



St. Margaret's C.E. Junior School

Anti-Bullying Policy

Adopted as draft under consultation: 26th Sep 2022

Agreed by Governors: 6th October 2022

**Signed (Governor Hub): Dr C Freeman (Chair of Governors) / Mr D Hugill
(Headteacher)**

Review date: October 2023



St. Margaret's C.E. Junior School



Anti-Bullying Policy

“Stand Up, Speak Out”

“Everyone is Valued, Everyone is Motivated, Everyone Achieves”

Everyone at St. Margaret's is treated equally and with respect and everyone can be themselves. We aim to provide a safe, caring and friendly environment so that all our pupils can learn effectively, enjoy school and achieve their goals.

Our core Christian values underpin our school. We actively promote these through worship and PSHE, reinforcing our high expectations of behaviour and clear commitment to excellent learning.

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|-------------------|-----------------|---------------------|
| Respect | Equality | Co-operation |
| Compassion | Peace | Forgiveness |

Bullying of any kind is unacceptable. We take all incidents of bullying seriously and employ a proactive approach to resolving such issues. Children and parents/carers are encouraged to tell the class teacher or a senior leader about any difficulties they are experiencing, particularly bullying, so that we can tackle them rapidly and effectively.

It is our duty as a whole school community to try to prevent and tackle bullying, harassment or discrimination. We teach our children to embrace diversity and celebrate it across the school. We want our pupils to become responsible British citizens in a dynamic, multi-cultural society.

Aims:

- Create an ethos in which attending our school is a positive experience for everyone
- Provide a supportive, caring and safe environment where children can learn (and play) without fear of harassment or bullying of any kind
- Make it clear that all forms of bullying are unacceptable at our school
- Children know the signs of bullying and what to do (report it to staff)
- Children understand how to stay safe, including online
- Staff and children promote a positive, anti-bullying culture in school
- Encourage pupils to report incidents of bullying, including cyber bullying
- Deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties
- Support and protect victims of bullying and ensure they are listened to
- Help and support children displaying bullying behaviour to change their attitude
- Work in partnership with parents and the wider community to challenge prejudice and discrimination, and promote equality and good relationships

(Ref: Behaviour Management Policy/Equality Policy)

Bullying – a definition

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is deliberately hurtful and repeated, often over time. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2014 DfE)

Recognising Bullying

Bullying can include:

| Type of bullying | Definition/actions |
|-------------------------|--|
| Emotional/psychological | Being unfriendly, excluding people, ignoring or tormenting |
| Physical | Hitting, kicking, violence, physical intimidation, taking or damaging another's belongings |
| Verbal | Name-calling, sarcasm, teasing, spreading rumours, threats, using derogatory/offensive language |
| Cyber | Bullying online: social media, messaging apps, gaming sites |
| Racial | Racial taunts, graffiti, gestures, using offensive racist language |
| Sexual | Explicit sexual remarks, gestures, unwanted physical attention, inappropriate touching, display of sexual material |

Bullying could be based upon:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people**
- **Prejudice and/or negative attitudes towards a protected characteristic or group of people**

Bullying has an impact upon the long-term emotional well-being and self-esteem of the victim. On occasion children may 'fall out' over a range of issues, leading to unpleasant acts that are dealt with accordingly. Bullying however is a series of incidents, repeated over time **and** intended to hurt others. We teach the pupils what bullying is and that we must speak up and reject it. Children and staff do this in worship, circle time, PSRHE lessons and anti-bullying focus weeks.

Bullying outside school

As well as potentially happening in school, bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays, or in the wider community. This can take the form of online bullying, which nearly always happens beyond the school day and can have a big impact on pupils' well-being. We are committed to supporting children and families in helping to tackle bullying, whether it is inside or outside school, in line with our behaviour policy.

