



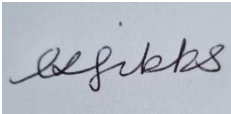
## Anti-Bullying Policy

Date: September 2025

Review date: September 2026

Signed:  (Chair of Governors)

Val Male

Signed:  (Headteacher)

Claire Gibbs

**At Margaret Wix Primary School we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and responsible citizens. We have a zero tolerance policy and we will deal with it effectively.**

### **Our Vision**

Our vision is that ALL children are safe, happy and healthy. We strive to ensure all children are motivated to share in positive, creative learning experiences. Our school motto is 'Excellence, Creativity, Individuality', where we maximise potential and celebrate achievement. We offer clear guidelines for behaviour and conduct through celebrating and modelling positive interaction with others. We set clear guidelines for 'behaviour for learning' as well as clear consequences for when our 'learning powers and values' are broken. We acknowledge the rights and responsibilities of the individual to make the right choices within a caring and supportive environment. This vision supports our duty under section 89 of the *Education and Inspections Act 2006* to promote good behaviour and prevent all forms of bullying.

### **Our Commitment**

What is bullying and why do we object to it?

Our commitment is to provide a safe and secure environment where all children can learn without anxiety and have equal opportunity to succeed and flourish.

We are committed to the Duty of the Equality Act 2010.

**The Duty has three aims. It requires public bodies to have due regard to the need to:**

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

**Ways Bullying can present itself**

*“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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”*

(Preventing and tackling bullying: Advice for Head Teachers, staff and governing bodies July 2017)

|                 |                   |                                       |                       |
|-----------------|-------------------|---------------------------------------|-----------------------|
| <b>PHYSICAL</b> | <b>EMOTIONAL</b>  | <b>PREJUDICIAL- RACE, NATIONALITY</b> | <b>CYBER-BULLYING</b> |
| <b>VERBAL</b>   | <b>HOMOPHOBIC</b> | <b>RELATIONAL AGGRESSION</b>          | <b>RELIGION</b>       |

**The Responsibility of the School**

New guidelines outline it is the responsibility of the school to tackle incidents of bullying both on site and off the premises.

*“School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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."*

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies July 2017)

All staff receive regular training on recognising, recording and responding to bullying incidents, including understanding their link to safeguarding obligations. *(Based on: Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies, DfE 2017, section 'School staff'; Keeping Children Safe in Education 2025, Part 1).*

### **A Nurturing School - Preventing Bullying**

Staff will promote the anti-bullying ethos of the school among the children through:

- Providing good role models
- Promoting positive behaviour (see Behaviour Policy)
- Carrying out procedures in the policy and making it clear we take a firm stance on it
- Well-being ministers
- PSHCE and Jigsaw Lessons
- Jigsaw awards

### **Gathering Information**

Classroom staff will use PSHE lessons or circle time to discuss and work through differences between pupils. The aim will be to resolve conflict and help pupils understand differences. Pupils who need extra support can be referred to the Behaviour or Key Stage Lead in order to analyse behaviour patterns and put additional support in place.

Lunchtime supervisors will refer any incidents that occur at lunchtime to class teachers and senior leaders if appropriate. More serious incidents are immediately reported to a member of the Senior Leadership Team (SLT) who will respond.

All staff will record incidents onto our online record keeping system (CPOMS) as appropriate.

Records of bullying incidents are reviewed regularly by the Senior Leadership Team to identify patterns, evaluate the effectiveness of responses and inform preventative work.

