

AIMS:

At Queen Margaret Primary School we respect every child's need and rights to an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Our school does not tolerate any form of harassment, bullying or discrimination and values variety and individual differences. We aim to create a culture where all our children can learn in a supportive, caring and safe environment based on values including resilience, confidence and responsibility.

We are a **TELLING** school. If bullying or harassment does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

Our aims are:

- To promote the well-being of all pupils.
- To prevent, reduce and eradicate all forms of bullying.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.
- To maintain a commitment to: Name it!

We are a school that respects individuals differences. These differences include (but are not limited to) gender, ethnicity, culture, age , disability, sexual orientation, gender identity, religion or belief, education, learning styles, pregnancy and maternity, and those with a caring responsibility.

Statutory duty of schools

Head Teachers have a legal duty under the School Standards and Framework Act to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils.

What is defined as bullying?

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. The school recognises that bullying behaviour can happen both in and out of school. Out of school behaviour, where it directly affects the well-being of a member of the school community, may be dealt with through this policy. This is particularly relevant to instances of cyber-bullying.

Links to legislation:

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Malicious Communications Act 1988
- Public Order Act 1986

What is Bullying?

It is important to recognise that occurrences of bullying, prejudice based and hate incidents can have a detrimental effect on the achievement and wellbeing of the whole school community and only when these issues are addressed will a child best be able to benefit from the opportunities available at the school.

Bullying is the use of aggression with the intention of hurting another person and where the relationship involves an imbalance of power. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.

The school recognises that bullying behaviour can happen both in and out of school. Out of school behaviour, where it directly affects the well-being of a member of the school community, may be dealt with through this policy. This is particularly relevant to instances of cyber-bullying.

We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing they should 'Start Telling Other People'.

Types of bullying and hate-crime:

- **Physical:** Deliberately hurting particular children on a regular basis.
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them.



Types of cyber-bullying, including online-hate-crime

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration, including threats of physical harm.
- **Sexting:** sharing sexually explicit images, text or passing on a sexualised image of any person under 18 is bullying. It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online.

It can also include material bullying which includes damage to belongings and extortion

Hate crime is defined as "any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of 2 Policing 2014) If a criminal offence has been committed the incident becomes a Hate Crime. The recorded strands of hate crime are:

- **Disability**

- **Gender and transgender identity**
- **Race**
- **Religion or belief**
- **Sexual orientation**

We recognise that some groups of pupils may be more vulnerable to bullying including where the perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied including Gypsy, Roma and Traveller children
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: e.g. racist name calling, taunts, graffiti or gestures
- The sexuality of the victim: e.g. homophobic and transgender bullying
- Looked after children
- Children with special Educational needs or Disabilities
- Children entitled to Free school meals
- Children for whom English is an Additional language

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

Child on Child Abuse

Staff recognise that children are capable of abusing their peers. Peer on peer abuse can take different forms: this is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The school makes it clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head Teacher. This also includes any incidents of adult bullying by staff or parents. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

Bullying is not:

It is important to understand that bullying is not an odd occasional falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as Several Times on Purpose

The effects of bullying and hate-crime:

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique. There is also a wider invisible impact on those that share an identity with a victim, even if they themselves may not have been targeted.

Some signs that may point to a bullying problem are:

- Depression and anxiety.
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- Loss of interest in activities they used to enjoy.
- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

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 if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay someone who has asked them for money)
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

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

Tackling specific forms of bullying and hate crime

Homophobic bullying - Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) people and can be experienced by;

- Young people who are or who are thought to be LGBT or Young people who are different in some way and who may not act like others
- Young people who have LGBT friends or family or their parents/carers are gay
- Teachers and staff members who may or may not be LGBTQ+

Staff will challenge casual homophobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

Sexist bullying may sometimes be characterised by inappropriate sexual behaviours. Sexual bullying is behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or nonverbal/psychological.

Behaviours may involve suggestive sexual comments, including 'sexting' sexual bullying via a mobile device or innuendo including offensive comments about sexual reputation; or using sexual language that is

designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools.

Anti-Bullying and Hate Incidents Policy Both sexual and transphobic bullying may affect boys and girls although gender based violence primarily affect more women and girls. An example of gender based violence can include girls being sexually touched/assaulted or boys being subject to initiation/hazing violence.

Transphobic bullying - Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, the School will be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender. Bullying by text message and mobile phones including 'sexting' –

- Pupils will be warned about the need for care when giving out their mobile phone number and personal details ☞ A record will be kept of the date and time of any offensive messages
- Pupils will be encouraged to show the messages to a member of School staff
- Pupils who report bullying by text message will be taken seriously
- The student's family may need to contact the police if the cyber bullying is serious and if a potential criminal offence has been committed
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident
- Malicious e-mails will be dealt with in the same manner

Pupils who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.

Bullying and incidents of hate outside School Premises Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incident occurring off the school premises, such as on school or public transport, outside the local shops, or in a town centre. Where bullying outside school is reported to school staff, it will be investigated and acted on.

Cyberbullying When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: o looking at use of the school systems; o identifying and interviewing possible witnesses; o contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
 - confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (refer to 'Searching, screening and confiscation at school');
 - requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps, in partnership with parents, to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Reporting Procedures - Children

Children are encouraged to 'Start Telling Other People'

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children may post a message in the worry box in each classroom to voice any concerns.

