



QUEEN
MARGARET
PRIMARY ACADEMY



Cabot
Learning
Federation

Anti-
Bullying
Policy

Reviewed by	Sara Bennion	February 2026
Ratified by	Academy Council	March 2026
New Review Due	September 2026	

Policy Statement

- 1) To create an Academy ethos and atmosphere which encourages children to disclose incidences of bullying behaviour.
- 2) To have a clear understanding of, and how to define bullying behaviours.
- 3) To raise awareness with the school leadership, academy councillors, teachers, pupils and parents of bullying as an unacceptable form of behaviour
- 4) To develop procedures for noting and reporting incidences of bullying behaviour.
- 5) To develop procedures for investigating and dealing with bullying behaviour.
- 6) To outline the program of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- 7) To reduce and wherever possible to eradicate incidences of all types of bullying.

At Queen Margaret Primary Academy 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.

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 alleged 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. Child on child 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.

School Values

The DfE reinforces the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Queen Margaret Primary Academy these values are reinforced regularly and in the following ways.

Democracy

Queen Margaret Primary is a Values-based Education school. Each year the children decide upon their class contract and the rights associated with these. All the children contribute to the drawing up of the contract and sign it. Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. Two members for each class are voted in by their peers. Each year staff are given a questionnaire (which can be anonymous) to air their point of view about all areas of school life. Points raised are brought up in staff meetings and addressed. Parents/carers are also given questionnaires to fill out about how to improve life at Queen Margaret Primary. These issues are then discussed with staff and Academy Councillors. There is an open communication link between the school and parents/carers – we have a pupil and family liaison team dedicated to ensuring all needs are met.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Values lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Our Values assemblies also encourage children to understand choices and boundaries and this message is delivered in a child friendly manner

Mutual Respect

As a Values-based School, mutual respect is at the heart of our values and is the underlying value in our behaviour policy. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect..

Bullying at QMPA is defined as **Several Times on Purpose**

The effects of bullying

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.

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 schoolwork
- 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 behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

Tackling specific forms of bullying

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
- 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 Incidents - 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: o 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; o confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (refer to 'Searching, screening and confiscation at school'); o 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:
 - o advising those targeted not to retaliate or reply; o providing advice on blocking or removing people from contact lists;
 - o 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 staff will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. In any incident of bullying, the member of staff will speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

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 Principal 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 Partners should report to a class teacher or Principal if they have any concerns about potential bullying.

Lunchtime supervisors report to the Principal 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 alleged 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.

Alleged Perpetrator:

Most importantly, the alleged 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. They are reassured that they are now not on their own in dealing with the issue. Restoring their confidence and self – esteem

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.

Exclusion may be considered if appropriate and as a last resort..

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 alleged 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 alleged 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 at Academy Council Meetings.

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

Appendix 1

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

