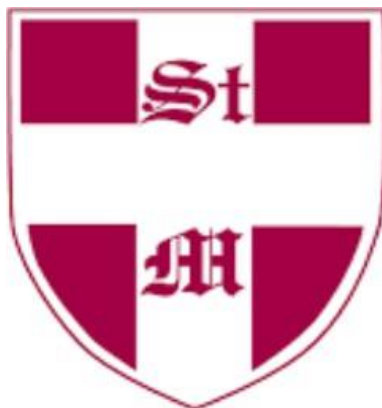


## St. Michael Catholic Primary and Nursery School

### Anti-Bullying, Harassment and Relational Conflict Policy



*"I came so that you may have life, life in all its fullness" John 10:10*

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

|                        |                |
|------------------------|----------------|
| Policy Date            | September 2026 |
| Signed by Head Teacher | Mrs N Collins  |
| Review Date            | September 2027 |

# 1. Mission Statement

At St Michael Catholic Primary and Nursery School, we recognise the uniqueness, dignity and worth of every individual as a child of God. Our Catholic faith teaches us that every member of our school community is created in the image and likeness of God and deserves to be treated with love, respect, compassion and dignity.

Our school is committed to providing a safe, nurturing and inclusive environment where all pupils can flourish academically, spiritually, socially and emotionally.

Guided by our Circle Values of:

- Church
- Independence
- Resilience
- Caring
- Learning
- Enjoyment

we promote positive relationships and a culture of mutual respect throughout our school community.

As a Restorative Justice School, we seek to build strong relationships, repair harm when relationships break down and support children to understand the impact of their actions. Bullying, harassment, discrimination and prejudice are incompatible with our Catholic ethos and will not be tolerated.

We are committed to ensuring every child feels:

- Safe
- Valued
- Respected
- Included
- Listened to
- Supported

within our school community.

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## 2. Policy Aims

This policy aims to:

- Prevent all forms of bullying and harassment.
- Promote positive relationships and inclusion.
- Foster a culture of kindness, respect and empathy.

- Ensure pupils understand the difference between relational conflict and bullying.
  - Provide clear procedures for reporting concerns.
  - Protect vulnerable pupils.
  - Meet our safeguarding duties.
  - Ensure all incidents are addressed promptly and effectively.
  - Promote restorative approaches to resolving conflict.
  - Support pupils who experience bullying and those who demonstrate bullying behaviour.
  - Ensure compliance with current legislation and statutory guidance.
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## 3. Legislative Framework

This policy has been developed with reference to:

- Keeping Children Safe in Education 2026 (KCSIE) which requires schools to have measures in place to prevent bullying, cyberbullying and discriminatory behaviour.
  - Preventing and Tackling Bullying (DfE).
  - Education and Inspections Act 2006.
  - Equality Act 2010.
  - Working Together to Safeguard Children.
  - Children Act 1989 and 2004.
  - Behaviour in Schools Guidance.
  - Online Safety Guidance.
  - Human Rights Act 1998.
  - UK GDPR and Data Protection Act 2018.
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## 4. Scope of the Policy

This policy applies to:

- All pupils.
- Nursery pupils.
- Staff.
- Governors.
- Visitors.
- Volunteers.
- Contractors.
- Parents and carers.

The policy applies:

- During school hours.

- Before and after school activities.
  - On educational visits.
  - At sporting events.
  - During online interactions relating to school.
  - On journeys to and from school where behaviour impacts the safety or wellbeing of members of the school community.
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## 5. Definition of Bullying

The Department for Education defines bullying as:

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

Bullying is:

- Deliberate.
- Hurtful.
- Repeated over time.
- Difficult for the victim to defend themselves against.

Bullying differs from isolated incidents of unkindness, friendship issues, arguments, accidental hurt or one-off conflicts.

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## 6. Understanding Relational Conflict

At St Michael's we recognise that disagreements and friendship difficulties occur as children develop social skills.

Relational conflict may include:

- Falling out with friends.
- Disagreements.
- Accidental hurt.
- Arguments.
- Misunderstandings.

These incidents are not usually bullying but still require support and resolution through restorative practices.

Staff will carefully investigate concerns to determine whether incidents constitute relational conflict or bullying.

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## 7. Types of Bullying

Bullying can take many forms.

### Physical Bullying

- Hitting
- Kicking
- Pushing
- Tripping
- Damaging belongings
- Theft

### Verbal Bullying

- Name-calling
- Threats
- Insults
- Teasing
- Offensive comments

### Emotional Bullying

- Deliberate exclusion
- Intimidation
- Humiliation
- Manipulation
- Spreading rumours

### Cyberbullying

- Social media abuse
- Online threats
- Group chat exclusion
- Sharing images without consent
- Impersonation online
- Harmful messages
- Misuse of gaming platforms

## Prejudice-Based Bullying

Bullying linked to:

- Race or ethnicity
- Religion or belief
- Disability
- SEND
- Sex
- Gender reassignment
- Sexual orientation
- Family circumstances
- Appearance
- Socio-economic background

Prejudice-based bullying will be treated particularly seriously and recorded accordingly.

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## 8. Harassment

Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment may be:

- Verbal
- Physical
- Written
- Visual
- Online

Any form of harassment will be addressed swiftly and robustly.

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## 9. Bullying and Safeguarding

The school recognises that bullying may constitute a safeguarding concern and may be considered child-on-child abuse in some circumstances.

All staff understand that bullying can:

- Impact mental health.
- Affect attendance.

