimes	Action EG extra adult support, buddy support, key staff identified How will this look over time. For example Phase 1 Phase 2 Phase 3

Other actions

- Is there any additional actions to help the individuals EG intervention, external support, ELSA

Review

Review meeting with parents and key school staff to take place *date*

What is Bullying?

Several
Times
On
Purpose

Bullying is not a one off incident. Bullying is when somebody upsets you, more than once, and they do it on purpose, over and over again.

Use **STOP** to find out if what you are experiencing is bullying.

Use **STOP** to help you realise that you may be bullying someone else.

Who Can I Tell?

Someone at home...



Your teacher...

A friend...



Any adult at school...

You should always speak to someone if you feel you are being bullied.

There will always be someone who can help you, no matter how big or small things seem.



Child Friendly Anti-Bullying Policy





Our Stop Bullying Raps!

Stop bullying, it's not right,
Whatever you do, don't cause a fight.

If you see a bully, tell a friend,
Or else the bullying will never end!

Everybody stop bullying at school,

So that we can all be cool.

Everyone stop being a bully,

We need to understand fully!

Let's stop bullying in our school,
If you're a bully then you're a fool!

Bullies just are not kind,

Bullies aren't cool in our school,
So let's be friends, bullies don't rule!

Don't bully me, I don't care,
Make sure you're not a big bully bear!

Stop bullying,

No-one likes a bully.

It is like breaking the law,
And it will leave someone sore.

Give each other a helping hand,
And we will be the greatest band!

Stop bullying!

**STOP
BULLYING**

What to do if you are being bullied?



- Ask them to STOP if you can.
- Walk away.
- TELL SOMEONE.

Bullying can be.....

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting hitting, pushing.

Verbal: Being teased, name calling.

Racist: Graffiti, calling you racist names.

Cyber: Saying unkind things by text, e-mail or any online platform.