ST MICHAEL'S
C of E PRIMARY
HIGHGATE

# Anti-Bullying Policy 2021-2023

| Responsible for policy | Merle Parker |
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**Anti-Bullying Policy**

Our vision

We believe our children's future is created every day.

Mission Statement

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

## Intent

At St Michael's C of E Primary School, we believe that everyone has the right to feel safe, secure, and respected within a caring, Christian environment regardless of individual characteristics such as gender, sexuality, race, disability or social circumstance. As a community we are committed to living, working and growing together as a family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative and restorative strategies for both children and adults and to outline the consequences for those who transgress. It is acknowledged that such conduct, or talk, may sometimes occur through a lack of knowledge or understanding particularly on the part of young children. If this is thought to be the case, the opportunity to educate rather than punish will be taken.

The school works hard to ensure that the school community (pupils, staff, parents) know the difference between bullying and "falling out" and recognises that not every playground or classroom incident necessarily constitutes bullying.

## Definition

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

At St Michael's C of E Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies PSHE lessons and group discussions with SLT. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks, or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.
- Forms and types of bullying covered by this policy
- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home
- circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual orientation bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith

- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

## The School's Implementation

All staff are responsible for following this policy.

The whole school community should be assured that action will be followed through if bullying is reported. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Bullying will not be tolerated and will always be taken seriously.

The SLT (Senior Leadership Team) and governors will be responsible for monitoring and

reviewing this policy.

The SLT will:

- Monitor the implementation of this policy on a regular basis.
- Ensure staff promote positive relationships between pupils to help prevent bullying.
- Seek to learn from good anti-bullying practice elsewhere
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community

Staff will:

- Ensure pupils are aware that everyone has the right to feel safe at school by following the school behaviour policy.
- Create and support an inclusive environment
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Ensure pupils are aware how to report any bullying concerns and that they will be dealt with sensitively and effectively.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Recognise that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND or those with long-term medical needs, enabling the school to develop effective prevention strategies in conjunction with the SEND team and school art therapist, providing appropriate support, if required.
- Openly discuss with pupils, differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.

- Challenge practice and language that does not uphold the school values.
- Teach and encourage pupils to use technology, especially mobile phones, Ipads and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns
- including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Encourage children and parents/carers to report suspected bullying immediately to a member of staff.
- Children are made aware that they have a responsibility to report bullying that they see
- happening to others.
- Communicate with and involve parents at the earliest opportunity.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, even when they are not on school premises; for example, when using school transport or online, etc.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- Deal promptly with complaints made against the school's response to bullying, in line
- with the school's complaints policy.
- A clear and precise account of bullying incidents will be recorded by the school in
- accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Celebrate success and achievements to promote and build a positive school ethos.

## Through the Curriculum

- Through PSHE (Personal, Social, Health and Emotional) and well-being education, children are taught how to keep themselves safe, to understand the dynamics of friendships (their own and other groups). Lessons help children to identify feelings and teach them about the social and emotional aspects of learning. We aim for children to feel empowered to talk about how they are feeling and be able to empathise with others.
- Children are encouraged to have a voice and share their thoughts and ask questions. Through PSHE, RSE, and RE children learn about differences and similarities between religions and cultures, developing their critical thinking skills, furthering their understanding of religion and cultural heritage and furthering their understanding of the world they live in.
- The diversity of children and families is celebrated, discussed, and respected through lessons, assemblies, visits and visitors, special events and curriculum weeks e.g. book week and International week.
- Assemblies are varied and thought-provoking and encourage children to challenge their thinking.

- Staff run interventions to support children develop social skills and develop emotional literacy skills.
- Pupils are educated about online safety and cyber-bullying through a variety of means such as through PSHE and through the computing curriculum and assemblies. Staff have training about online safety and information is available for parents via the school website. Parents are invited annually to attend talks on online safety.

## Cyberbullying

- When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - o looking at use of the school systems.
    - o identifying and interviewing possible witnesses.
    - o Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - o Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - o Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully)
    - o Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - o advising those targeted not to retaliate or reply
    - o providing advice on blocking or removing people from contact lists
    - o helping those involved to think carefully about what private information they may have in the public domain.

## Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Ensuring there is a close partnership with parents in dealing with any incidents of bullying
- Offering an immediate opportunity to discuss the experience in the first instance with their
- teacher. Where necessary this could also be the Phase leader, a member of SLT, or a
- member of staff of their choice.
- Designated staff member to keep records of the bullying as evidence, these will be used to
- inform improvements
- Working towards restoring self-esteem and confidence.
- Providing ongoing support, this may include working and speaking with staff, offering counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to
- provide further or specialist advice and guidance; this could include support through Early
- Help, Families First or Specialist Children's Services, or support through the Children and
- Young People's Mental Health Service (CAMHS).

## Pupil(s) who have perpetrated bullying:

- Given opportunities to discuss what happened, establishing the concern and talked through
- the need to change (in line with the school behaviour policy).
- Parents/carers will be informed and involved in helping change the attitude and behaviour of the child. This will involve exploring possible causes/triggers that have affected the child and has caused bullying to take place.
- will be provided with appropriate education and support regarding their behaviour or actions.
- Where necessary, working with a designated person, the wider community and
- local/national organisations to provide further or specialist advice and guidance; this may
- include involvement from the Police or referrals to Early Help, Families First, Specialist
- Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

## Impact

- Governors, staff, pupils and parents will know what the school policy is on bullying and follow it if an incident is reported.
- Pupils and parents will be assured that they will be supported when a bullying incident is reported.
- The whole school community will know that bullying will not be tolerated at our school