



St. Michael's Church School

Anti-Bullying Policy

Keeping Children & Adults Safe

Version: 2

Reviewed: Curriculum Committee

Date: January 2018

St. Michael's Church School
Anti-Bullying Policy

1. Our Anti-Bullying Policy is to ensure:

- All children and adults are safe and are able to learn, play and enjoy the company of others.
- All children and adults are treated fairly, with respect and dignity.
- We listen carefully to what children and adults have to say and treat all accounts with due seriousness.
- All bullying, of any sort, will not be accepted and will be addressed immediately.
- All reported incidents are fully investigated.
- That when investigating an incident we are supportive of the alleged victim and also never 'bully the bully'.

2. We aim to promote positive behaviour through the aims of our Behaviour Policy.

3. The nature of Bullying:

The term 'Bullying' can be used to describe a wide variety of unwelcome physical and non-physical acts. To ensure our school establishes a clear understanding of what 'bullying' is, we share a clear definition of bullying with the children, i.e. through PSHE sessions.

4. Bullying is defined as:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves.
- Can involve more than one person against one other

5. Bullying can take on different forms, but the three main types are:

- Physical – e.g. hitting, kicking, taking belongings;
- Verbal – name-calling, insulting, making racist, homophobic or offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Online – all forms of cyber-bullying.

6. Strategies used in school to prevent bullying include:

- Making clear links between our Behaviour and Equalities Policies
- All staff follow the Behaviour Policy and enforce appropriate actions and sanctions. This also links in to the Whistleblowing Policy.
- Incident records and information collected and referred to, in order to record and influence the child's behaviour.
- Being aware that even the youngest children can understand the consequences of their own actions.
- Listening carefully to children and providing opportunities for them to express views and opinions, i.e. circle time, school council, etc
- Multi-Agency work - working with social services, police, etc.
- Involving parents and the wider community
- Using the curriculum to address behaviour in two ways
 - To address awareness and issues around Bullying
 - To motivate and engage children in their class work to prevent issues arising

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- Involving the whole school community in establishing a mutually respectful ethos that promotes a bullying free school.
- Teaching children to say 'No' when appropriate and to seek help when necessary from a familiar adult.
- Consult and communicate with parents regularly.

7. We deal with suspected cases of bullying by adhering to several key principles:

- We never ignore suspected bullying
- We don't make premature assumptions
- We seek out and listen carefully to all accounts
- We adopt a problem-solving approach
- We follow up repeatedly, checking any issues have not resumed.

8. If bullying does occur, staff will follow the Behaviour Policy and systems adopted and displayed in each classroom.

9. Additional sanctions may include:

- A warning and loss of privilege
- Attending 'reflection' time during a lunch break.
- Internal exclusion
- Parents being invited to discuss the incident - initially with the class teacher.
- Parents invited to review the child's progress or discuss further actions if needed.

10. If all sanctions and routes have been exhausted, the head teacher may make the decision to exclude the child.

11. These sanctions are not progressive and hence an extreme case of bullying may merit a more severe sanction, even if it is the first recorded incident.

12. Monitoring and Evaluating the Policy

The Anti-Bullying Policy and its delivery will be regularly monitored and evaluated by the Headteacher, staff and school council through the following methods:

- Checking incident records and behaviour reports for frequency of incidents
- Talking with children, i.e. circle time, etc.
- Playground observations and Reflection log books
- Small group and individual interviews
- School Council discussions