



Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
April 2023	April 2024	Judith Arkwright	Nigel Payne

What is Bullying?

At St. Michael's C of E Aided School, we define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online"

There are 4 key elements of this definition.

- Hurtful [the behaviour hurts either physically, emotionally or psychologically]
- Repeated [the behaviour happens repeatedly and this differentiates it from a one-off aggressive event]
- Power imbalance [an individual or group uses their power to negatively impact upon another individual or group. Individuals may have more power because they are part of a larger group or because they are part of a majority group linked to gender, race, faith for example]
- Intentional [the behaviour is deliberate and intended to cause emotional/physical hurt/isolation/exclusion]

Young children typically experiment with different ways of behaving, and early childhood educators need to recognise that some of these behaviours may be precursors to bullying. For example, young children may make mean faces, say threatening things, grab objects, push others aside, falsely accuse others, or refuse to play with particular children. **These pre-bullying behaviours, while hurtful, are not considered bullying because they are not done to deliberately and repeatedly hurt another less powerful child. However, if they are allowed to continue, these behaviours are likely to turn into a pattern of bullying.** (Education Development Center 2013)

Bullying behaviour can be...

- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, sexting (sending messages with sexual content).
- Indirect - Can include the exploitation of individuals.

What is cyberbullying?

Some things make cyberbullying different from 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example, a photo that you can't remove.
- Evidence - a lot of cyberbullying incidents allow those experiencing it to keep evidence - for example, take a screenshot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make cyberbullying incidents very scary.
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions.

What do we do at St. Michael's C of E Aided School to prevent bullying?

Bullying can be fuelled by prejudice. We work hard to create a culture where prejudice and hatred are not accepted and we do this through our every-day teaching, communication and general curriculum; through school displays and assemblies that promote understanding of diversity, through the texts and resources that we share with the children and through our PSHE curriculum which teaches children about bullying and cyber-bullying through the 'Celebrating Difference' strand.

We actively challenge comments, actions or ideas that are homophobic, transphobic, racist, sexist and disablist. Children understand these terms at an age-appropriate level.

We teach children about different kinds of bullying, reasons why bullies might behave in the way they do and what they can do to stop it.

We teach children how to cope with conflict and be resilient through assertive behaviour strategies. This includes an emphasis on how to report issues when they are serious or repeated.

We use personalised strategies for children to report issues if they are worried to do it in person.

We meet as a staff team to discuss specific areas of conflict for children in our classes and how we will respond.

We have a clear bullying prevention pathway (attached).

We report incidences of bullying and how we have responded to the governing body.

We have a clear reference to bullying on our behaviour policy.

What can I do if I'm worried that I am being bullied?

It doesn't matter what colour hair you have; what trainers you are wearing; how you speak; how you walk; how you talk – it is not your fault if you get bullied. We are all different in some way and that's what makes us amazing.

Whether you are a boy or a girl, old or young, big or small – bullying makes you feel rubbish and it's okay to be upset about it. The important thing is that you tell someone about it.

If you are not sure what to say or you feel nervous about asking to see your teacher, you can write down your worry and give it to them. Your teacher will come and find you at a quiet and private time.

You could talk to a grown-up at home about how you are feeling. They will be able to talk to school and help you sort it out.

You could call Childline on 0800 1111. They will listen to your worry and they are trained to help.

Sometimes children are bullied by children out of school or on the internet or via mobile phones. We can still help with this in school, even if we don't know who the other children are. You can tell your teacher and they will know exactly what to do.

Sometimes children are bullied by a grown-up and this can even be a teacher or a parent. If this happens to you, you can talk to another adult in school such as your headteacher or a teaching assistant. They will listen to you and help to keep you safe.

