



## Anti-Bullying Policy



**Life in all its fullness, John 10:10**

*Our vision is for all in our school community:*

*to have hope for the future.*

*to grow in kindness and compassion.*

*to know we are loved by God and valued for who we are,*

*regardless of religious faith, gender, ethnicity or sexual orientation.*

<i>Date of last review and future reviews</i>	<i>Updates / changes since last review</i>	<i>Chair of Governors</i>
<i>This policy was agreed by governing body in November 2018 and supersedes all previous policies relating to this area. Implementation is with immediate effect and review is at the Headteacher's discretion.</i>	<i>nul</i>	<i>Maria Parker</i>

### Playing

Often children play games that may involve specific rules; a shared joke; someone being 'it'; someone being chased. Sometimes this may result in one child becoming upset at another because they feel: cheated; left out; picked on or because they have been pushed, tackled or tripped. These incidents are often solved by children themselves, particularly as they get older. However, children should always inform an adult if they need help. This is playing, not bullying.

### Teasing

Although we expect children to be kind to one another, sometimes this does not happen. If another child says or does something that upsets you, we call this 'teasing'. This behaviour sometimes happens between friends and siblings and it is usually stopped when an adult is told at the time when the teasing takes place. This is teasing, not bullying. However, if it is not challenged, it can lead to bullying.

### Bullying

- 1. Bullying is when a child, or a group of children, do or say things to have power over another child.**
- 2. Bullying is usually repeated.**
- 3. Bullying makes the victim feel scared and unhappy.**



## How do we prevent bullying?

We are proud of our children's excellent behaviour at school and the way in which they encourage one another at work and play. However, sometimes children let themselves down. Teasing or other hurtful behaviour can occasionally take place. **Bullying does not have to.**



Bullying is extremely rare at St Margaret's. However, if you suspect someone is being bullied, you should speak to an adult that you trust, such as your teacher.

If, after investigation, the adult believes that bullying may be taking place, Mr Wilson or Mrs Bushell will be informed. When bullying is reported, it is dealt with swiftly and parents of the alleged perpetrator(s) and victim(s) are informed and involved in the process of moving forward.

## Online bullying

Online-bullying is when a person or a group of people uses online digital technology to threaten, tease, harass, upset or humiliate someone else. In many cases, a single act can go viral resulting in a feeling of 'repeated' bullying as wider audiences are involved. The victim's privacy can be invaded "24/7". Although online-bullying is more associated with secondary school, it is important for parents and children in primary school to be aware of the dangers and how to prevent online-bullying taking place.

## Homophobic or transphobic language and behaviour

Homophobic or transphobic language or behaviour is offensive. Describing someone as gay, lesbian (or other language that refers to a person's sexuality) as a way of insulting or offending is never tolerated. Equally, behaviour that victimises on the basis of sexuality is never tolerated. Any incidents of homophobic language or behaviour should be challenged and reported to Mr Wilson. Parents will be informed and involved in any follow up.

## Racist language and behaviour

*Racist language or behaviour is offensive. Language or behaviour that makes reference to a person's skin colour or ethnicity as a way of insulting or offending is never tolerated. Equally, behaviour that victimises on the basis of race or colour is never tolerated. Any incidents of racist language or behaviour should be challenged and reported to Mr Wilson. Parents will be informed and involved in any follow up.*

## Safety beyond the school gates

Parents & carers should take responsibility for their children outside of school. However, the school will support parents in dealing with incidents involving their children.

If a child or group of children has been assaulted, the Lee Green Safer Neighbourhood Team should be informed, with details of what has been witnessed. (020 8284 8497) In the case of emergency, call 999.

## Child Protection

If you are in danger or being harmed or bullied at home, you should tell an adult you trust such as your teacher. They will inform Mrs Bushell. If she is unavailable, Mr Wilson will be informed.

If you are worried about something that is happening in school or outside of school, you can tell Mrs Bushell or phone Childline on 0800 1111.



## **Appendix 1: School procedures for dealing with allegations of racism\*, homophobia, transphobia or bullying**

*\*As stated in the McPherson report. a racist incident as any incident which is perceived to be racist by the victim or any other person.*

### **In-school procedures**

Allegations of racism, homophobia, transphobia or bullying are referred to the headteacher and they are investigated at the earliest opportunity. In most instances, this will be immediately or soon after the allegation is made. In the absence of the headteacher, the deputy or assistant head follow the same procedure.

This will usually involve an interview of the alleged victim and of the alleged perpetrator and may often involve other witnesses, interviewed separately. Notes from the interviews are annotated during the interview and logged onto a password protected form\* (see Appendix 3) immediately following this, which is then circulated to all staff. Parents and carers of the alleged victim and perpetrator are informed and, if deemed appropriate, invited to a meeting to discuss follow-up action.

In all circumstances, the headteacher will take into account the potential risk of harm or abuse that involving parents may take. This may be harm or abuse directed at the parent's own child, at the alleged perpetrator/victim (or their families) or a member of staff. In such cases, the headteacher will consult with the safeguarding link governor and designated safeguarding lead on any decision not to involve a parent.

Allegations of racism, homophobia, transphobia and bullying logs are kept by the school and remain 'live' until the child leaves. Logs will not be passed on to secondary schools unless there is concern that the behaviour is likely to continue. In such cases, parents will be informed.

### **Sanctions for perpetrators**

Sanctions will vary depending on the age of the child and the nature of the incident. However, for all cases it will be made clear to the perpetrator (and the parents) that an incident is racist or homophobic. In most cases, clear and timely intervention and communication with parents and carers is sufficient in preventing any escalation of discrimination. In such circumstances, parental involvement, being sent to the Headteacher and temporary removal of rewards is the appropriate sanction.

However, for the most serious of incidents or for persistent offences that significantly impact on the safety or well-being of another child or group, the sanction would be exclusion, in line with our school behaviour policy.

### **Reporting to governors**

Anonymised data of allegations of racism, homophobia, transphobia or bullying is shared half termly at the Full Governing Body meeting.



## Appendix 2: Allegation of racism, homophobia, transphobia or bullying – record of response

This is a live document, accessible to all members of staff (password protected).

Whenever an update is made, it should be shared by email with relevant staff members, including HT, DHT, AHT, CT, TAs and lunchtime staff and the update should be saved in Staffshare/Safeguarding/AoR folder, as *AoR timeline – child's initials*.

If information should be shared with all staff e.g. monitoring behaviour of a group of children in the playground, HT will include in the staff bulletin or as an email/text if urgent.

Name of alleged victim:		
Date & time	Background to allegation / incident	Follow-up

Record of incidents of bullying since report, including:

- Investigation made, including interviewing 'independent witnesses'
- sanctions imposed
- meetings with child(ren)
- meetings with parent of alleged perpetrator
- further allegations/concerns from parent

Date & time	Incident	Follow-up