



St. Michael's C of E Infant School

Anti-Bullying Policy

Agreed by Governors & staff:

September 2022

At St. Michael's C of E Infant school we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential within a Christian ethos. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our school values help children and adults understand how we should aim to live our lives and make better choices within and beyond our community.

This policy was formulated in consultation with the school. Pupils contribute to the development of the policy through the school council, circle time discussions, etc. The school council have helped us to develop an age appropriate child-friendly version shown in our 'Bee Rules' and have agreed that if all children aimed to follow these rules our school would be a better place to be. These are displayed all around our school and on our website and are used by all school stakeholders.

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation as well as:

- liaising with stakeholders
- implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

Pat Hand (St. Michael's)

Definition of Bullying:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

There is a deliberate intention to hurt or humiliate.

There is a power imbalance that makes it hard for the victim to defend themselves.

It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying.

(This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic/transphobic or bullying related to gender identity and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.)

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation or gender identity
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children and young people in school:

Every child has the right to feel safe in school and all St. Michael's children and adults should be trying to follow our bee rules <https://stmichaels-dorking.surrey.sch.uk>
If someone is bullying you, it is important to remember that it is not your fault and there are people to help you. Tell an adult as soon as you can.

It is important for St. Michael's pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

For St. Michael's pupils who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused.

Parents/carers

Parents are clear that the school does not tolerate bullying and tell us that their child feels safe (Ofsted Parentview questionnaire April 2022). They are advised to discuss any bullying issues as soon as possible with the class teacher(s) and with the Headteacher if they feel they are not being heard.

They are able to use the complaints procedure. They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.

Independent advice on how to deal with bullying can be found at www.bullying.co.uk

At St. Michael's Infant School:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The whole school participates in annual 'Anti-Bullying Week' activities
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying and reinforce the rights of children through the Unicef 'Rights & Responsibilities' guidance
- Peer support systems (tri-angels and houses) are in place to prevent and respond to bullying

- All staff are aware, and model positive relationships through the implementation of our school values of friendship, compassion, thankfulness, forgiveness & hope
- The school works in partnership with parents, other schools, and with Children’s Service and community partners to promote safe communities.

All reported incidents will be taken seriously and investigated involving all parties. Appropriate steps will be taken such as interviewing all parties and any adults involved, using comic strips to find out exactly what has been happening, scaling exercises to find out the level of difficulty. If it is necessary parents of both parties will be informed and invited to discuss the situation either by telephone or face-to-face. A range of responses appropriate to the situation will be used to find a way forward such as solution focused, restorative approach, circle of friends, and individual work with victim, perpetrator, referral to outside agencies if appropriate. The school behaviour policy clearly outlines the rewards and sanctions that will be used to recognise good choices of provide consequences for poor choices. The school will then organise to follow up the impact of these actions, especially keeping in touch with the person who reported the situation, parents/carers.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Head teacher. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the Head teachers report. The policy will be reviewed and updated regularly. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Links with other policies:

- Behaviour Policy
- Safeguarding Policy
- Acceptable Use Policy
- Equalities Policy

ANTI-BULLYING STATEMENT

Surrey County Council believes that all bullying behaviour is unacceptable, whether at home, school, college or work. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for day or residential purposes need to feel safe and secure from bullying. Surrey County Council will support schools and establishments to take a preventative approach to bullying, and to have policies and procedures in place to respond where it does occur, promptly and firmly.