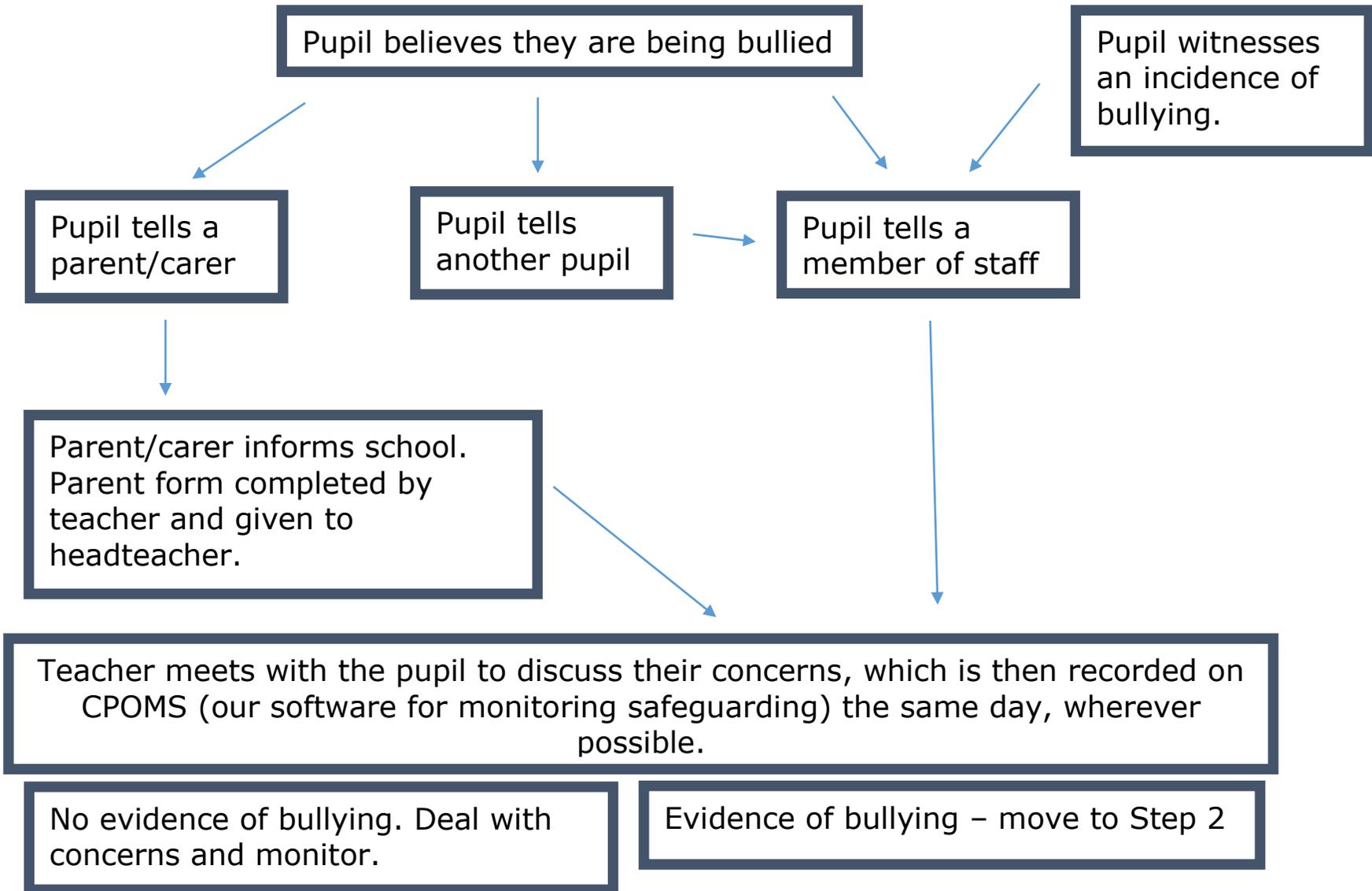
What can I do if I'm worried my child is being bullied?

If you have concerns about your child in school, out of school or online, please do pop in and talk to your child's teacher. You will normally be able to do this informally after school or by asking them for a formal appointment. Your child's teacher will be able to work with you to establish whether your child might be experiencing bullying or has experienced a one-off negative event or on-going friendship issues. Whether it's bullying or not, if it is upsetting your child we will want to help resolve it quickly.

