



# Anti-Bullying Policy

Policy author	Victoria Musson
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Review frequency	Annually
Next review date	March 2024
Approved by	Local Committee

## **1 Statement**

We follow all aspects of statutory safeguarding guidance outlined in the MILL Academy policy. These protocols will ensure that our children receive the support, both from within school and outside of school, which they rightly deserve. Allowing our children to be safe, be respected and to flourish in a secure and nurturing environment.

## **2 Aims**

At Queen Emma's Primary School, we aim to ensure that all children behave well and every child is encouraged to grow and develop in a safe and supportive environment.

- To create a positive ethos throughout the school so that everyone feels they belong.
- To ensure that everyone is treated equally and with respect.
- To allow all our children to work in a climate that supports their learning and allows them to flourish as individuals and reach their full potential.

### **2.1 What is our policy at Queen Emma's?**

- At Queen Emma's Primary School bullying of any form will not be tolerated.
- All reported bullying will be taken seriously
- Bullying is NEVER acceptable.

## **3 What is bullying?**

'Actions by individuals/groups repeated over time, intended to cause physical or emotional hurt.'

### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

## **4 Action by parents/carers**

- Look out for changes in your child's behaviour - ask them directly if you have concerns.

- Contact someone at the school IMMEDIATELY. Strategies are in place for dealing with issues of bullying.
- Adults need to take an active role in the children's time at the school - ask what they have done in the day, especially at breaks and lunchtimes.
- Report, to the class teacher, any unusual incidents the child may have spoken about
- Help them to try strategies - like simply shouting 'NO!' and to walk away with confidence.
- Reassure the child that this is not their fault.
- Do not prompt the child to fight back. This may make matters worse.
- Most important of all - report any concerns as soon as possible - do not wait to see if things sort themselves out. You can report concerns by speaking to your child's class teacher, e-mailing the school office or reporting via 'MyVoice' using this link <https://form.thesafeguardingcompany.com/17926e95-4377-41eb-b165-e91859a1055a>

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

## **5 Reporting and responding to bullying**

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by a member of staff. A clear account of the incident will be recorded and passed to School Leaders.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the bystanders. The names of these children should be reported also.

- A member of staff will investigate the incident using IliAoB (Initial Investigation into allegation of bullying) form by interviewing all concerned and record outcomes on Scholarpack. If a bullying concern has been raised via 'MyVoice' the concern will be filed on 'MyConcern' and logged on Scholarpack.
- Teachers and Learning Support Assistants (LSAs) will be kept informed and asked to monitor the behaviour of the children concerned.
- Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected child but speak to the Class Teacher.
- Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied child according to the particular incident/s.
- If bullying is confirmed, complete the 'confirm bullying report'.
- Children who are victims of bullying will be offered the opportunity to discuss their experience with a member of staff and/or be offered support through our Thrive programme to restore self-esteem and build confidence.

- Children who have bullied will be helped by; discussing what happened, discovering why the child became involved and establishing a sense of wrong-doing. A restorative package will be put in place for the child who bullied (Thrive) and will be monitored for progress using CBIRF.
- Parents/carers will be informed to help change the attitude and behaviour of the child.
- In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Referral to external agencies e.g. Police Liaison Officer, LCSS
- Internal fixed term suspension
- Fixed term suspension
- Permanent exclusion

## 6 Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week, Internet Safety Week, Acts of Kindness Day etc.
- Whole school and Key Stage assemblies.
- Pupil surveys to help us identify specific areas of concern.
- Improved supervision in potential problem areas; playground and transition times.
- OPAL – Outdoor Play and Learning programme.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Parental engagement – sharing resources, guidance and support via [Anti-Bullying Alliance](#)
- Use of curriculum opportunities, in particular Assemblies, PSHE and RHSE sessions where issues of diversity are discussed and anti-bullying messages are drawn out.
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As part of our 'Relationships' education we focus on the teaching of the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our curriculum is mapped out in the appendices of our RHSE policy.

## **7.0 Development, Monitoring and Review**

We plan to:

- Monitor, evaluate and review our anti-bullying policy on a regular basis and report regularly.
- LSAs and Lunchtime Supervisors to identify and tackle bullying appropriately.
- Ensure that children are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from our children via the School Council and annual pupil questionnaires.
- To learn from anti-bullying good practice elsewhere and utilise the support of relevant statutory/voluntary organisations when appropriate.

### Initial Investigation into allegation of bullying

Completed by:

Reported by:

Position:

Role:

Date:

Date:

Form of referral	Tick	By whom?
Verbal Report		
Phone call		
Letter		
Email		
MyVoice		

Child (s) name (s) alleged to be <b>experiencing</b> bullying behaviour	Age

Child (s) name (s) alleged to be <b>engaging</b> bullying behaviour	Age

Reported account:

Details gathered to date:

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Action taken to date:

Checked for earlier incidents involving same pupils		Notified class teacher	
Individual discussions with pupils involved		Group discussion with pupils involved	
Discussion of incident with peers/class		Restorative intervention	
On-going support/monitoring from staff		Details of action agreed with pupils	
Applied sanctions		Parent letter/meeting	

Any additional action taken?

