

St. Michaels' Community Academy



ST. BART'S
MULTI-ACADEMY TRUST

Anti-Bullying Policy

ANTI-BULLYING POLICY

St. Michael's Community Academy is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with mutual respect and kindness. This is consistently upheld through our School Values; Courage, Ambition, Respect, Excellence (CARE).

Rationale

This policy outlines how we aim to prevent bullying from arising, whilst also providing clear procedures that help to tackle bullying if it does happen. This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

Staff of Belgrave St. Michael's Community Academy incorporate an awareness of anti-bullying through the PSHE Curriculum and assemblies to reduce bullying within the school.

What bullying is and isn't:

Bullying is when the same pupil is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected repeatedly to mean and hurtful actions by others.

The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Pupils who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying. Sometimes pupils hurt each other by accident. A fight or falling out between two pupils of equal strength and status is not bullying. When such incidents arise the school will deal with these in line with our Behaviour and Relationships Policy.

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally' (*Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education*).

**Bullying behaviour will not be accepted or condoned.
All forms of bullying behaviour will be addressed and dealt with quickly.**

What do we know about bullying?

Bullying harms pupils and is not 'a rite of passage' to adulthood.

Bullying can be either:

- Direct – physical, name calling, teasing, mocking
- Indirect – spreading rumours, negatively influencing how others think about a victim, cyberbullying.
- A bullying situation doesn't just involve a bully and a victim. 'Bystanders' to bullying can either join in with the bullying (assistants and reinforcers) or stand on the side-line and do nothing (silent approvers).

Impact

A child who is being bullied might experience trauma and distress. This could potentially impact on their emotional, mental, physical and social wellbeing that could subsequently affect their learning, their relationships, their aspirations for the future and their family life. Power is effectively taken away from the individual by the bullying behaviour of others.

Sometimes, the bullying behaviour of others can lead a child to develop ways of coping and of reacting to the circumstance that are damaging to themselves and to others.

Bullying is a behaviour that leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration. The impact that an incident has on a child is more important than whether it is classified as bullying.

It is imperative that we support our children to understand why bullying behaviour is wrong and to empower them to change their behaviour.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic, minority or vulnerable group. It can be targeted towards an individual or group of people and can have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Executive Principal regularly reporting incidents to the Local Governing Committee. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

Aims:

We aim to get it right for every child and recognise that bullying behaviour impacts on wellbeing. In order to thrive and achieve their full potential, children need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination. Through our practices, our aims are as follows:

- To enable everyone to feel safe, happy and respected at school (including during remote learning).
- To educate and help everyone to understand bullying behaviour and also what antibullying is, so we can help each other and aim to prevent bullying in school.
- To make it clear that all forms of bullying behaviour are **totally unacceptable** at our school and that no one ever deserves to be bullied.
- To encourage pupils to report any incidents of bullying behaviour.
- To record any incidents of bullying behaviour using CPOMS (Child Protection Online Management System).
- To deal with each incident of bullying behaviour as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, aim to reduce incidents of bullying.
- To ensure that neither pupil performance nor pupil attendance is affected by any incidents of bullying behaviour.
- To support and protect victims of bullying behaviour and ensure that they are listened to.

- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.

Tackling and monitoring bullying incidents

Any incidents will be referred to the school behaviour lead/SLT who will support staff in dealing with the incident.

When a parent or pupil reports a case of bullying, SLT will decide if it is bullying, a conflict, fight or falling out between pupils.

All cases that fulfil the criteria for bullying are dealt with in a systematic way and all pupils involved will be spoken to individually. After this, all those pupils who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour.

Support for the victim is also identified. Follow up discussions with all pupils take place after an agreed amount of time to make sure that things are improving for the victim.

All adults at the school receive basic awareness training about bullying (i.e. during their induction to the school and through staff meetings) and will report any concerns to the SLT.

All incidents, discussions and actions are logged by the Teachers/Teaching Assistants/Trainee Teachers/Support and Site Staff who are involved. These are logged on Arbor (the school information system), which records incidents of behaviour and also on the CPOMS system (Child Protection Online Management System).

Parents of all those involved in a bullying situation are notified by the relevant teacher. However, discussions are primarily held between adults at the school and the pupils. Again, any further actions or incidents, will continue to be logged on CPOMS.