Online/Cyberbullying

Cyberbullying can include:

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|--|---------------------------------------|
| Abusive/unkind online or with social media | Posting prejudice/hate messages |
| Public posting of images | Exclusion |
| Threats and manipulation | Stalking |
| Impersonating someone online | Hacking into someone's accounts/sites |

Digital technology and social media permeates modern life. Although it has many benefits, it can also be misused e.g. cyberbullying or online grooming. Although most incidents of cyberbullying occur outside school, we are keen to support children and families. We pro-actively deal with issues to ensure that children learn from the incidents **and** they do not repeat their mistakes.

We teach our children how to stay safe online, including through taught computing sessions, an online safety week, PSRHE sessions and worship. (Ref: Online Safety Policy)

Discrimination & The Equalities Act 2010

It is against the law to discriminate against anyone because of:

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|---|---|
| Age | Race including colour, nationality, ethnic or national origin, Gypsy, Roma, Traveller |
| Disability | Gender/sex |
| Pregnancy or having a child | Sexual orientation |
| Religion, belief or lack of religion/belief | Being/becoming transsexual |
| Marriage or civil partnership | |

These are called 'protected characteristics'.

As part of the requirement on schools to promote British values, we proactively challenge the use of derogatory and discriminatory language and behaviour that is racist, homophobic, biphobic, transphobic or disablist in nature. We record such incidents and report them to the local authority for monitoring purposes.

Homophobic, Transphobic or Biphobic bullying and language

This bullying is often prejudice directed at a child or young person because:

- They are lesbian, gay or thought to be LGBTQI+
- They have gay friends or family members
- They are transgender or perceived to be transgender
- They have transgender friends or family members
- They question their sexual orientation, are bisexual or perceived to be bisexual
- They are made out to be inferior, bad or wrong
- They do not fit with traditional gender ideas
- They are perceived as being different or not 'normal'

Homophobic, transphobic or biphobic language is derogatory/insulting words aimed at lesbian, gay, bisexual or transgender people or those thought to be LGBTQI+. Such language is not 'banter' – it tends to mean or imply that something/someone is inferior, bad or wrong. We will challenge the use of homophobic language and will not tolerate homophobic bullying (or any form of bullying).

Child-on-child abuse

Child-on-child abuse including sexual violence and sexual harassment can occur between two children of **any** age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting, including online. It is never acceptable and we have a zero tolerance approach to it.

We will take all reports or allegations seriously – we will not dismiss it as "banter", "part of growing up" or "just having a laugh". The initial response is important and we will offer victims support and reassurance in a culture where children feel safe to talk to staff. We will praise them for coming forward and make it clear we take the report seriously. We will ensure safety and support are planned carefully.

In addition to offering victims support, we will seek to support the alleged perpetrator through a range of methods, including: use of behaviour plan/pastoral support/NSPCC 'Pants' resources.

Please see our Child-on-Child Abuse Policy for further details

Tackling Bullying

We believe that everyone involved in the life of St. Margaret's must take responsibility for promoting a common anti-bullying approach.

Our philosophy – what we should do:

- Tell someone so that we are a ‘telling’ school
- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Be involved in the development of an anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy
- Provide children with a framework of behaviour including rules to support the school policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through a range of curriculum activities including stories, role-play, discussion, peer support, pupil voice and school council
- Inform the governing body regarding behaviour management (via the Headteacher)

Staff should report all incidents of bullying to the Headteacher. All staff members play a vital role in supporting behaviour and the children’s sense of well-being. They have a close knowledge of the children in their care and build a relationship involving mutual support, trust and respect.

Bullying incidents

When a bullying incident has been brought to our attention, it will **always** be taken seriously, investigated and actioned promptly.

