

Queensgate Primary School

Anti-bullying Policy



Date of Policy	Date approved by Governing Body
March 2017	Spring 2017

REVIEW SCHEDULE			
Date of next Review	Date reviewed by Governing Body	Change previous document (Y/N)	Date circulated (if changes)
Dec 2018	Spring 2019	Y	Spring 2019
Spring 2020	Spring 2020	Y (revised LA definition of bullying, peer abuse)	Spring 2020
Spring 2021	Summer 2021	N	Summer 2021
Spring 2025	Spring 2025	Y (updated Responding to an incident section)	Spring 2025

Aims & purpose of the policy

At Queensgate Primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At Queensgate, the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality, through our 3 R's (Respect, Responsibility and Reflect) and we work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps ethnic minority groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain relationships with others.

At Queensgate, we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people. A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them. Staff will provide opportunities for the child/ young person to share their lived experience.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation.

Methods of bullying:

There are a number of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

Peer Abuse

Children and young people who harm others (also referred to as Peer-on peer abuse):

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or bi phobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation/young carers
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will always be challenged by staff, the incident recorded on CPOMs and follow up actions and consequences agreed. Parents are informed about the incident.

Prejudice-based incidents

A prejudice-based incident is often 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 head teacher regularly reporting confirmed 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 intervention.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide

- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

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

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- A whole school approach to behaviour and a Restorative Approach is used to ensure all pupils understand and support the Anti-bullying policy.
- A child-friendly Anti-bullying policy, which has been co-produced with the children, ensures all pupils understand and support the Anti-bullying policy. Pupils are also aware of the school's 3R's (Respectful, Responsible, Reflective.)
- 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.
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, E-Safety (Safer Internet Day), Children in Need and Red Nose Day.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school.
- Playground buddies and Restorative Ambassadors offer support to all pupils, including those who may have been the target of bullying.
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. School Parliament.

Reporting – roles and responsibilities

SENIOR LEADERS:

The Head teacher and the Deputy Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

STAFF:

All staff at Queensgate, both teaching and non-teaching (teaching assistants, support staff, Staff, Caretakers, Sports Coaches, Parent Helpers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform relevant staff in line with school guidance.

The following staff members are anti-bullying leads: Mrs Hitchcock and Mrs Lee.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or Mrs Hitchcock or Mrs Lee.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. If they find themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents.

Non-school staff, volunteers and outside Queensgate (Sports Coaches, Peripatetic Music Teachers, Support Services etc) also need to be made aware of the school's policy and the reporting of incidents.

Responding to an Incident

When bullying has been reported, we will:

1. Support any child involved in the incident. It will be made explicit that their concerns will be listened to.
2. Investigate the incident and talk to each child involved, including bystanders, to find out what has happened and seek to understand why it has happened.
3. As required, tell the parents/carers of the children involved and keep them informed about how the incident is being dealt with.
4. Place the highest priority on resolving any breakdown in relationships and ensuring that children can move on positively from the experience. Restorative approaches will be at the centre of our response to any incidents. **Restorative meetings will be offered for any incident.** Participation in any restorative repair meeting is voluntary.
5. As required, talk with others who have been bystanders to the bullying about how they could help stop this behaviour in the future.
6. Record the incident and actions on CPOMS. The incident will be recorded as Bullying- Accusation OR Bullying- Confirmed. A bullying accusation is when following investigation, the incident is found to not meet the agreed school/ LA definition of bullying. A confirmed bullying incident is when following investigation, the incident is found to meet the agreed school/ LA definition of bullying.
7. Assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.
8. Use the appropriate behaviour sanction in line with our school's behaviour policy.
9. Consider any curriculum implications, including the need for a school assembly or lessons.
10. Keep the situation under regular review to ensure that any bullying has stopped and that the victim feels safe.
11. The Headteacher will produce a report on the number of confirmed bullying incidents from the previous term at each full Governing Body meeting.

Safeguarding procedures must be followed when Child Protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

At Queensgate, we will use the support systems in place, when it becomes apparent that any incident of bullying is having an impact on an individual and/or the school community.

Training and Awareness

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including support staff, caretakers, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy.

Recording and Reporting:

We maintain electronic records and analysis in relation to any reported incidents of bullying in school.

All staff will use CPOMS to alert the Headteacher or Deputy Headteacher of any bullying related incidents.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equality and Diversity policy

Equality Act 2010

Behaviour policy

Positive handling policy

Anti-racism policy

Relationships and Sex Education policy

Respect Policy and Charter

Safeguarding policy

Responsible Use policy

Restorative Approaches strategy

An Anti-Bullying Charter for Stockport Schools

This charter is awarded to

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Our school community will:

- **Work with staff, pupils and parents/carers to create a school community where bullying is not accepted.**
- **Discuss, monitor and review our anti-bullying policy every two years**
- **Keep a high profile in and around school to prevent bullying behaviours developing**
- **Support staff to promote positive relationships, identify and tackle bullying appropriately,**
- **Investigate incidents of bullying and take action where necessary, supporting all individuals involved at all times**
- **Ensure that pupils are aware that all bullying concerns will addressed dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors:

Headteacher:

Representative of pupils:



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