



*Growing as we learn. Learning as we grow.  
Rooted in Jesus.*

**ST MARGARET'S COLLIER STREET CE SCHOOL**

**ANTI-BULLYING  
POLICY**

Review: June 2022

Agreed by Governors: July 2022

Next Review: July 2024

# Anti-Bullying Policy

To be read in conjunction with the behaviour, SEN and Equality policies

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## School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. All children at St. Margaret's Collier Street Primary School whatever their race, sex, belief and physical and mental abilities should be able to flourish in a loving and hospitable community.

## Aims and purpose of the policy

- To ensure a secure and happy environment and to be alert to early signs of bullying and to take swift action to minimise any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- To reinforce our Golden Rule which is, 'We won't hurt anyone with our feet, hands or words.'

## 1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)

- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

It is not bullying if 2 children of equal power quarrel or fall out.

## 2. Reporting bullying

Pupils should inform any adult within the school. It is a small school and everyone is well known, Pupils can either inform them directly or they can use the worry boxes which exist in each classroom.

### Reporting- roles and responsibilities

- All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Alternatively parents could speak to their child's class teacher in the first instance.
- Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.
- In summary, everyone within the school community should be vigilant to the symptoms of bullying. Early signs of distress include:
  - Withdrawn
  - Deterioration of work
  - Spurious illness
  - Isolation
  - Desire to remain with adults
  - Erratic attendance
  - General unhappiness/anxiety/fear
  - Late arrival to school
  - Bed wetting
  - Crying themselves to sleep
  - Unexplained cuts, scratches, bruises
  - Unexplained missing possessions

In particular, Midday Meal Supervisors and those on break duty should:

- Patrol secluded areas
- Observe children's play patterns and relationships – are there children who appear unhappy or appear isolated?
- Listen to every allegation of bullying and report it to the class teacher

## 3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying using google sheets.
2. The Headteacher will monitor this and when appropriate will alert all staff (staff meetings, e-mail)
3. The school will offer mediation. This will be followed up with weekly review sessions as appropriate with the pupils involved. After consideration, parents of both parties may be informed.
4. The Headteacher will produce termly reports summarising the information which is taken to the governing body
5. Support will be offered to the target of the bullying from the class teacher. This could include:
  - Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
  - Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
  - Reassuring the pupil and providing continuous support
  - Restoring self-esteem and confidence
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
6. Staff will proactively respond to the bully who may require support from the class teacher. This could include:
  - Discussing what happened and establishing the concern and the need to change
  - Informing parents/carers to help change the attitude and behaviour of the child
  - Providing appropriate education and support
  - If online, requesting content be removed and reporting account/content to service provider
  - Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
  - Speaking with police or local services
7. Staff will assess whether parents and carers need to be involved.
8. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

#### **4. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

#### **5. Prejudice based incidents**

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those

targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **6. School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use pupil-friendly anti-bullying resources to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- The class teacher provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with the School Council.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Sanctions are used when appropriate and these can include separation or withdrawal at play/lunchtimes. Pupils may also undertake tasks which reinforce their recall and understanding of the anti-bullying policy. In extreme cases, the school will have to implement sanctions which are listed in the behaviour policy.

## **7. Training**

The headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

## **8. Monitoring the policy**

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## **9. Evaluating and reviewing**

The headteacher is responsible for reporting to the governing body (and the local authority where

applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

#### **Date of Last review:**

Headteacher signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of governors signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

#### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)