



St. Michael's C.E. (VC) First School

## **Anti-bullying Policy**

## **Aims**

This policy sets out St Michael's CE (VC) First School's Anti-Bullying Policy and procedures.

This policy sets out the standard of Behaviour expected by St Michael's First School. To be read in conjunction with the following:

- The DfE Guidance: Preventing and tackling bullying (July 2017)
- Behaviour Policy
- Equality and diversity policy

## **Core Principles**

- In our school, everyone is expected to act with courtesy, respect and consideration to other people at all times.
- We do not accept or tolerate bullying in any of its forms, so all incidents will be taken seriously and dealt with appropriately at the earliest opportunity.
- All children are specifically taught that if they are a victim of bullying, or are aware of someone else being bullied, they should speak to someone they trust that can make sure that the bullying is dealt with appropriately.
- Adults who are victims of bullying should report this to the Head Teacher, or if they are being bullied by the Head Teacher, the Chair of Governors.

## **What is Bullying?**

We define Bullying as:

Deliberately hurtful or aggressive behaviour that has the intention of hurting another person. Bullying can make it hard for the victim to defend themselves and often results in pain and distress.

**It is targeted and repeated over a period of time.**

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gesture
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality or sexual orientation
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email & internet chat room misuse, mobile
- Threats by text messaging & calls, misuse of technology, e.g. camera and video facilities.

We recognise that children sometimes fall out, disagree and argue. We deal with this following our normal behaviour policy and actively seek to reduce its occurrence by:

- Promoting a culture where children are willing to report incidents of bullying.
- Using the curriculum to raise childrens' awareness of bullying and to provide opportunities to discuss issues related to bullying and bystanding.
- Using circle time, as appropriate, in order to raise self-esteem and mutual respect and develop a forum where friendship problems can be discussed.
- The use of friendship groups and nurture as appropriate to support the victim and/or the perpetrator.
- Teaching the children that anyone who knows that bullying is happening is expected to tell a member of staff.
- Identifying the underlying reasons for the bullying and supporting both the victim and the perpetrator, who may both need social, emotional or behavioural support

All cases of bullying are taken seriously and senior members of staff will investigate the matter fully. If evidence of bullying is found, senior leaders and class teachers will work together to support all the children involved.

Parents will be kept informed periodically and meetings set up appropriate. Any concerns over bullying should be brought to the attention of the SLT to allow for a thorough investigation.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs. If a child:

- Feels ill in the morning
- Becomes withdrawn anxious, or lacking in confidence
- Is frightened of walking to or from school
- Cries themselves to sleep at night or has nightmares
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Says they don't want to go to school and feigns illness
- Starts stammering
- Attempts or threatens suicide or runs away
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Stops eating
- Is frightened to say what's wrong

- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These are just some of the signs a child may exhibit when being bullied. They may also behave in ways not listed, or exhibit no signs at all. All adults must be vigilant.

These signs and behaviours could also indicate other problems, but bullying, should be considered a possibility and should be investigated.

### **Procedures**

- Report bullying incidents to staff
- In cases of bullying, the incidents will be recorded by staff
- In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem
- The bullying behaviours or threat of bullying will be investigated and actions taken to stop the bullying quickly
- An attempt will be made to help the bully change their behaviour.
- If necessary and appropriate, police will be consulted

### **Desirable Outcomes**

- The bullying stops
- The bully changes their behaviour
- Those involved are reconciled
- Sanctions, including the possible use of suspension or exclusion, are implemented if appropriate (see behaviour policy)
- That all instances of bullying are recorded.
- The bully will be asked to genuinely apologise. Other consequences in our Behaviour Policy may be considered appropriate.
- After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- We will keep parents informed.

## Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may

include:

- Referring to our Behaviour Policy
- Signing a behaviour contract
- Promoting positive images of difference and diversity
- Attendance at Friendship Club/ Nurture provision for victims or bullies
- Using appropriate resources from organisations and the internet (e.g. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))
- Taking part in Anti-Bullying Weeks activities as organised by the Anti-Bullying Alliance
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about bullying and why it matters
- Using our PSHE curriculum to learn about this throughout the curriculum
- Messages are reinforced throughout the year as part of the PSHE curriculum
- Use of support groups (in school)
- Focus on bullying in assemblies
- Promoting a "TELL, TELL, TELL" ethos
- Teaching the children the importance of not being a bystander in situations that may be bullying

Measures to prevent Bullying are:

- To include issues related to bullying in the curriculum and assemblies with themes such as friendship, kindness, trust and love.
- To encourage those pupils who might feel intimidated to be assertive and know where to go for help or to whom to report to.
- To teach children how to resolve conflict constructively and creatively
- To give praise and recognition to those who are kind, helpful and caring.

The roles of the adults to ensure that the policy is adhered to:

*Governors should;*

- Be responsible for setting down these general guidelines on standards of behaviour and discipline, including anti-bullying
- Support the Headteacher in adhering to these guidelines
- The Headteacher has the day-to-day authority to implement the policy but the governors may give advice in making decisions about behaviour
- Evaluate and review the impact of the policy on the school's ethos and standards
- Expect the Headteacher to report on the impact of the policy, significant incidents and the effectiveness of managing these.

*Headteacher should:*

- Be responsible for implementing the schools Behaviour and Anti-bullying strategies, ensuring that all stakeholders are informed of the policy
- Know how to identify and deal with incidents of bullying
- Report to the governors on request about the effectiveness of the policy
- Ensure that all staff receive sufficient training to be equipped to identify and deal with issues around behaviour and bullying
- Sets the school's climate of mutual support and praise for success so making poor behaviour or bullying less likely and children feeling a sense of belonging to a friendly and welcoming school.

*Class Teachers should:*

- Read and support this policy so that all are clear about the aims, procedures, responsibilities related to expected standards of behaviour, including anti-bullying
- Have clear rules and routines for behaviour in classrooms, taking responsibility for promoting good and courteous behaviour both in class and around or outside the school in accordance with this policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies that use praise, sanctions and rewards consistently, fairly and in line with the policy

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

*Other support staff in school should:*

- Support the teachers in applying all the above to agreed standards
- Read and support this policy so that all are clear about the aims, procedures, responsibilities related to expected standards of behaviour, including anti-bullying
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

*Parents should:*

- Read and support this policy so that their child clearly knows the standard of behaviour expected of them at school, including being polite and respectful
- Sign up to the 'Home school Agreement' and the school Values, encouraging their child to follow them at all times
- Encourage their child to sort out difficulties and arguments in ways that do not include physical and verbal violence
- Not encourage their child to physically fight back in disputes
- Encourage their child to report any genuine concerns to an adult immediately
- Help their child to be punctual and to value attending school at all times
- Ensure their child follows the school dress code as a mark of respect
- Make sure their child gets a good night's sleep as tired children do not make good learners or happy pupils
- Monitor the use of TV, computers, mobile phones and the internet very carefully
- Talk with a member of staff if you are worried about anything your child tells you about school before it becomes a big problem. Children need to be listened

to and trusted and need the confidence and understanding of an adult. However, bear in mind that the child may not give the full story and may use emotive language like 'He beat me up!'

- Allow the school to investigate the problems in a systematic way
- Try not to over react to every little upset so that the child learns to get things in proportion and cope with it themselves
- Be positive by rewarding their child for the good things done at school
- Not expect the school to deal with all the discipline. Home and School need to work together to ensure that we meet the highest expectations and standards of behaviour for all.