

# Anti-Bullying Policy

St Mary Magdalene CofE Primary School



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Based on a policy from:	Southwark LA	
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## St Mary Magdalene CE Primary School Anti-bullying Policy

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty and love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

### Vision Statement

**Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.**

**'I can do all things through Christ who strengthens me,' Philipians 4: 13.**

We aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

### Principles and Values

At St Mary Magdalene Church of England Primary School, we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We believe that all people are made in the image of God and are unconditionally loved by Him. Everyone is equal and we treat each other with dignity and respect. We take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported. Bullying will not be accepted. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

### Objectives of this Policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

### What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, **'lots of times, on purpose'**.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence, Racial, taunts, graffiti, gestures

- Sexual, unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying, including All areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying
- Gender identity (transphobic)

Bullying can occur in the classroom, playground, corridor toilets, on the journey to and from school, and cyberspace. It can take place during the school day, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

### **Bullies and Victims**

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites and texts

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- 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 bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (has been bullied at lunchtime)
- 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
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

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

### Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. E.g. a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor
5. In serious cases, suspension or even exclusion will be considered.
6. If possible, the pupils will be reconciled.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
8. A 'Contract of Respect' will be completed by a senior member of staff. Parents will be informed and the situation monitored closely.

### Prevention

At St Mary Magdalene we use a variety of methods for helping children to prevent bullying through regular work on the Christian core values of the school, Collective Worship, Circle Time, PSHE lessons, RE and Anti-Bullying week. We also hold workshops and invite companies in to focus on diversity and challenging stereotypes. Children are also consulted through in-school pupil questionnaires and School Council meetings.

The ethos and working philosophy of St Mary Magdalene's means that all staff actively encourage children to have respect for each other and for other people's property. Good, kind and polite behaviour is regularly acknowledged and rewarded.

### Staff

Staff will regularly discuss bullying. This will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence in children to want to discuss bullying.

Staff reinforce expectations of behaviour as a regular discussion, using positive praise and reference to the school's Christian core values.

Staff follow the Single Equalities Policy and Staff Code of Conduct welcoming every individual to our school. Each individual is unique and valued and differences should be celebrated.

Staff are vigilant regarding large groups of children together. They encourage children to play and interact positively and engage in games.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

### **Children**

Children are taught that bullying is:

- Deliberate – hurting someone on purpose – it is not accidentally hurting them.
- Unfair – the intended target is hurt and doesn't deserve this.
- Repeated – it can go on and on and can happen again and again.

Children are made aware that many children and young people experience bullying because they are 'different' or because they are thought to be 'different'. At St Mary Magdalene CE Primary School, we encourage everyone to respect others and celebrate similarities and differences in all people. It is explained to children that those involved in bullying behaviours may take on one of the following roles:

- Leader – leading the bullying activity.
- Assistant – helping the leader.
- Reinforcer – watching, perhaps laughing.
- Outsider – walks away without getting help.

In class work, children explore and discuss these roles and help all children to make positive choices.

Children are involved in the prevention of bullying as and when appropriate, these include:

- writing a set of class rules at the start of the year
- signing an Anti-Bullying Charter

Children may also:

- write stories or poems or drawing pictures about bullying
- read stories about bullying or having them read to a class or assembly
- make up role-plays about what to do through scenarios of bullying
- have discussions about bullying and why it matters that bullies are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council representative
- Tell a teacher or adult whom you feel you can trust
- Write your concern and give it to an adult
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Circle Time
- Ring Childline and follow the advice given

### **Recording of Bullying Incidents**

In the first instance, recording of incidents will be in line with the Behaviour Policy recording on class report forms or recorded in the playground behaviour log. When there is repeated conflict between a group of children or specific individuals then a contract of respect may be put into place (See Appendix

1). The Head Teacher or member of SLT meets with the children involved to discuss any disagreements and look to resolve the issues. The children take an active role in identifying responsibilities and actions for improvement. This is then reviewed (See Appendix 2).

