POLICY DOCUMENT

St Michael's
Church of England
Primary Academy

ANTI-BULLYING POLICY

Status:	**APPROVED**
Version:	**V24.11**
Date Approved:	**09/07/2025**
Approved by:	**LGB**
Review Frequency:	**BIENNIAL**
Next Review:	**Summer Term 2027**

Canonium
Learning Trust

Contents

Together We Achieve, Together We Grow

"Indeed, the body does not consist of one member but of many." (1 Corinthians 12:14-16)
Our vision is based on 1 Corinthians 12:14-16. The Apostle Paul wrote a letter to the Christians in Corinth and reminded them that they are all members of the body of Christ, one community, and they should behave with love towards each other.

Our Christian vision is rooted in the desire to nurture our community—be it school, village, country, or wider world—both now and in the future. It recognises that we are unique individuals, loved by God, each with our own qualities and strengths to contribute. By working together, supporting one another, and allowing each person to flourish, we believe we can achieve more, not only within our community but beyond.

The merging of two village schools has allowed us to form a united community, where collaboration, unity, and mutual support are at the heart of everything we do.

Our Values

Kindness   Respect   Safe

In accordance with St. Michael's CofE Primary Academy vision and mission statement we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at St. Michael's CofE Primary Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims

- We aim to instil in children respect for themselves and others
- To ensure that all children feel safe, secure and happy
- To ensure that no child is able to cause physical, mental or emotional harm to any individual

Statutory duty of schools

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986

- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people']

Scope

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy

What Is Bullying?

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition**: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
    - teasing;
    - name-calling;
    - inappropriate sexual comments;
    - taunting;

o threatening to cause harm.

- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

    o leaving someone out on purpose;
    o telling other children not to be friends with someone;
    o spreading rumours about someone;
    o embarrassing someone in public.

- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:

    o hitting/kicking/pinching;
    o spitting;
    o tripping/pushing;
    o taking or breaking someone's things;
    o making mean or rude hand gestures.

- **Cyber bullying** is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Through assemblies, discussions and our teaching we reiterate that the children should say in the first instance:

'Stop, I don't like what you are doing.' - whilst raising their hand.

Then, they are reminded to talk to an adult to raise their concern. We encourage children to talk to a member of staff who will then record and follow up as appropriate. Notes written during or after a child has raised a concern, are logged on CPOMs.

From time to time, parents and carers may have concerns about their son or daughter's education and/or wellbeing at school. Quite often this is due to a misunderstanding about school policy or practice. Sometimes the pupil may be behaving unusually at home or at school and/or expressing their own concerns. Whatever the situation, we would encourage you, and/or your child, to **talk to us about it at the earliest opportunity** so that we can help sort out the problem.

Why is it Important to Respond to Bullying?

At St Michael's CofE Primary Academy we recognise that:

- Bullying can be extremely damaging to individuals' self-esteem and impact on their relationships.
- No one should have to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullies need to learn different ways of behaving.
- We all have a responsibility to respond promptly and effectively to issues of bullying.

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 and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- 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 dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungrier than is reasonable (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- 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 signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

School

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded on CPOMs;
- all concerned will be interviewed and the incident will be recorded on CPOMs;
- class teachers will be kept informed and if it persists other staff will be informed on a need-to-know basis;
- parents/guardians/carers will be kept informed;
- punitive measures will be used as appropriate and in consultation with all parties concerned;
- cyber-bullying may be referred to outside agencies, such as the police.

Child-on-child abuse

St Michael's CofE Primary Academy has a zero-tolerance approach to all forms of child-on-child abuse, including physical or emotional sexual harassment.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of

discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault.
- Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found in the Child Protection and Safeguarding Policy.

Challenging Children

We have to acknowledge that as a school we may have children with extremely challenging needs:

- physical;
- emotional;
- learning;
- behavioural;
- social.

Children whose behaviour not only impinges on themselves but on the school as a whole, can prevent effective teaching and learning. They can also be disruptive and cause breakdown in relationships within a classroom. They can also affect the health and safety of other children and staff and themselves e.g. leaving class without permission, throwing furniture around.

