



*"Creating a community where we learn together through respect, kindness, curiosity, and faith."*

## **St Michael's CE Primary School**

### **Anti-bullying Policy**

#### **Context**

The legal and local framework for this policy is:

- The Education and Inspections Act 2006
- The Equality Act 2010

The DfE 'Preventing and Tackling Bullying' document 2014 states that every school must have measures in place to prevent all forms of bullying.

#### **Aims and Values**

The children, staff, parents and governors of St Michael's CE Primary School believe that bullying of any form should not be tolerated.

We want to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This will be achieved through discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.

Values of respect for staff and other pupils, an understanding of the value of education, and 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 to the rest.

We want the children and adults in our school to feel safe and know what to do if they feel they are being bullied or suspect that someone they know is being bullied.

#### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. **One off incidents of physically hurting someone, name calling or deliberately ignoring someone is not bullying**, but it is unacceptable behaviour. The perpetrator should be made aware of this and dealt with in accordance with the school Behaviour and Discipline Policy.



## **Definitions of bullying**

### **Physical**

Bullying can be the physical act of hurting someone through pushing, kicking, hitting or pinching, for example.

### **Verbal**

It might be done through verbal insults; making fun of a person's appearance or work they have done, taunting, name calling and belittling them in front of others.

### **Emotional**

Bullying can be the act of leaving someone out of discussions, games etc. so that they feel unwanted or that nobody likes them.

Bullying can take many forms (for instance, via social media, online, 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 involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

## **Safeguarding children and young people**

Under the Children 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, school staff should report their concerns to the Designated Safeguarding Lead.

## **Criminal law**

Bullying in itself is not a specific criminal offence in the UK, although 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.

## **Online bullying**

Technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.



## **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Signs and symptoms of bullying**

Look out for changes in behaviour:-

- Becoming unusually quiet.
- Not wanting to do certain lessons.
- Avoiding the playground.
- Sudden outbursts of anger.
- Giving things to a certain child to gain their favour.
- The child who is always on their own at playtimes could be a victim of bullying.
- The group that suddenly disperses when an adult appears might be the bullies.
- Look out for the child who whispers things secretly to another or spoils their work, yet when questioned, everything is denied.
- The child who bullies is often a victim of bullying themselves; may be from home or maybe from school.

## **Procedure for the Reporting of bullying**

### **Parents and Carers**

- Parents and carers should approach the class teacher in the first instance if they have concerns.
- The Class teacher will carry out a full investigation following the guidelines of this policy with written notes kept in the school. If parents or carers wish to take the matter further, they should make an appointment to speak to with the Head Teacher or the Deputy Head Teacher.
- If after this, a parent or carer feels that the matter is still unresolved, they need to make their views known in writing to the Chair of the Governing Body of the school.

### **Pupils**

- Anyone who feels they are being bullied or knows of a child who is being bullied should tell any adult in the school as soon as possible.
- A full investigation will be carried out following the guidelines of this policy with written notes kept in the school.
- If after this, they feel the matter is still unresolved, they should talk to the Deputy Head Teacher or Head Teacher.

All reported incidents from parents, pupils or staff will be recorded to detail what happened and who was involved, a full investigation will be carried out following the guidelines of this policy.

## **Guidelines for dealing with reported incidents of bullying**

Children suspected of bullying will be dealt with as follows:



1. The alleged bully/bullies will be approached by an adult and given the chance to explain their actions. The incident and outcome of the discussion will be noted and a copy kept in the school.
2. If bullying is substantiated, then consequences of the incident will be explored i.e. how the victim feels and reasons for a child wanting to bully. Children who are proven to have bullied will miss playtimes in accordance with the Behaviour Policy.
3. Ways to change behaviour will be discussed with supporting strategies and targets put in place.
4. The bully will be helped to make amends to the victim.
5. The victim will be supported in building confidence.
6. Parents of the bully will be informed and a record of the incident kept on the child's file.
7. Behaviour of the bully will be monitored and if there is improvement, it will be recognised.

## **Ways to prevent bullying**

### **The Role of the Head Teacher**

The Head Teacher will ensure that all children understand what bullying is, know that it is wrong, and that it is unacceptable behaviour in our school. This will help to create an inclusive environment and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. This will be done through school and class assemblies and through the PSHE curriculum.

The Head Teacher will ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying, and are aware of current guidance.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Teacher**

As teachers, there are positive steps that we can take to combat bullying:-

1. Involve all non-teaching staff in the discussion and implementation of the anti-bullying policy.
2. Raise awareness of bullying and its consequences through the curriculum and assemblies.
3. Provide opportunities for pupils to discuss bullying in role play situations.
4. Raise esteem of bullies through activities which are designed to improve their social skills.
5. Advise parents on how they are able to help their children.
6. Devise ways of rewarding non-aggressive behaviour.
7. Tackle everyday racist and sexist language.
8. Places where bullying might occur will be regularly monitored.



## Monitoring and Review

This policy is monitored regularly by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review the policy biannually. The designated Governor will look at the effectiveness of the policy by examining the behaviour records, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors recognise it is not appropriate for parent Governors to have access to those records. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with additional needs.

<b>Approved by:</b>	<b>Claire Tracy</b>	<b>Date:</b> 21 October 2024
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<b>Last reviewed on:</b>	Autumn 2024
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<b>Next review due by:</b>	Autumn 2025
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