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Head Teacher or member of SLT and recorded on an Incident Form and the child's parent is written to. Further incidents should be recorded in a 'Racist Incident log'.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future. Incidents of bullying will be discussed with the governor with responsibility for Safeguarding.

Any HBT (homophobic, biphobic or transphobic bullying will be reported termly to the FGB) and recorded on a separate monitoring form (See Appendix 3).

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

New parents are given an information booklet as part of Anti-Bullying Week. Additional information or updates are sent out to parents throughout the year e.g. Cyber Bullying leaflets. Information and useful links are also available on our school website.

### **Training**

The Headteacher will arrange annual refresher meetings in behaviour strategies and anti-bullying procedures for all staff and continuous review to inform these.

### **Monitoring and Evaluation**

Records of behaviour incidents are logged on ScholarPack MIS to monitor the frequency and severity of the behaviours being displayed by pupils. This policy and the procedures detailed will be constantly monitored by teaching staff, lunchtime supervisors and governors and will be reviewed every two years.

## Appendix 1

### ST MARY MAGDALENE CE PRIMARY SCHOOL- CONTRACT OF RESPECT



Names of pupils involved in contract: \_\_\_\_\_

Name of staff member agreeing contract: \_\_\_\_\_

Date agreed: \_\_\_\_\_ Review Date: \_\_\_\_\_

**At St Mary Magdalene we expect pupils to respect one another and to celebrate difference; however, we understand that not all pupils will like each other all of the time. This Contract of Respect aims to help ensure that all pupils feel respected and happy at St Mary Magdalene. This is a shared responsibility between the school, pupils and parents, but ultimately pupils are responsible for their own actions and only they can ensure they behave in a respectful manner at all times.**

Reasons for this Contract of Respect:

Pupil responsibilities in ensuring pupils named remain respectful to each other

Staff responsibilities in ensuring pupils named remain respectful to each other

Parent responsibilities in ensuring pupils named are respectful to each other

Further action/support needed?

**We the undersigned agree to do our best to ensure that the pupils named above are respectful to one another at all times. We understand that ultimately pupils are responsible for their own actions.**

## Appendix 2



### ST MARY MAGDALENE CE PRIMARY SCHOOL- CONTRACT OF RESPECT REVIEW

Names of pupils involved in contract: \_\_\_\_\_

Name of staff member reviewing contract: \_\_\_\_\_

Date of review: \_\_\_\_\_ Date of next review: \_\_\_\_\_

Review of Pupil responsibilities

Review of Staff responsibilities

Review of Parent responsibilities

Summarise key progress made and identify next steps/further support needed





## Appendix 3

### ST MARY MAGDALENE PRIMARY SCHOOL- PREJUDICE RELATED BULLYING INCIDENT FORM

Names of pupils involved: \_\_\_\_\_

Name of staff member reporting: \_\_\_\_\_

Date of incident: \_\_\_\_\_

#### Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and explain the details in the box below.

**Bullying**

**Prejudice related incident**

Nature of incident: Tick all that apply	Form of bullying or incident: Tick all that apply
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) <input type="checkbox"/> Verbal (e.g. name calling, ridicule, comments) <input type="checkbox"/> Cyber (e.g. messaging, social media, email) <input type="checkbox"/> Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) <input type="checkbox"/> Visual/written (e.g. graffiti, gestures, wearing racist insignia) <input type="checkbox"/> Damage to personal property <input type="checkbox"/> Threat with a weapon <input type="checkbox"/> Theft or extortion <input type="checkbox"/> Persistent Bullying	<input type="checkbox"/> Race - racist bullying <input type="checkbox"/> Sexual orientation - homophobic <input type="checkbox"/> Sexual orientation - biphobic <input type="checkbox"/> Special educational needs (SEN) or Disability <input type="checkbox"/> Culture or class <input type="checkbox"/> Gender identity - transphobic <input type="checkbox"/> Gender - sexist bullying <input type="checkbox"/> Appearance or health conditions <input type="checkbox"/> Religion or Belief related <input type="checkbox"/> Related to home or other personal circumstances <input type="checkbox"/> Other or non-specific

**Details of incident:**

*After completion this form needs to be handed to HT*