These children will be registered with the SENCO and appropriate action and support will be provided in line with the SEND policy. Children on the SEND register will receive specific targeted support, e.g. Anti-Bullying Alliance SEND resources.

The health and safety of all children will always take precedence when making any decision about appropriate action.

Pupils

Pupils who have been bullied will be supported by:

- being offered an opportunity to discuss the experience with a class teacher or member of staff of their choice;
- being offered continuous support;
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened;
- discovering why the pupil became involved;
- establishing the wrongdoing and need to change;
- informing parents or guardians to help change the attitude of the pupil.

Outcomes - In the event of Bullying Taking Place:

- The bully (bullies) will be asked to write a letter of apology to the victim and may be required to make appropriate reparation. A letter will be sent to the perpetrator's parents detailing their punishment which will be decided by the Head of school.
- In serious cases, suspension or even exclusion will be considered.
- When appropriate, mediation will take place to facilitate reconciliation between the two children.

- If necessary, actions may be taken to reduce contact between pupils for a period of time.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The school clearly communicates a whole-school commitment to addressing bullying and has a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the RSHE Policy.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

The school will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- TELLING school ethos
- Intervention work
- Assemblies/Collective Worship
- Internet Awareness Week
- Display materials around the school
- Positive achievement assemblies
- Individual Behaviour Plans
- PSHE sessions on E-Safety and bullying
- The teaching of Religious Education

All staff are on alert for bullying behaviour and/or signs of distress, e.g. isolation, reluctance to attend school, suspicious illness, deterioration in work, asking to stay in at break time.

Equal Opportunities

All pupils are treated as equal and particular care is taken to ensure that any vulnerable children are protected through peer and adult support.

Health and safety

Care is taken to ensure that the site is as visible as possible and that children are not unsupervised at any time.

Arrangements for recording, monitoring and evaluation

All incidents of bullying are logged on CPOMs. Reports to the Head of School and staff enable evaluation of the relevance of provision for dealing with bullying related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy.

The Local Governing Committee will monitor the pattern and frequency of bullying related incidents.

Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is located on the front page.

Guidance for Parents

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the class teacher.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

It is important to recognise that very few situations are as simple as they first appear.

If you believe your child is being bullied, please record what your child says, including any specific information such as what was said to them and who else was present.

Email the class teacher to inform them that you need to speak to them about bullying.

If the situation has been previously addressed by the class teacher and you feel it is continuing, contact the Head of School by email or through the school office.

At all times, encourage your child to speak to the class teacher

Guidance for Pupils

We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the class teacher.

You can chat to your teacher about anything that is worrying you. It could be about:

- Friends
- Play time
- Work that you don't understand or would like help with
- Good ideas
- Worries about teachers

If you are worried or upset because the same person or people do things or say things which you don't like, you should tell your class teacher as soon as possible. If another adult is near, and may have heard, you should also tell them.

Guidance for Staff

We are a _TELLING_ school. This means that _anyone_ who knows that bullying is happening is expected to tell the class teacher.

1.   Take the matter seriously. However, the bullying incident has been communicated, (from parent, pupil or member of staff) you **must** investigate and record all information on CPOMs.

2.   Listen to both perpetrator and victim. Make full notes about the situation. Ask questions about what made them react as they did.

3.   Do not react emotionally. Situations are rarely as simple as they first appear.

4.   In the event that bullying has been identified, inform the Headteacher. Take agreed action, acting as quickly as possible.

5.   If the behaviour has happened to other children (apart from the victim) they should know it is being dealt with.

6.   Reassure the victim that he/she is correct in speaking to you. Encourage the victim to help him or herself, discussing ways of dealing with the situation. He/she might need encouragement to be more assertive or more skilled socially.

7.   Counsel the bully. Help him/her to consider the implications of the behaviour. Make it clear that the behaviour is not acceptable. The bully should be taught to express himself or herself without hurting others. If the bully does not learn to control his/her behaviour, he/she may continue to bully in secondary school or in adult life.

8.   Punishment should be carefully considered. Aggressive action gives the bully the message that it is alright to bully if you have the power. Punishment for bullying is decided by the Headteacher, in consultation with the child's parents, and may include a loss of privileges.