The Role of Governors

The Local Governing Committee (LGC) supports the Executive Principal and staff in all attempts to stamp out bullying behaviour from our school. This policy statement makes it very clear that the governing committee does not allow bullying behaviour to take place in our school, and that any incidents of bullying behaviour that do occur are taken very seriously and dealt with both quickly and appropriately.

The LGC monitors the incidents of bullying behaviour that occur, and reviews the effectiveness of the school policy regularly (including signing this policy).

The governors require accurate records to be kept of all incidents of bullying behaviour and governors can request a report on the effectiveness of school anti-bullying strategies.

The governing committee responds within ten days to any request from a parent to investigate incidents of bullying behaviour. In all cases, the LGC notifies the Executive Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Executive Principal

The Executive Principal and school staff ensure that all pupils know that bullying behaviour is wrong, and that it is unacceptable in this school.

The Executive Principal ensures that staff within the organisation are provided with information regarding this anti-bullying policy during their induction process and that it is refreshed at regular intervals.

The Executive Principal sets the school climate of mutual respect and praise for success, so bullying behaviour is less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Encourage open lines of communication between all staff and pupils.

The Executive Principal reports to the governing committee about the effectiveness of the anti-bullying policy on request.

Ensure that the school Relationship, Communication and Behaviour policy is followed with regards to consequences that may be received for bullying behaviour.

The Role of all staff

To uphold the school's CCR Values and therefore support a zero tolerance to bullying.

To take all forms of bullying behaviour seriously and challenge stereotypes, and follow the PSHE lessons to prevent incidents from taking place.

To create a safe and happy environment, establishing a climate of trust, equality and respect.

To listen to any concerns or queries pupils may have about bullying behaviour.

Promote positive behaviour and raise awareness through PSHE, assemblies and circle time sessions.

To have access to training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

All staff will record any incidents of bullying behaviour on CPOMS and Arbor.

To be proactive and vigilant in identifying signs of distress or changes in behaviour, particularly for children who have additional needs.

Review Date: September 2026

The Role of the Teacher (also including above for 'all staff')

To educate (through PSHE lessons) and remind pupils how to recognise bullying behaviour, to prevent it where possible.

To educate pupils to recognise the difference between bullying behaviour and examples of other negative behaviour, as well as how to develop respect and tolerance for one another.

To speak to parents as and when necessary about any instances of bullying behaviour and to also increase awareness during Anti-Bullying Week.

If teachers/practitioners witness or become aware of any bullying taking place between pupils, the issue will be dealt with immediately by informing the Behaviour Lead, SLT and the ESafety Lead), as appropriate.

If a pupil is repeatedly involved in displaying bullying behaviour towards other pupils, the Executive Principal and the Inclusion Manager will be notified and involved. The pupil's parents are invited to school to discuss the situation. In more extreme cases and where initial discussions have proven ineffective, external support agencies, i.e. social services may be contacted.

Teachers will use a range of communication tools (eg visual aids, worry boxes, additional trusted adults) to assist children with additional needs to talk about or disclose incidents of bullying.

The Role of the Parents/Carers

Parents who are concerned that their pupil might be being bullied or who suspect that their pupil may be the perpetrator of bullying behaviour, should contact the class teacher immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their pupil to be a positive member of the school, by also talking to them about bullying behaviour at home.

The Role of the Pupils

- Follow and model our 'CARE' Values at all times at all times (Courage, Ambition, Respect, Excellence).
- Stop the bullying, by trying to help and standing up for each other.
- Look after our friends.
- Speak to the teacher.
- Speak to the bully.
- Teach each other about anti-bullying.
- Help people who have been bullied.
- Try to be friends with each other.
- Work hard and participate during PSHE lessons.

Monitoring and review

This policy is monitored regularly by the Senior Leadership Team (SLT) who report to governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness annually. They do this through discussion with the Principal and looking at any evidence and records as appropriate. Governors will take into account information with regard to gender, age and ethnic background of all pupils involved in bullying incidents.

The staff Academy Handbook and regular professional development activities during staff meetings are available for all staff members to support their practice in relation to this policy.

Reference should also be made to the Academy Equality, Diversity and Cohesion Policy and Scheme.

Date: Sep 2025

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