We will:

- Talk the incident through with all parties, including other children with knowledge of it
- Discuss it with the victim and bully separately
- Support the person who has been bullied to express their feelings
- Support the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rule(s) have been broken
- Discuss strategies for making amends

Suggested actions (in line with our behaviour policy):

- Explanation why the inappropriate behaviour is unacceptable
- Time out of the classroom or away from an activity
- Using a range of punishments (including exclusion, as a last resort if other avenues fail)
- Working with bullies to improve their behaviour
- Helping the pupils understand more about the effects of bullying
- Seeking help from other agencies where necessary e.g. an Educational Psychologist
- Reparation of damaged relationships e.g. apology letter
- Restorative approaches e.g. promoting self-esteem and social confidence
- Supporting and working with children who are being bullied, including nurture sessions
- Break-time support (for the victim and perpetrator)
- Involving parents/carers of the victim and perpetrator
- Updating parents/carers
- Recording incidents in the behaviour log

School initiatives to prevent and tackle bullying (Also see Appendix A)

- Anti-bullying policy
- School worship helps raise pupils’ awareness of bullying and derogatory language
- Worship follow up and PSRHE sessions develop pupils’ understanding about different types of bullying and what they can do to respond and prevent bullying
- Anti-bullying and bullying prevention worships and workshops
- Christian values are actively promoted through worship, RE and PSRHE

- Difference and diversity celebrated across school. The whole school participates in events including Anti-Bullying Week, Black History Month and inspirational people as role models
- Our core values of equality and respect embedded across the curriculum to ensure that it is as inclusive as possible
- Staff and pupils challenge stereotypes across the school
- Playground Buddies support others, including possible targets of bullying
- Pupil representative groups develop school-wide anti-bullying initiatives e.g. school council
- Outstanding behaviour and embracing our core values is rewarded across school
- Rights and responsibilities create pupil ownership of behaving well and positively

By developing this policy, we hope that all children, parents/carers and staff will:

- Feel confident that this is a safe and secure environment for quality learning to take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken

Monitoring, evaluation and review

This policy forms part of our commitment to safeguarding children and should be read in conjunction with the behaviour policy.

(See also: Safeguarding Policy & Equal Opportunities Policy)

The Governing body will ensure that the school complies with the relevant legislation and that the policy is implemented and reviewed.

Appendix A: Strategies for Prevention

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| Listen to children | <ul style="list-style-type: none"> ➤ Being a 'Telling School' ➤ Trust children ➤ Be open-minded |
| Raising awareness | <ul style="list-style-type: none"> ➤ Anti-bullying weeks ➤ Circle time ➤ Worships (whole school and/or class) ➤ PSHE curriculum |
| Tell someone | <ul style="list-style-type: none"> ➤ Whole school Worship to promote 'telling' ➤ Worry boxes in classes ➤ Pupils actively encouraged to share issues with staff |
| Playground Supervision | <ul style="list-style-type: none"> ➤ Teachers monitor play ➤ Mid-day supervisors liaise with staff ➤ Range of resources to promote different games and activities for individuals and groups ➤ Playground leaders play different games |
| Community Links | <ul style="list-style-type: none"> ➤ Work with Local Support Team ➤ Work with PCSO |
| Buddy systems | <ul style="list-style-type: none"> ➤ Cross class links ➤ Individual buddies to support vulnerable children |
| Pupil Responsibility | <ul style="list-style-type: none"> ➤ School Code of Conduct on display across the school ➤ School Council agree policy and practice ➤ Prefects |
| Behaviour Management | <ul style="list-style-type: none"> ➤ Recognise positive behaviour ➤ Reward systems (and sanctions) ➤ Prefect system |
| Role Models | <ul style="list-style-type: none"> ➤ Staff act as role models showing respect for all ➤ Prefects promote good manners and thoughtfulness ➤ Christian Values |
| Communication | <ul style="list-style-type: none"> ➤ A 'Telling' school – everyone encouraged to raise concerns ➤ All staff know how to report concerns |
| Transition | <ul style="list-style-type: none"> ➤ Vulnerable pupils identified ➤ Liaison between teachers, support staff and supply teachers |
| Additional Support | <ul style="list-style-type: none"> ➤ Circle of Friends (nurture group) ➤ Daily discussion with identified pupils ➤ Senior leaders' nurture group ➤ ELSA |