

**St Michael's CE Primary School
Sydenham**



Anti-Bullying Policy

Agreed by the Governing Body on: *January 2017*

Signed (Chair): *Beryl Fielder*

Review Date: *Spring 2020*

Anti-bullying Policy

The Anti-bullying Policy supports the St Michael's behaviour policy.

Legislation:

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Act also gives Headteachers the ability to ensure that pupils behave when not on school premises or under the lawful control of school staff. This can relate to bullying incidents occurring anywhere e.g. at local shops or cyber-bullying.

The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

- Advance equality of opportunity
- Foster good relationships between people.
- The measures taken by schools with regard to behaviour and bullying prevention **MUST** be communicated to all staff, parents and pupils.

Our Commitment:

The six Christian values of respect, trust, love, hope, joy and peace underpin the Anti-bullying Policy and therefore bullying of any kind is unacceptable in our school.

All members of our school community have the right to:

- Be respected
- Feel physically and emotionally safe in school
- Learn in a calm and orderly environment
- Be listened to

It is the legal responsibility of the head teacher to ensure, as far as reasonably practicable, that structures and procedures are embedded in school practice to prevent bullying.

It is the responsibility of the whole school community to work towards providing a caring, friendly and supportive school environment for all children and adults, in which bullying is unlikely to occur. This policy recognises that bullying can occur between all groups in the school community.

All adults within the school have a responsibility to conduct themselves in a way that shows mutual respect and models expected and appropriate behaviour to children.

This includes:

- Implementing the school behaviour policy in a fair and consistent way;
- Ensuring mistakes are dealt with using a restorative justice approach
- Ensure children have the opportunities to make amends and are then forgiven;
- Confronting hurtful remarks and negating their validity;
- Having high expectations of all individuals;
- Thorough investigation, including listening to both sides before making a judgement;
- Not displaying a conflict with another adult in front of a child;
- Avoiding negative interactions that may make a child feel humiliated and referring negatively to the child rather than the behaviour.

What is Bullying?

There are many definitions of **bullying**, but we consider it to be:

- Deliberately hurtful (physical, verbal or indirect)
- Repeated, often over a period of time
- Difficult for victims to defend themselves against
- Unprovoked

Bullying can be racist, sexist, homophobic, transphobic and biphobic.

What is Harassment?

Harassment is a form of bullying where the intention of the unwelcome act is to cause insult or injury for specific reasons connected to the recipient's identity.

Bullying may take the form of:

- Verbal harassment – name calling, threatening, insults, taunts, offensive language;
- Physical harassment – hitting, kicking, pushing;
- Refusing to work or co-operate with other children;
- Deliberately leaving someone out;
- Nudging, whispering, sniggering;
- Getting older brothers, sisters, friends involved in an argument;
- Making fun of someone's race or ethnic origin (see Policy for Race Equality and Cultural Diversity), faith, or religion, name, appearance, family, ability, gender, social class, sexuality, way of speaking or accent;
- Revenge or paying back;
- Intrusion by pestering or following;
- Unprovoked physical assault or threat of it;
- Deliberately damaging or hiding property;
- Threatening or abusive phone calls, letters, emails, texts or any form of cyber bullying.

The CRE defines **racial harassment** as:

“Violence which may be verbal, or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.”

The European Commission defines **sexual harassment** as:

“Unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct.”

The Lewisham Association for people with Disabilities defines **harassment of disabled people** as: “Any example of behaviour which causes the recipient discomfort or humiliation or which interferes with the recipients work or performance.”

Everybody has the responsibility to work together to stop bullying – the Teacher/parent/guardian/the child/young person. We are committed to the early identification of bullying and prompt, collective action to deal with it.

How we deal with incidents of bullying

Everybody has the responsibility to work together to stop bullying – the Teacher/parent/guardian/the child/young person. We are committed to the early identification of bullying and prompt, collective action to deal with it.

All reported incidents of bullying are treated very seriously. Sometimes the situation is picked up at home and reported by the parent. All incidents of bullying are recorded on official forms.

When an incident of bullying is reported or noticed we will:

- Immediately inform the head teacher and the class teacher of the incident; (children are strongly encouraged to inform the staff before they go home in order for the school to investigate and deal with it most effectively).
- The Head, Deputy or Inclusion Manager will investigate the matter. In their absence, it will be dealt with by the most senior member of staff.
- Gather information from the bully, the receiver and witnesses;
- Take careful notes and record the consequences and be pro-active to avoid the situation ever repeating;
- Ensure parents of all parties are fully informed of what happened. Share with parents the action plan that has been put in place to address the issue and inform parents how children will be supported to make amends.
- Address the issue with the child who has bullied using restorative justice approach
- Allocate time for the learning mentor to work with the child who has bullied to help them understand what bullying is and to work through the consequences and impact of his/her choices.
- Ensure support is in place to the child who has been bullied.
- Monitor the situation carefully for a minimum of 6 months following the incident.
- Use sanctions/consequences in line with school's behaviour policy;
- Involve the class teacher, teaching assistants and learning mentors as appropriate.
- Talk to class (sometimes without bully or receiver present) and if appropriate the whole school.
- Set up strategies to modify any unwanted behaviour. (This may involve contacting outside agencies for advice).
- Log the incident on the school system and report incident to governors and the local authority.

The school will also take action if they have been made aware of online bullying, however, they are limited to the consequences they can enforce. Parents of children who used a device to bully online will be expected to take the matter very seriously and to ensure their child faces consequences for their actions at home.

The school has established the following systems to promote good behaviour and discourage incidents of bullying and harassment:

- Behaviour Policy with clear sanctions and focus on good behaviour;
- Reinforcing the school rule of respect;
- Anti-bullying week
- Using collective worship to embed Christian values
- Regular discussions between Inclusion Manager, meal supervisors and learning mentors;
- Maximising the use of learning mentors during lunch time, including lunch time club
- Prefects and buddy system
- Good level of supervision in the playground;
- Celebration worship where children are praised for displaying good values, good effort and good achievement;
- Use circle time to address issues
- Children who bully are supported to change their behaviour with the involvement of their parents, Inclusion Manager, class teachers, learning mentors and parent liaison officer.