



St Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

Our school vision is to provide a nurturing learning environment and a curriculum that develops character, teaches lifelong learning skills, fosters creativity and provides opportunities for exploration so that all pupils can experience

'Life in all its fullness' (John 10:10)

Anti-Bullying and Harmful Peer Relations Policy 2025-26

Adopted by Governing Body (CC): November 2019

Last reviewed by Governing Body (CC): January 2026

Date for next review: January 2027

A handwritten signature in blue ink, appearing to read "K. J. Jones".

Signed:.....

23.01.26

Date:.....

Statement

However it manifests itself, bullying will not be tolerated at St Michael's C of E VA Primary School.

Bullying is rare in this school and this was endorsed by Ofsted in May 2023 "Pupils understand what bullying means. Bullying is extremely rare. Pupils are confident that adults would deal with any unkindness well". However, we do have incidents of hurtful behaviour, particularly when children make mistakes in relationships. It is the ethos of St Michael's School to:

- develop our pupil's resilience and their skills and strategies to manage incidents of hurtful behaviour and to build positive relationships with each other.
- make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

At all times, we believe that, when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and **not** the child.

Aims and Objectives

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it.

We aim:

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour or child on child abuse.
- To take positive action to prevent bullying and child on child abuse from occurring through giving our pupils the strategies and skills to cope through effective teaching.
- To show commitment to overcoming bullying by practising zero tolerance.
- To ensure that all pupils, staff, governors and parents are aware of the school's opposition to bullying and that each person is clear of their responsibilities with regard to the eradication of bullying.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- To have a consistent approach for dealing with any incidents of bullying that may occur.
- To ensure that all bullying incidents are resolved satisfactorily within the shortest time frame possible.

This Policy is designed to work in conjunction with the following the St Michael's policies:

- Child Protection Policy
- Behaviour for Learning Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- SEND Policy

Definition of Bullying

While there is no single definition of bullying, the Department for Education provides the following guidance:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. "Preventing and Tackling Bullying" DfE 2017

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. (Refer to Online Safety Policy)

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

More detailed information about bullying is available from NSPCC Learning:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Definition of Child on Child Abuse (DfE KCSiE 2023)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Roles and Responsibilities

Whole School and Individual Staff Responsibilities

To minimise the risk of bullying and child on child abuse, at St Michael's

- we provide a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. From Reception through to Year 6 pupils learn about 'Celebrating Difference' and healthy 'Relationships'.
- we have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. These include Zones of Regulation check in stations, worry boxes and opportunities to meet with the class teacher privately.
- we ensure victims, perpetrators and any other child affected will be supported either within school (e.g. one to one or small group focusing social skills work and/or protective behaviours) or utilising support from external professionals (e.g. Art Therapy, Behaviour Support, School Family Worker, Educational Psychology, Mental Health Support Team, Intensive Family Support, Social Workers)
- we develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- we have relevant policies in place (e.g. behaviour policy, anti-bullying policy statement and online safety policy).

Suspected bullying or child on child abuse should never be ignored and all forms should be taken seriously with intervention to prevent incidents from taking place.

All allegations of child on child abuse will be treated as a safeguarding concern. Concerns will be investigated and managed in accordance with the St Michael's Child Protection Policy.

Staff will:-

- Foster opportunities for children to learn to care for one another, living out the school's core Christian values.
- All staff are aware that abuse is abuse and child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they recognise the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.
- Never make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Complete a CPOMS record (selecting the bullying category) of the bullying incident and report to a member of the Senior Leadership Team.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective.
- Act as a role model for children in their relationships with adults and children.
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns.
- Ensure that children are well supervised at all times.
- Create a classroom climate of trust and respect for all by praising, rewarding and celebrating the success of all children.
- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, values materials, anti-bullying assemblies and workshops.

The SLT will:-

- Establish opportunities for children to learn to care for one another within the framework of a Christian community.
- Implement the anti-bullying strategy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with incidents of bullying.

- Maintain a record of bullying incidents and report to the governing body in termly reports about the effectiveness of this policy.
- Ensure that every child knows bullying is wrong and that it is totally unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies, in PSHE lessons or during anti-bullying week.
- Set a school climate of mutual support and praise for success, thereby making bullying less likely.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.
- Provide staff with regularly updated and appropriate safeguarding training that enable them to understand their role in preventing peer-on-peer abuse.

Governors will:-

- Support the Head Teacher in all attempts to eliminate bullying from the school.
- Monitor incidents of bullying that occur and review the effectiveness of this policy.
- Require the Senior Leadership Team to keep accurate records of all incidents of bullying.

