**QUEEN EMMA'S**
PRIMARY SCHOOL
BELONGING, BEING AND BECOMING

# Anti-Bullying

| Information for Office: | |
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| Policy Author: | Headteacher: L Dixon |
| Review Date | October 2024 |
| Review frequency: | Annual |
| Next review date: | October 2025 |
| 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.

**How to report an incident to the school if you believe your child is being bullied:**
There are several ways you can report incidents to the school. It is vital this is done in a confidential space and not overheard by other children or adults.

The easiest and most effective way to do this is by emailing the school office office.2304@queen-emmas.oxon.sch.uk You can also report bullying by calling the school office on 01993 704770 or via your child's the class teacher. Please include as many details as possible, including any names of children known to be involved, when it happened, previous incidents etc. This is vital to make sure we have all the information needed to start our initial investigation as quickly as possible.

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 by interviewing all concerned and record outcomes 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.

- 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.
- 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.

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.