**Signs that bullying may be occurring**

| <i><b>The child who is being bullied</b></i>  | <i><b>The child that is deemed as the bully</b></i>  |
|---|--|
| <b>PHYSICAL</b>   | <b>PHYSICAL</b>  |
| <p><b>Unexplained injuries such as bruises, cuts, scratches, sprains or torn clothing;</b></p> <p><b>Unexplained loss or damage to personal belongings or money;</b></p> <p><b>Hunger/thirst due to loss of lunch money;</b></p> <p><b>Pattern of frequent minor illnesses, headaches, stomach aches;</b></p> <p><b>Not eating or being obsessive about appearance;</b></p> <p><b>Obsession about cleanliness;</b></p> <p><b>Speech impediments such as stuttering or stammering;</b></p> <p><b>Asking for extra money or stealing money, sweets, food (to pay off a bully);</b></p> <p><b>Regressive behaviour such as bedwetting;</b></p> <p><b>Artwork expressing inner turmoil.</b></p> | <p>Showing aggressiveness towards other children, parents and teachers;</p> <p>Evidence that they have been involved in a fight or picking on weaker students;</p> <p>Displaying deliberately robust behaviour such as extremely hard tackling in sports, tripping people or causing injuries;</p> <p>Being involved in vandalism, anti-social behaviour or being in trouble with the police;</p> <p>Belonging to an aggressive group and spending little time at home;</p> <p>Having money or possessions they can't account for.</p> |
| <b>EMOTIONAL</b>  | <b>EMOTIONAL</b>   |

|  |  |
|--|--|
| <p><b>Avoiding friends and/or other children;</b></p> <p><b>Uncharacteristic outbursts of anger or bullying of siblings;</b></p> <p><b>Becoming “clingy” and seeking attention;</b></p> <p><b>Reluctance or refusal to discuss the problem and lying to parents;</b></p> <p><b>Changes in sleep or eating patterns (unable to sleep, nightmares, lack or appetite or throwing up);</b></p> <p><b>Marked changes in attitude, dress or habits;</b></p> <p><b>Becoming withdrawn or moody;</b></p> <p><b>Dropping usual hobbies or interests;</b></p> <p><b>Loss of confidence, self-esteem &amp; excessive sensitivity to criticism;</b></p> <p><b>Excessive tearfulness or crying to sleep;</b></p> <p><b>Wanting to be alone;</b></p> <p><b>Implied or overt threats of suicide.</b></p> <p><b>Disability</b></p> | <p>Over-reacting to criticism and a tendency to believe others are hostile towards them;</p> <p>Enjoying the suffering of others and needing to dominate;</p> <p>Disrespectful attitude towards others including the elderly;</p> <p>Unwilling to share or include others;</p> <p>Cruelty to animals;</p> <p>Lack of genuine friendships or having ones based on fear</p> <p>Short temper and violent outbursts;</p> |
|--|--|

## **Reporting Bullying**

Concerns about bullying can be reported by a pupil to any member of staff or via the class Worry Box (which can be found in any classroom). The member of staff will immediately report it to a member of the SLT and log the event on CPOMS. A member of SLT will carry out an investigation and, where appropriate, report to the class teachers and members of the affected children's families.

## **The Investigation and outcome**

### **Step 1:**

The class teacher, or SLT on duty, will investigate thoroughly, and determine if bullying has occurred. The member of staff will talk to both victim and perpetrator, either separately or together, to ascertain the extent of the hurt caused, to ensure that the perpetrator understands the hurt caused, and to ensure that this will not happen again. Usually, this is sufficient to stop the problem happening again. The investigation will be logged on CPOMS.

### **Step 2:**

As a result of the investigation if bullying has occurred the Head Teacher or Assistant Head Teacher will take appropriate action in line with the school behaviour policy. Both sets of parents will be informed.

***Not all incidents will be found to be bullying; for example, where children are all contributing to falling out, or where one child's actions are equal to another's. If this kind of incident, or incidents, has occurred, these will be dealt with in line with the school's behaviour policy. They will be recorded on our online record keeping system (CPOMS) and monitored.***

### **Step 3:**

In the case of more complex or more persistent bullying, both sets of parents will be invited into school separately to discuss the situation with the Head Teacher or Assistant Head Teacher. The Head Teacher or Assistant Head Teacher will take appropriate action in line with the school behaviour policy.

### **Step 4:**

Regular reviews will be set up with the class teacher to monitor the situation. These reviews will continue for a couple of weeks or until the teacher/s and children are confident that the bullying is no longer occurring, and all parties involved are happy the situation has been resolved.

If, after a period of monitoring, bullying is still found to be occurring then the Head Teacher will meet further with the children and parents involved. It is likely that further sanctions will be called upon. Exclusion may be used as a formal consequence.

**This policy will be reviewed annually and ratified by the Governing Body.**