The boxes will be checked every week by the class teacher or a member of the leadership team.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

Reporting Procedures - Staff

All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.

All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.

If they are unable to investigate the matter must be referred immediately to a senior member of staff.

The Head Teacher will also be informed and, if bullying is confirmed it will be logged on the school Bullying Incident form which is kept in the Head teachers office in the incident folder – all instances of bullying will be recorded and monitored for patterns of behaviour.

Behaviour records will also be monitored for any further patterns of behaviour.

Teaching assistants should report to a class teacher or Head Teacher if they have any concerns about potential bullying.

Lunchtime supervisors report to the Head Teacher where there are any concerns about children's behaviour.

Reporting Procedures - Parents

Parents are encouraged to share any concerns with their child's class teacher or a member of senior management.

In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

Procedures – Outcome

Victim:

The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped. Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.

The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this and restorative practice may be used for this.

Referral to a counsellor may be considered appropriate.

Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator:

Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence, this will be done through a Restorative practice approach.

Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.

Children that have bullied are supported to modify their behaviour – this may be through a report card, structured lunchtimes including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying.

Other consequences may take place such as loss of golden time or other 'privileges' in school.

Exclusion may be considered if appropriate.

After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents:

Parents / carers of both victim and perpetrator will be kept informed throughout the process.

Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.

Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation:

The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.

Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Recording

All serious behaviour incidents are recorded on incident forms. These are kept in the Behaviour Incident Folder and on CPOMS and are periodically checked to see if there are patterns of behaviour that may be regarded as bullying. A report is given monthly to Governors.

Incidents recorded on a Bullying Behaviour Incident forms are checked for patterns of behaviour.

The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.

Periodic analysis of incident forms i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour

Teachers may also consult the Head Teacher, if they have any concerns about bullying behaviour, who will take notes or record it on an incident form as appropriate.

Prevention

We aim to help children to prevent bullying. As and when appropriate, children may:

- o be involved in discussion about writing school rules
- o write and sign class rules at the start of each year
- o sign a behaviour contract

S T O P

Bullying is when someone does something unkind to you



Several

Times

On

Purpose

If someone does bully you, you must

Start

Telling

Other

People



FURTHER SUPPORT AND HELPFUL ORGANISATIONS

The Police - If urgent assistance is needed with regards to a hate crime call 101 or 999

Childline - Ring Freephone 0800 1111, or go to www.childline.org.uk. These are free and confidential.

NSPCC – Free advice and support can be found at www.nspcc.org.uk

Young Minds - Bullying support for young people and advice about positive mental health – www.youngminds.org.uk/vsbullying Telephone: 0808 802 5544

Think you Know – Advice and information about social networking, E-Safety and reporting online abuse <https://www.thinkuknow.co.uk/> Stop Hate - Advice with regards to hate incidents and crimes www.stophate.uk.org

Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 www.victimsupport.org.uk)

Useful links and supporting organisations

❏ Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>

❏ Family Lives: <https://www.familylives.org.uk/>

❏ Kidscape: <https://www.kidscape.org.uk/>

❏ MindEd: <https://www.minded.org.uk/>

❏ The BIG Award: <http://www.bullyinginterventiongroup.co.uk/index.php>

❏ PSHE Association: <http://www.pshe-association.org.uk>

❏ Restorative Justice Council: <http://www.restorativejustice.org.uk>

❏ The Diana Award: <http://www.diana-award.org.uk>

❏ Victim Support: <http://www.victimsupport.org.uk>

❏ Young Carers: <http://www.youngcarers.net>

❏ The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

Cyberbullying

❏ Childnet: <http://www.childnet.com>

❏ Internet Watch Foundation: <http://www.iwf.org.uk>

❏ Think U Know: <http://www.thinkuknow.co.uk>

❏ UK Safer Internet Centre: <http://www.saferinternet.org.uk>

☞ The UK Council for Child Internet Safety (UKCCIS): www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

☞ Anne Frank Trust: <http://www.annefrank.org.uk>

☞ Kick it Out: <http://www.kickitout.org>

☞ Report it: <http://www.report-it.org.uk>

☞ Stop Hate: <http://www.stophateuk.org>

☞ Tell Mama: www.tellmamauk.org

☞ Educate against Hate: <http://www.educateagainsthate.com>

☞ Show Racism the Red Card: www.srtrc.org/educational

SEND

☞ Changing Faces: <http://www.changingfaces.org.uk>

☞ Mencap: <http://www.mencap.org.uk>

☞ Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_%20_module_final.pdf

☞ DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Prepared by: Sara Bennion (Head Teacher)

Approved by: Full Governing Body Meeting 15 September 2022

Date: ~~September 2022~~ October 2023

Review due: September 2024 or sooner if necessary

Approved by: *Sara Bennion*
Sara Bennion
Headteacher

Joy P. Pegg

E. Bytheway

Joy Pegg Co-Chair of Governors
Emily Bytheway Co-Chair of Governors

Date	Changes made
October 2023	Change to the wording of Peer on Peer abuse to Child on Child in line with KCSIE 2023 Development of wording around Hate crime