Initial Investigation Question

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so who?
4. Was there an adult around at the time, if so who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Child voice



## Confirmed bullying report form.

For each incident please complete one form and return to designated teacher for collection and monitoring.

### 1. Focus of bullying behaviour

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstance		
Ethnicity		
Religion/ Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
SEN and Disability		
Ability/ application		

### 2. Manifestations of bullying (tick those that apply)

Perception of individual: feeling of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, or insignia	
Verbal abuse or name calling	
Targeted graffiti or hurtful writing	
Threats including threatened physical harm	
Mobile phone, text message bullying/harassment	
Internet related bullying or harassment	
Camera phone bullying or harassment	
Actual physical assault	
Other:	

### 3. Those involved – please also record where appropriate:

- Adults as targets or perpetrators (At or Ap)
- Perpetrators from outside the school, community (O)
- Children who are in care (CIC) or who have Special Educational Needs (SEN)

Child's name who are experiencing bullying behaviour	Age	Codes

Childs name who are engaging in bullying behaviour	Age	Codes

**4. Description of incident (s):** *please give a precise account including dates, places, times and any witnesses.*

**5. Action taken:** *Please record all steps including meetings, letters, investigations, sanctions*

## 6. Summary of those notified and/or involved

	✓	Any details e.g. dates, names
Head Teacher		
Chair of Local Committee		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
TAF initiated		
Local Authority informed		
Police		
Others - <i>please specify</i>		

## 7. Date for monitoring progress of those involved. *Follow up on the incidents and check that all parties are progressing well academically and socially.*

Date 1	Date 2	Date 3

**Member of staff completing this form:**

**Date:**

**Monitoring Progress:**

**Date 1:**

**Date 2:**

**Date 3:**

## Restorative Questions in Response to Challenging Behaviour

Name:

Date:

1. Describe what happened?
2. What were you thinking at the time?
3. Since the incident what have you been thinking about?
4. Who has been affected by what you have done?
5. In what way do you think they have been affected?
6. What do you think you could do to make things right?
7. How are you going to implement this and make things right?

Staff name:

Date:

## Restorative Questions when someone has been harmed.

Name

Date

1. Describe what happened?
2. What did you think when you realised what had happened?

- 3.What impact has this had on you?
- 4.Do you think this incident impacted others and if so who?
- 5.What has been the hardest thing for you regarding the incident?
- 6.What do you think needs to happen to make things right?
- 7.How can the items above be implemented and by whom?

Staff Name

Date

## Support provided for targeted child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Support Provided	Examples
	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Empowerment education (resilience training)
	Pastoral team support
	Formal counselling
	Parental meetings
	CAF
	CAHMS
	other

## Post-incident impact monitoring and further action

Has the relationship been repaired?
Has achievement/ ability to be affected?
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional wellbeing?
How was the partnership with the parents/carers?
Does the 'target' feel safe at school?
Does the 'target' feel safe on journeys to and from school?
Does the 'target' feel safe while online?

Member of staff completing this form:

Date

## Support provided for child who bullied.

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

<p><b>Action taken &amp; support provided:</b></p>	<p><b>Examples:</b>          Moving class/group          Invited to pre and/or post teach          Observed by SENCO/Pivotal instructor          Referral to Thrive          Referral to ELSA          Referral to CAMHS          Risk Assessment          Reintegration timetable          Alternative Provisions          Meeting with parents and School Leader          Strengths and Needs Form offered          ABC monitoring          Arrange an Educational Psychologist visit          Request support from the Behaviour Support Team          Seek advice from the Local Authority's Reintegration and Exclusions Officer</p>
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### Post-incident impact monitoring and further action

Has the relationship been repaired?
Has achievement/ ability to been affected?
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional wellbeing?
How was the partnership with the parents/carers?
Has there been any signs of remorse?
Any other relevant information:



Member of staff completing this form

Date

## Confirmed Bullying Incident Reporting Form

### 1. Focus of bullying behaviour

	✓ which apply
Age/Maturity	
Appearance	
Size/weight	
Class/socio-economic	
Family circumstance	
Ethnicity	
Religion/ Belief	
Gender	
Transphobia/Gender identity	
Homophobia/sexuality	
SEN and Disability	
Ability/ application	
Sexualised	

### 2. Manifestations of bullying (tick those that apply)

Perception of individual: feeling of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, or insignia	
Verbal abuse or name calling	
Targeted graffiti or hurtful writing	
Threats including threatened physical harm	
Mobile phone, text message bullying/harassment	
Internet related bullying or harassment	
Camera phone bullying or harassment	
Actual physical assault	
Other:	

### 3. Those involved (Please tick those that apply)

Individual pupil against individual pupil	
Group against individual	
Group against group	

Adult – target	
Adult – perpetrator	
Child in care – target	
Child in care – perpetrator	
SEN – target	
SEN - perpetrator	

**4. Time and date of incident:**

**5. Report number/ reference:**

**Additional information**

**Name of School:** Queen Emma’s Primary School

**Person completing form:**

**Date for completed:**