

St. Michael's C.E. Primary School



Anti-Bullying Policy

November 2020

Policy Review date: November 2021

(This policy is in addition to our main Discipline Policy, which covers how we deal with most aspects of unacceptable or inappropriate behaviour. This policy specifically covers how we deal with incidents that are deemed to be bullying.)

1. Introduction

- 1.1** In most cases, bullying is the persistent and repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power, and it generally fits a pattern of behaviour. It can happen face-to-face, or through cyberspace and can involve many different forms of hurting another child, either physically or emotionally.
- 1.2** Most “one-off incidents” in which one person or group intentionally hurts another person or group are not regarded as bullying and are dealt with in accordance with our main behaviour and discipline policy. However, there may be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- 1.3** A “mutual conflict”, which is a disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power, even if it is persistent and repetitive, is not regarded as bullying and is dealt with in accordance with our main ‘Behaviour and Discipline’ Policy.
- 1.4** ‘Kidscape’ (a children’s charity) provides guidance on bullying.

a. They suggest that there is a range of behaviour that can constitute bullying:

Verbal: Name calling, persistent teasing, mocking, taunting and threats.

Physical: Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliating, spreading rumours and “setting people up”.

Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include pressure to send **images of a sexual nature**, usually digitally.

Cyber: **Cyber bullying (On-line)** is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

b. They suggest that whilst children and young people can be targeted for any reason, bullying is often;

Racist: based on ethnicity, skin colour, language, religious or cultural practices.

Homophobic: based on sexuality and/or gender identity.

Disabilities: based on special educational needs or disabilities.

Based on other forms of 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, or social behaviour.

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All pupils need to be aware that the school will take any incident of bullying seriously. We need to ensure that children know that they can ask for help and that their concerns will be thoroughly investigated.

2. Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.2 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.3 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

4. The role of the Headteacher

4.1 It is the responsibility of the headteacher/deputy headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

4.2 The headteacher/deputy headteacher ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher/deputy will draw the attention of children to this fact at suitable moments. For example, if an incident occurs, they may decide to

use an assembly or circle time as a forum in which to discuss why such behaviour is not acceptable.

- 4.3** The headteacher/deputy ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4** The headteacher/deputy set 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.
- 4.5** The headteacher/deputy ensure that a Bullying Incident Report Form is completed when an incident is reported. This form is kept in the Behaviour file in the school office.

5. The role of school staff

- 5.1** If, as adults, we become aware of any bullying taking place we deal with the issue immediately. School staff take all forms of bullying seriously, and intervene to prevent incidents from taking place. The class teacher should report any disclosure of bullying to the headteacher/deputy.
- 5.2** The staff keep their own behaviour records of all incidents that happen in their class and that they are aware of in the school with more serious incidents being recorded in the behaviour and discipline file which is kept in the school office. The headteacher should be informed if they notice a pattern which would indicate bullying.
- 5.3** The relationship between the victim/bully should be monitored carefully by the class teacher (this may involve lunchtime supervisors, class teacher observation and discussions with victim/bully.)
- 5.4** Safeguarding is a standing item in Teacher/TA Staff Meetings.
- 5.5** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all e.g. through discussions, assemblies, circle time and role play. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 5.6** Children are regularly reminded by class teachers to tell a member of staff if they are being bullied.

6. The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. (Parents are advised regularly that they should contact the school if any aspect of their child's behaviour or attitude to school is causing them concern).
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7. Dealing with incidents of bullying

7.1 Any report – from a child, parent, or member of staff – in which an allegation of bullying is being made will be taken seriously. The first step will be to investigate what has happened and ascertain whether it is bullying or a 'one-off' incident of inappropriate behaviour. This may involve gathering further evidence through monitoring/observing the child over a short period of time and discussing the situation with the relevant staff. If bullying (as opposed to a one off argument or falling out) is suspected, the victim should be supported and the bully punished and strongly encouraged to modify his/her behaviour.

7.2 If bullying has occurred, this will be recorded on a Bullying Incident Form and action taken. A decision will be made on who will discuss the issue with the pupils involved. Records will be kept of conversations with the victim and any witnesses. The victim and bully will be spoken to separately. Children who are feeling threatened may respond in a variety of ways: denial, diversion, aggression, withdrawal, agreement to anything. The child will need to feel that what they say is valued and will be treated in a confidential manner, only being disclosed to people who need the information in order to help them.

7.3 We record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should inform the headteacher/deputy.

7.4 Following an incident of bullying there may be the need for counselling and support for the victim of the bullying. We also spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we may involve the special needs co-ordinator (SENCO). If necessary, we use an Individual Behaviour Plan to set targets to improve and record incidents to establish patterns of behaviour.

7.5 We invite the parents of both victim and bully into the school to discuss the situation as necessary.

7.6 In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher/deputy or SENCO may contact external support agencies such as the behaviour services, or educational psychologist, who may then be involved with the bully (e.g. behaviour modification programme) and/or the victim (e.g. assertiveness training.)

8. Anti-bullying teaching in the school curriculum

An important part of the school curriculum is our programme of personal, social and health education (PSHE). The issue of bullying is addressed within this curriculum in a progressive manner appropriate to the different age groups within the school.

We also educate children about how to keep themselves safe online and how to deal with cyber bullying through our computing curriculum.

9. Monitoring and review

9.1 This policy is monitored by the headteacher/deputy, who report to governors about the effectiveness of the policy on request.

9.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.