

**St Mary Magdalene C of E Primary School**

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



# Anti-Bullying Policy

June 2025

Scheduled to be updated June 2026

<b>Policy:</b>	Anti-Bullying Policy
<b>Approved by:</b>	Headteacher
<b>Date:</b>	20.6.25
<b>Review cycle:</b>	Annual

1.

<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
2025	20.6.25	E Cave	Added version control

## **Our Vision and Values**

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

### **Love**

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- supporting those experiencing suffering and sadness – in our community and beyond.

***There is something for everyone to love about music whether it is listening, creating or performing.***

*"Let all that you do be done in love." (1 Corinthians 16:14)*

### **Courage**

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

**We can be courageous and resilient when performing music and we can be bold when giving our opinions.**

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)*

### **Aims**

At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

*"For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope." (Jeremiah 29:11)*

At St Mary's the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Develop the curriculum to address the needs and extend the fascinations of **all** our children
- Build curiosity and excitement through rich first-hand experiences and visits
- Nurture the aspirations and hopes of our children so they can achieve highly
- Ensure that all children make good or better progress
- Facilitate high quality training for staff to equip them with the skills to ensure that our children flourish.
- Develop children's collaboration skills
- Ensure that children have a strong voice in every aspect of school life
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Expose children to a wide variety of music from different times and cultures

- Develop an appreciation and basic understanding of music in all children
- Give all children the opportunity to develop instrumental skills

## **Introduction**

At St Mary Magdalene C of E Primary School we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

*“There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” (Galatians 3:28)*

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it. He paid special attention to the disadvantaged, excluded, despised and feared. Therefore we recognise that a school has a responsibility to:

- Understand the community that we serve and respond to identified concerns proactively
- Provide a safe setting in which to learn, where children, parents, governors and staff know that they are valued
- Ensure that we work closely with families and outside agencies, where appropriate, to deal with bullying and peer on peer abuse
- To teach children about potential threats to their health and safety

We aim to:

- Create an open and honest environment where both children and staff are encouraged to take risks; make mistakes and learn from them
- Work to prevent bullying of any kind to ensure that all children experience joy at school
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Recognise that mistakes are part of human experience; therefore we will have a robust approach to dealing with situations when they go wrong.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- through regular agenda items at staff meetings and safeguarding briefing, consultation documents and teacher voice
- Governors – through discussions at governor meetings and specific training opportunities
- Parents/carers – through Parent Focus Group meetings and Welcome Meetings. Parent Focus Groups will develop a shorter parent guide
- Children and young people – through contribution to the development of the policy through the school council. The school council will develop a student friendly version to be displayed in each classroom
- Representatives from the local Church Community

This policy is available

- Online at [www.stmarymagdaleneprimary.co.uk](http://www.stmarymagdaleneprimary.co.uk)
- In the school prospectus
- From the school office
- A shorter version is available for all parents/carers.

## **Roles and responsibilities**

### **The Governing Body are responsible for:**

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adapts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

### **The Head Teacher is responsible for:**

- The overall responsibility for the policy and its implementation
- Liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

### **The Designated Safeguarding Lead in our school is Miss E Cave**

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

### **The joint Anti –bullying Coordinators in our school are Mrs S Pearson and Miss E Cave**

Their responsibilities are: -

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents

- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The nominated Governor with the responsibility for Anti- bullying is Mrs R Watson**

## **Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

## **Behaviour often associated with bullying**

### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

### Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

## **Peer on Peer Abuse**

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See [Peer on Peer Abuse Policy](#) for full details)

## **Sexist and sexual bullying**

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

## **What does bullying look like?**

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Why are children and young people bullied?**

Specific types of bullying include:

## **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

### **Other vulnerable groups include**

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

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

## **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
- 

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

## Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

These include:

- Reporting to the class teacher, who will then investigate the incident, set appropriate sanctions for the perpetrator and informs the Headteacher and anti-bullying coordinator of the incident and outcome via CPOMS and a Bullying Report Form (attached to CPOMS)
- **Parents and carers** report any concerns to class teacher in person or via Dojo Message. They can also phone the office to highlight any concerns they have which will then be passed on to the relevant member of staff in school
- **Children and young people** in school including bystanders – report any concerns to class teacher, designated Mental Health Lead or a drop box which is provided in each classroom for anonymous disclosures.

- **All staff and visitor** will report any concerns via CPOMS (if applicable) or to the appropriate adult within school
- [School Behaviour Policy](#)

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

When investigating a bullying incident, the following procedures are adopted:

- Interviewing all parties separately including target, bully and all others involved
- Informing parents/carers via phone call or Dojo message
- Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, keep in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and Safeguarding Briefing

This information will be stored in accordance with GDPR

The policy will be reviewed and updated every two years.

## **Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we at St Mary Magdalene C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Involvement in the All Together Project

- RSE lessons, P4C sessions, development of the curriculum offer all include themes which work on challenging prejudice - related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Reactive programmes for vulnerable groups or groups involved in bullying include:

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

Parent groups

- Parent information events/ information-on the school website

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff as part of on-going CPD

#### Links with other policies

<b>Policy</b>	<b>Why</b>
<a href="#">Peer on Peer Abuse Policy</a>	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
<a href="#">Behaviour Policy</a>	Rewards and sanctions, Codes of conduct
<a href="#">E-safety and Acceptable use policy</a>	Cyber bullying and online safety
<a href="#">Equalities policy</a>	Prejudice related crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
<a href="#">Confidentiality Policy</a>	Reporting and recording
<a href="#">RSE Policy</a>	Strategies to prevent bullying as part of a structured PSHE programme
<a href="#">Complaints' Policy</a>	Guidelines to make a complaint if families are not happy with the school's response

## Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
<b>Name of person reporting incident:</b>	
<b>Name of pupil(s) being bullied:</b>	
<b>Gender:</b>	
<b>Year group:</b>	
<b>Form group:</b>	
How may we contact you (please circle)? (if external reporter)	
<b>At school</b>	<b>At home</b>
<b>Home address:</b>	
<b>Email:</b>	
<b>Telephone:</b>	

Incident details
<b>What happened?</b>
<b>Where did the incident take place?</b>

<b>When did the incident occur?</b>
<b>Who has been suspected of bullying?</b>
<b>Did anyone else see the incident?</b>
<b>According to the victim, how often does the bullying take place?</b>
<b>According to the victim, how long has the bullying been going on?</b>