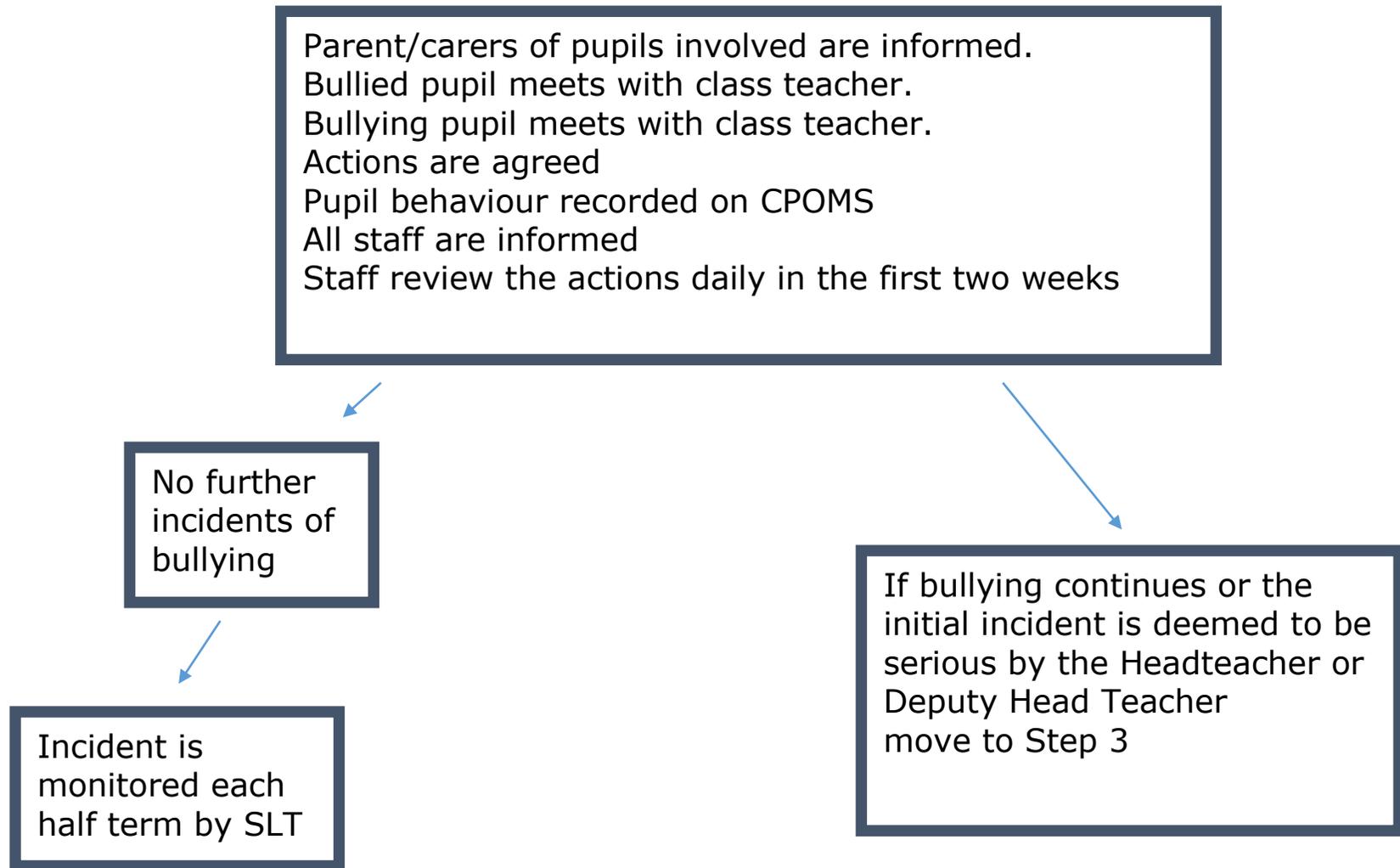
If your child's teacher feels that your concern might meet the definition of bullying, they will refer the matter to the Headteacher and the bullying prevention pathway will be followed (attached)

Your child's teacher may feel that your concern doesn't meet the definition of bullying but they will still be able to help resolve the matter and will still take action on your child's behalf. You should continue to communicate with the school until you feel the matter is resolved.

**BULLYING PATHWAY
STEP 1**



**BULLYING PATHWAY
STEP 2**



**BULLYING PATHWAY
STEP 3**

Incident is passed to Headteacher/Deputy Head Teacher
Discussion takes place with all parties – pupils/parents/carers
Action plan is updated
Any of the following strategies may be put in place:
Changes to classroom organisation/timetables
Emotional Literacy Support
Alternative provision
Use of external agencies
Fixed term exclusion

Incident is monitored each half term by SLT

No further incidents of bullying

If bullying continues Headteacher or Deputy Head Teacher and Chair of Governors seek advice from the local authority.

