

ST MICHAEL'S CE PRIMARY SCHOOL

# Anti-Bullying Policy

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## Vision

At St Michael's, we desire to be a community where we inspire and nurture everyone to grow as resilient, empathetic, and courageous individuals. Together, we empower all to thrive academically, personally, professionally and spiritually, becoming compassionate agents of change who positively impact the world around them.

Empathy - Resilience – Courage – Aspiration – Collaboration - Kindness

## Policy Statement

At St Michael's, we believe that every child has the right to feel safe, valued, and respected, and to learn in a secure and supportive environment free from bullying. Bullying is unacceptable in any form, and we are committed to preventing it through a consistent, whole-school approach focused on inclusion, early intervention, and positive relationships.

This policy applies to all pupils, staff, parents/carers, governors, and visitors. It is closely linked to our school's Behaviour, Child Protection and Safeguarding, Online Safety, Equality, PSHE and Anti-Racism policies.

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### Aims

- To ensure all members of the school community understand what bullying is and how to report it.
- To provide a consistent and effective response to bullying incidents.
- To build pupils' confidence, self-esteem, and resilience.
- To promote respectful relationships and a culture of kindness across the school.
- To support and educate both the victim and the child engaging in bullying behaviours.

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### What is Bullying?

#### **St Michael's definition of bullying:**

Bullying is the repeated and intentional behaviour by an individual or group that causes physical, emotional or psychological harm to another person. It involves an imbalance of power and can be carried out face-to-face, online, or indirectly (e.g. exclusion or spreading rumours).

#### **Types of bullying may include:**

- Physical – hitting, kicking, and taking belongings.
- Verbal – name-calling, insults, threats, racist, sexist or homophobic comments.
- Emotional – excluding, spreading rumours, manipulating friendships.
- Cyberbullying – bullying using digital technologies (see Online Safety Policy).

Bullying can be motivated by prejudice, including against race, religion, gender, sexual orientation, disability or SEND, or family circumstances. It may be linked to protected characteristics as outlined in the Equality Act 2010.

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### **Recognising Bullying**

We understand that children may not always use the term 'bullying'. Staff are trained to listen carefully and look for patterns of behaviour that may suggest bullying is occurring. Every concern is taken seriously.

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### **Prevention Strategies**

To reduce the risk of bullying, we take a proactive approach that includes:

- Whole-school participation in Anti-Bullying Week each year.
  - High-quality, age-appropriate PSHE teaching including online safety, respect, and empathy.
  - Use of restorative practices to resolve conflict and rebuild relationships.
  - Empowering pupils through peer support roles, such as Buddies and School Council.
  - Regular staff training on identifying and responding to bullying.
  - Opportunities across the curriculum (e.g. RE, drama, story writing) to explore themes of diversity, equality and inclusion.
  - Promoting digital resilience and safe online behaviour.
  - Clear expectations for behaviour through our school reward and recognition systems.
  - Adult role-modelling of respectful, inclusive behaviour.
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### **Responding to Bullying**

All concerns of bullying will be taken seriously and acted upon promptly. Our response will be tailored to the needs of those involved and the severity of the incident.

When bullying is reported or suspected:

- A member of staff will speak with the child or children involved and gather information.
  - Concerns will be recorded on CPOMS and monitored over time.
  - Restorative conversations will be used to address the impact and repair harm (see Appendix 1).
  - Parents/carers of all involved children will be informed as appropriate.
  - Follow-up will be carried out to ensure the bullying has stopped and children feel safe.
  - Where persistent bullying poses a risk to others, further disciplinary actions (e.g. exclusion) may be taken in line with our Behaviour Policy.
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### **The Role of Governors**

The governing body supports the school in its duty to prevent and respond to bullying. Governors:

- Monitor the effectiveness of the policy through termly reports.
  - Ensure bullying data is analysed for trends or patterns (e.g. location, type, protected characteristics).
  - Ensure the policy is reviewed and updated annually.
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### **The Role of the Headteacher**

The Headteacher is responsible for:

- Implementing this policy and ensuring its consistent application.
  - Ensuring all staff are trained in anti-bullying procedures and restorative approaches.
  - Promoting the school's ethos of respect and inclusion.
  - Reporting regularly to the Governing Body on incidents and trends.
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### **The Role of Staff**

All staff are expected to:

- Model respectful relationships at all times.
  - Be vigilant and act on any signs of bullying.
  - Record concerns accurately on CPOMS.
  - Involve the Headteacher in cases of persistent or serious bullying.
  - Follow up with children and ensure outcomes are monitored.
  - Use curriculum opportunities to reinforce positive social skills and inclusion.
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### **The Role of Parents and Carers**

Parents are key partners in helping us prevent and tackle bullying. We ask parents to:

- Report concerns to school staff rather than confronting other children or parents.
  - Encourage their child to speak to a trusted adult in school.
  - Support restorative conversations and the school's actions.
  - Model respectful behaviour and communication with others.
  - Follow the school complaints procedure if concerns remain unresolved.
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### **The Role of Pupils**

We help pupils understand that they all have a role in creating a kind and respectful school. We teach children to:

- Report any bullying to an adult, whether it happens to them or someone else.
- Support their peers by being an upstander, not a bystander.
- Use safe strategies such as walking away or saying "No!" confidently.
- Never retaliate but seek adult help immediately.
- Save and report any inappropriate online communication.

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### **Monitoring and Review**

The Headteacher monitors the effectiveness of the policy through regular analysis of incident data and pupil feedback. The policy will be reviewed annually by the Governing Body, or earlier if required due to changes in guidance or school context.

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### **Appendix 1: Restorative Approach**

St Michael's uses a restorative model to resolve conflict, repair relationships and build a respectful school culture. This includes:

1. Listening to the victim – What happened? How did it make you feel?
  2. Meeting with those involved – Not just the instigators but bystanders too.
  3. Explaining the impact – Without allocating blame.
  4. Sharing responsibility – Understanding that everyone has a part to play.
  5. Agreeing on solutions – Children suggest how they will make things right.
  6. Follow-up meeting – To monitor progress and ensure the situation has improved.
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### **Glossary**

- Bullying: Repeated harmful behaviour involving an imbalance of power.
- Victim: A person targeted by bullying.
- Restorative practice: A way to resolve conflict by repairing harm and rebuilding trust.