



**St Margaret's C of E VA
Primary School & Little Pippins FSU**

ANTI BULLYING POLICY 2017 - 19

**Ratified by Governors: November 2017
Review Date: November 2019**

To be read in conjunction with the Behaviour Policy

Introduction

At the heart of this document is a shared commitment to safeguarding children and young people and a belief that in working together we can make a significant impact.

Statement of principles and values

At St Margaret's our overarching vision is that every child and young person, including those who are vulnerable or disadvantaged, has the best possible start in life and develops to their full potential. Our aim is for all children to achieve the five outcomes of Every Child Matters, that is to:

- be healthy;
- stay safe;
- enjoy life and achieve their full potential;
- be interested and fully involved in the community they live in;
- achieve economic independence.

In particular, children and young people should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination;
- be listened to and have their views taken into account;
- be treated with respect;
- belong to and be valued in their community;

Definition

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups; and
- physically harmful behaviour, such as kicking, hitting, pushing, or other forms of physical abuse.

The following five conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour. Behaviour is bullying behaviour if:

- it is repeated hurtful behaviour;

- it is deliberate;
- there is an imbalance of power;
- there is no remorse
- there is no effort to solve the problem

Types and forms of bullying

Bullying behaviour which conforms to the above definitions can take many forms, as described in the 'Safe to Learn' suite of guidance from the Department for Children Schools and Families (DCSF, 2007). Bullying takes place through means which can be verbal (e.g. name-calling), indirect (e.g. exclusion) and physical (e.g. hitting). The DCSF has also highlighted particular forms of bullying for which it has issued separate guidance. These are: racial and religious bullying; homophobic and transgender bullying; bullying related to special educational needs and disability; and cyberbullying. Cyberbullying, which means the use of electronic equipment such as computers and mobile phones, involves new and increasingly complex forms and types of bullying such as impersonation and exclusion from social networking.

Why bullying is an issue

Bullying behaviour, wherever it occurs, has a negative impact on everyone involved. For victims it can lead to unhappiness and distress, and adversely affect concentration, achievement, school attendance and general health. In some instances it has led to suicide. Those who bully others may have been victims of bullying themselves. Continuing to engage in bullying behaviour is likely to lead to emotional harm for the perpetrator, as well as more general problematic behaviour patterns in the future. Those who witness bullying behaviour can also suffer harm, and the ability of the whole community to live together in harmony, to feel safe, to enjoy and to achieve, can be adversely affected.

Statement of Intent

At St Margaret's, we will take steps to stop bullying wherever and whenever it occurs, and do everything possible to stop it happening in the future.

We also recognise that adults bullying other adults, as well as children and young people, sets an example of inappropriate behaviour.