

Michaelchurch Escley Primary School and Preschool



ANTI-BULLYING Policy

Date Reviewed:	Nov 2024
Reviewed by:	Head Teacher
Policy to be reviewed by:	Nov 2026

Michaelchurch Escley Primary School and preschool holds the importance of a happy childhood as a core belief. This is because we believe that children who feel safe, comfortable and valued have a natural inclination to explore – and thus to learn. We make sure that we are consistent in our approach and apply simple rules fairly that are aimed at the individual child's stage of development.

Purpose of this policy

- ❖ For our school to be happy and harmonious and to prevent bullying from happening between children
- ❖ All members of the school family to respect and help one another.
- ❖ To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- ❖ To develop individuals who are able to act for themselves in a responsible way.

Objectives

The main objectives of this policy are to ensure that all governors, teaching and support staff, volunteers, pupils and parents/ carers;

- have an understanding of what bullying is,
- know what the school policy is and what they should do if bullying arises,
- know that as a school we take bullying seriously.

What is bullying

There is no legal definition of bullying. However, the government's explanation is that bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

At Michaelchurch, bullying is defined as **deliberately hurtful behaviour**, which is **unprovoked, (usually) repeated over a period of time** and where it is **difficult for those being bullied to defend themselves**.

Bullying results in pain and distress to the victim.

Bullying can be:

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical pushing, kicking, hitting, punching or any use of violence

Racist racial taunts, graffiti, gestures

Sexual unwanted physical contact or sexually abusive comments or persistent "banter" of a sexual nature

Homophobic because of, or focusing on, the issue of sexuality

Verbal name-calling, sarcasm, spreading rumours, teasing

Focusing on a disability or Special Educational Need

Cyber All areas of internet, such as email & internet chat room misuse. Mobile phone threats by text messaging and calls. Misuse of associated technology, i.e. camera & video facilities, Sexting

Child on Child abuse occurs when a young person is exploited, bullied and/ or harmed by their **peers** who are the same or similar age; everyone directly involved in **child on child abuse** is under the age of 18.

Staff are aware that some groups such as SEND can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration .

Safeguarding

Teachers must be aware that changes in a child's behaviour could be a response to external factors. These could include abuse or neglect or some form of radicalisation. If a teacher or member of staff suspects that this is the case, they should take the appropriate course of action outlined in the School's **Safeguarding and Child Protection Policy**.

We believe that:

- children should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will deal with bullying by:

- ❖ Ensuring that the whole school understands what bullying means, including what a **bully** is, what a **victim** is and what a **bystander** is.
- ❖ Making clear that a zero tolerance approach to bullying is in place in school.
- ❖ Encouraging children to report incidents without feeling they are telling tales.
- ❖ Stressing the role of the Bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler) We encourage the bystander to get involved as opposed to watching and colluding with any bullying they witness.
- ❖ **Taking incidents seriously**, investigating and if necessary, acting upon them quickly and fairly.
- ❖ Creating an environment where all children feel valued.
- ❖ Having a behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom.
- ❖ Providing opportunities to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities. This will be through whole school events (such as Anti-bullying week) and through assemblies and PSHE teaching.
- ❖ Develop children's own resilience through a PSHE curriculum. This may involve exploring feelings through role play and viewing bullying situations from both sides.
- ❖ Providing a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks.

When dealing with bullying staff will

- ❖ Respond sensitively.
- ❖ Investigate the incident ensuring any bullying has stopped.
- ❖ Record all incidents of bullying on Arbor and tag in all children involved within 24 hours and wherever possible on the same day it happened.
- ❖ In the first instance meet with the bullies and victims individually. If appropriate facilitate a meeting between the bully and victim as an opportunity for the bully to understand how their actions have affected the life of the victim.
- ❖ Contact the parents of both the victim and bully to discuss the problem. In more serious cases, or if a pupil is repeatedly bullying, involve the designated members of staff responsible for child protection who will support the investigation and actions that need to follow (Louise Crocker or Rebecca Cook).
- ❖ Liaise with staff to support the options available to support the victim and/or the bully.

Outcomes

- ❖ Expressing disapproval with the actions of the child, rather than the child themselves.
- ❖ Verbal warnings.
- ❖ Encouraging the children to understand how their actions have caused distress and anxiety.
- ❖ Children will be disciplined in line with our behaviour policy.
- ❖ All actions will be fully communicated to the relevant parties using school record keeping procedures.
- ❖ A follow up meeting will be held with the bullied pupil to ensure that everything is alright. The pupil's parents/carers will also be contacted where appropriate.
- ❖ If necessary and appropriate, external agencies will be consulted to provide support.

Links to Other Policies

This policy is linked to the following school policies:

Behaviour Policy

Home-School Agreement

Safeguarding and Child Protection

Child-on-Child Abuse Policy

