



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives and learns by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Anti-Bullying Policy

Agreed by: Pastoral Committee
Date: February 2023

Review Cycle: 4 years
Next Review Date: February 2027
2026

All the Queen's School policies should be read in conjunction with the Equality Policy.

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ANTI-BULLYING POLICY

Aims

- To create a safe, happy environment for all pupils and staff
 - To deal swiftly and thoroughly with any incidents of suspected bullying
 - To ensure that the school's Christian values of Love, Compassion and Respect are demonstrated in daily school life.
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At The Queen's Church of England Primary School good manners and excellent standards of behaviour are the norm and what we aspire for every day. Positive behaviour and an understanding of rules and boundaries are essential building blocks for individual development.

This Anti-Bullying Policy is underpinned by the Behaviour policy and the Behaviour Principles set by the Governing Board (see Appendix 1).

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyber Bullying

Cyber bullying should be reported to the pupil's class teacher or a senior member of staff and will be dealt with as outlined in the procedure below (see 'Procedure if someone reports bullying')
When Cyber bullying takes place, the person experiencing harm should ensure that all texts/messages/emails are kept and not deleted as these may be used in the investigation process.

At The Queen's CE Primary School we take a proactive approach to prevent bullying. This includes:

- Gathering intelligence about issues between pupils which might provoke conflict
- Talking to pupils about issues of difference, in lessons, through dedicated events or projects, or through assemblies
- Creating an ethos of good/expected behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave
- Values of respect for staff and other pupils
- An understanding of the value of education

A clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example and act as role models for other pupils

- Celebrating success, this is an important way of creating a positive school ethos around the issue

Intervention

- We use Emotion Coaching when working with pupils who bully in order to show clearly that their behaviour is wrong and how it has impacted another person
- We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the alleged instigator of harm. Where this is the case the children engaging in bullying may need support themselves.
- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice-based language is unacceptable.
- When necessary, we will use specific organisations or resources for help with particular problems. This may be the experience and expertise of anti-bullying organisations or consultants with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- We provide effective staff training on how to deal with situations, and to help staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND).
- We make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. We encourage pupils to feel that they can report bullying which may have occurred outside school including cyber-bullying.

- We create an inclusive, safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- We do not tolerate bullying in any areas of our school community.
- If staff feel that they are being bullied, they should approach a member of the Senior Leadership Team or their professional union.

We record incidents of bullying on CPOMS, an online recording system, this enables all incidents to be tracked alongside any other behavior /safeguarding incidents/concerns.

CONVERSATIONS

(Referred to on the Behaviour Ladder)

Emotion Coaching is used to engage with pupils.

What is Emotion Coaching?

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

How does Emotion Coaching work?

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Source: www.emotioncoachinguk.com

See the **Behaviour Policy** for further information and guidance.

Procedure if someone reports Bullying

1. Reassure pupil that they have done the right thing by reporting the bullying.
2. Assign a Lead Person to deal with the incident (ensure that the person experiencing harm feels comfortable with the person selected and that the Lead Person feels confident in dealing with the situation.)
3. Lead person to gather all the facts from the pupil
4. Lead Person to ask child if they are ok with you interviewing the other pupil(s)
5. If they agree, then impartially gather information from the other pupil(s)

If they do not agree, then ask why this is.

Children may be scared of being identified as 'telling tales on other children' or may be scared of the situation becoming worse and being isolated as a result of telling. If this is the case, reassure the child that if it is found to be a bullying situation, then there will be follow up meetings on a weekly basis with a member of staff for both the person experiencing harm and the alleged instigator of harm(s) to ensure that the situation is under control. Additionally, everything will be done to ensure that the person experiencing harm will be supported and will have a network of pupils and staff to support them.

Explain that the benefits of exploring the situation are that the bullying behaviour identified can be stopped.

Wording can be adjusted for anonymity, so the child reporting is not identified as having reported the incidents (e.g. it's been noticed by some staff that x, y and z has happened...)

6. If the incident is not deemed to be bullying by the investigating member of staff, then it should be dealt with in line with the school's behaviour policy. However, if it is found to be bullying, then the following procedure should be followed:
 - 1.1. Contact both sets of parents (person experiencing harm and alleged instigator of harm) to discuss the situation and the school's expectation.
 - 1.2. Alert all staff members (including those on playground duties) to be highly vigilant and to report any incidents to the Lead Person
 - 1.3. Support the person experiencing harm through weekly contact meetings with a trusted member of staff until the person experiencing harm feels that they are no longer needed.
 - 1.4. Ensure that a Deputy trusted member of staff is identified and that the pupil is aware that they can meet with them if the primary trusted member of staff is unavailable.
 - 1.5. Support the alleged instigator of harm to change their behaviours through appropriate systems within the school or through the use of external agencies, if appropriate.
 - 1.6. Follow up with parents/carers of person experiencing harm and the alleged instigator of harm to ensure children are safe and the bullying has stopped.

1.7. Support can end once the situation has been resolved. At this point, class teachers to remain highly vigilant for any changes in behaviour.

7. When the child feels ready, the Lead Person begins Restorative Approaches.

Restorative Approaches

Sometimes situations occur between individuals or groups of people. At The Queen's School, we use Restorative Approaches to support pupils.

What is a Restorative Approach?

A restorative approach is a way of working with conflict that puts the focus on repairing the harm that has been done. It asks all parties to share what their involvement was, how the incident of conflict has affected them and to agree what needs to be done for things to be put right.



Source: https://www.discoverytsa.co.uk/_site/data/files/documents/E878522E90AF6471B841DCE24E932D28.pdf

Questions that may be asked in situations to assist a restorative solution:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?
- What could you have done differently?

See the **Behaviour Policy** for further information and guidance.

8. The school will always try to avoid exclusions of any kind.
However, there may be some situations that may require either Internal Exclusion or External Exclusion. In this case the school will consider whether the **Exclusion Policy** should be applied.

An Internal Exclusion, will keep the alleged instigator of harm safe, with another adult's supervision, provide an opportunity to reflect and to work for a set period of time away from their peers.

Legal Information

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour, which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- gives headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in ***Behaviour and discipline in schools – advice for headteachers and school staff.***

<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying/what-is-bullying>

This policy is in accordance with the 'The Equality Act 2010' and is in line with The Queen's Church of England Primary School's 'Equality Policy', and The Queen's CE Primary School's 'Behaviour Policy'.

Safeguarding children and young people

Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Where this is the case, the school staff should report their concerns to their local authority Single Point of Access team via the Designated Safeguarding Leads or Deputy Designated Safeguarding Leads.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.