Parents

When parents raise a concern that their child is being bullied, it is essential that this concern is taken seriously and not dismissed without further enquiries being made.

Discussions with the parents who have raised concerns will be framed as follows:

- Date of meeting
- Name and role of individual making the allegation
- Form of meeting
- Details gathered to date
- Action to be taken

A record of this meeting will be made on the school electronic recording system (CPOMS).

Parents of a bullied child will:-

- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Make a note of what the child says.
- Make clear to the child that, if any further incidents occur, they should tell a teacher or other member of staff straight away.
- Make an appointment to speak to the child's teacher and/or a member of the Senior Leadership Team as soon as possible.

Parents who suspect bullying or whose child has been bullied will not take matters into their own hands.

If, after investigation, bullying is confirmed, parents of a child who has been bullying will:-

- Discuss the issue with the child's teacher and agree a course of appropriate actions or sanctions in line with the school's behaviour policy.
- Talk to the child and explain that bullying is wrong and hurts others.
- Regularly discuss with the child how things are going at school.
- Praise and encourage the child when they are being kind and considerate to others.

Pupils

The Pupils at St Michael's have created a child friendly anti-bullying to help all the pupil's understand when bullying occurs and what they can do to **STOP** it. Bullying is when unkind behaviour occurs 'Several Times On Purpose' and when it happens pupils should 'Start Telling Other People'.

All pupils are expected do their best to:

- Tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) if they witness bullying.
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in the school.

Procedures and Recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident. If necessary and appropriate, a referral will be made to the Head Teacher or Deputy Head Teacher.
- The child reporting the incident will be listened to and will be assured that they feel that their concerns are being taken seriously.
- When investigating the incident, the story will be listened to from both sides.
- Immediate support will be provided for the victim, with the aim of restoring self-esteem and self-confidence.
- The perpetrator will be talked to about his/her behaviour, making it clear that this kind of behaviour is unacceptable and the child will be helped to see how his/her behaviour must change in the future. A member of staff will use a 'Reflect and Repair' sheet (KS2) or a 'Stickman Story' (Reception and KS1) to reflect on their behaviour.
- The incident will be recorded on CPOMS as a bullying incident along with reflection record.
- A check will be made to establish if there are any previous incidents involving the same child.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded in writing on the referral form.

After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Head Teacher or Deputy Head Teacher where an appropriate course of actions or sanctions in line with the behaviour policy will be implemented.

Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with. If an allegation of bullying is made by a parent, full written details should be taken and referred to the Head Teacher or Deputy Head Teacher who will then complete the Bullying Incident on the school electronic record system (CPOMS) and investigate thoroughly.

Actions which may be taken

- Establish and carry out an appropriate consequence for the perpetrator(s), including an apology or letter of apology to the victim
- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of victim and bully.

- Expect all staff to 'keep an eye' on the bully and victim, especially at break and lunch times.
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.
- In extreme cases, a period of exclusion may be necessary

Support

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by using the Reflect and Repair approach by:

- Discussing what happened
- Discovering why the pupil became involved.
- Establishing the wrong doing and action required to repair the situation.
- Informing parents or guardians to help change the attitude of the pupil.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Art Therapy, Behaviour and Wellbeing support or PSHE interventions, may be initiated as a means of supporting pupils who have been bullied or pupils who have bullied.

Incidents of bullying outside the school's premises

Our school will take seriously any incident of bullying taking place outside school and involving our pupils.

We will:

- Encourage victims 'not to suffer in silence'.

We may:

- Talk to the local police about the problems within the Community.
- Talk to the Head Teachers of the schools whose pupils are involved in bullying off the premises.

Bullying can also take place via text messages, messaging apps, social media and other means of 'cyber communication'. This often happens out of school hours but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously. (See Online Safety Policy)

St Michael's Primary School is a smartphone-free school to mitigate risks associated with mobile phone use, including safeguarding concerns, distractions to learning, and potential for cyberbullying.

Adult Bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Head Teacher immediately.

If children are experiencing problems with other children, parents must not try to take matters into their own hands as this can result in:

- Parents approaching other parents in groups.
- Inappropriate verbal exchanges in front of pupils.
- A breakdown in communication.

Parents confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem, to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Monitoring and Review

Monitoring, Evaluation and Review of this policy will take place annually as part of the Safeguarding programme. This will include the Deputy Head Teacher reviewing incident forms on a regular basis and identifying concerns. The Head Teacher will report termly to governors and staff about the effectiveness of the policy.

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s):

	Definitely Applies	Possibly Applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstances (eg caring role)		
Ethnicity/Race		
Religion/Belief		
Gender/gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		