- Harm self-esteem.
- Lead to emotional distress.
- Cause pupils to become vulnerable to further harm.

Where there are safeguarding concerns, staff will immediately inform the Designated Safeguarding Lead (DSL).

All incidents will be considered within the wider safeguarding context.

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## 10. Vulnerable Groups

Particular care will be taken to support pupils who may be vulnerable to bullying, including:

- Pupils with SEND.
- Children with medical conditions.
- Looked After Children.
- Previously Looked After Children.
- Children with social workers.
- Young carers.
- Pupils from minority ethnic groups.
- Pupils from minority faith groups.
- Pupils experiencing family difficulties.

KCSIE highlights that children with SEND may be more vulnerable to bullying and may face barriers in reporting concerns.

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## 11. Restorative Justice Approach

As a Restorative Justice School, we believe that repairing harm and rebuilding relationships promotes meaningful behaviour change.

Restorative approaches help pupils:

- Understand the consequences of their actions.
- Develop empathy.
- Take responsibility.
- Repair harm.
- Restore relationships.
- Develop conflict-resolution skills.

Restorative conversations may include questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How were they affected?
- What needs to happen to make things right?

Restorative practice does not replace sanctions where appropriate but complements them by encouraging accountability and positive change.

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## 12. Role of Restorative Justice Champions and Peer Mentors

Our Restorative Justice Champions and Peer Mentors are pupil leaders who support the school's commitment to positive relationships and inclusion.

They will:

- Promote kindness and respect.
- Help pupils understand bullying.
- Encourage children to seek help.
- Raise awareness of anti-bullying messages.
- Support Anti-Bullying Week activities.
- Promote inclusion and friendship.
- Act as positive role models.
- Pupil voice activities and campaigns.

They do not investigate incidents but may support pupils in seeking help from appropriate adults.

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## 13. Prevention

The best way to tackle bullying is to prevent it occurring.

The school promotes an anti-bullying culture through:

- Catholic Social Teaching.
- Collective Worship.
- Religious Education.
- PSHE.
- RSHE.
- Online Safety Education.

- Circle Time.
  - School Assemblies.
  - Pupil Leadership Groups.
  - Restorative Justice Programmes.
  - Peer Mentoring.
  - Pastoral Support.
  - Curriculum opportunities.
  - Celebration of diversity and inclusion.
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## 14. Anti-Bullying Week

The school actively participates in Anti-Bullying Week each year and supports national campaigns such as Odd Socks Day.

Activities may include:

- Assemblies.
  - Workshops.
  - Class discussions.
  - Creative projects.
  - Pupil-led campaigns.
  - Restorative Justice Champion initiatives.
  - Parent awareness activities.
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## 15. Reporting Bullying

Pupils are encouraged to report concerns immediately.

Children can speak to:

- Any member of staff.
- Their class teacher.
- Teaching assistants.
- Midday supervisors.
- Senior leaders.
- The DSL or Deputy DSL.
- Restorative Justice Champions.
- Peer Mentors.

Parents should report concerns to:

- Class teachers.
- Phase leaders.
- DSL.
- Headteacher.

All reports will be taken seriously.

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## 16. Procedures for Responding to Bullying

When bullying is reported, staff will:

### Step 1

Listen carefully to all parties.

### Step 2

Gather information and investigate.

### Step 3

Record concerns on CPOMS.

### Step 4

Assess safeguarding risks.

### Step 5

Meet with parents where appropriate.

### Step 6

Implement suitable interventions.

### Step 7

Monitor outcomes.

### Step 8

Review and evaluate whether bullying has ceased.

The school's response will be proportionate to the nature and seriousness of the incident.

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## 17. Possible Responses and Interventions

Responses may include:

- Restorative conversations.
- Mediation.
- Reflection activities.
- Parental meetings.
- Behaviour support plans.
- Pastoral support.
- Risk assessments.
- Increased supervision.
- Loss of privileges.
- Internal sanctions.
- Referral to external agencies.
- Safeguarding referrals where required.

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## 18. Supporting Pupils Who Have Experienced Bullying

The school will:

- Listen to concerns.
- Provide reassurance.
- Monitor wellbeing.
- Maintain communication with parents.
- Offer pastoral support.
- Implement safety measures where necessary.
- Build confidence and resilience.
- Facilitate restorative meetings where appropriate.

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## 19. Supporting Pupils Displaying Bullying Behaviour

The school recognises that pupils displaying bullying behaviour may also require support.

Interventions may include:

- Restorative work.
- Behaviour support.
- Emotional literacy support.
- Social skills development.
- Mentoring.
- Referral to external agencies where appropriate.

The aim is to achieve lasting behaviour change while ensuring accountability.

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## 20. Online Safety and Cyberbullying

The school takes cyberbullying seriously.

Pupils are taught:

- Safe online behaviour.
- Responsible use of technology.
- Respectful digital communication.
- How to report concerns.

Where cyberbullying affects the wellbeing of pupils or impacts school life, the school will investigate and take action as appropriate.

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## 21. Recording and Monitoring

All confirmed incidents of bullying, harassment and prejudice-related incidents will be:

- Recorded on CPOMS.
- Monitored by safeguarding leaders.
- Reviewed by senior leaders.
- Reported to governors through safeguarding and behaviour reports.

Patterns and trends will be analysed regularly to inform future prevention strategies.

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## 22. Responsibilities

## Governing Body

The Governing Body will:

- Monitor implementation of this policy.
- Ensure statutory compliance.
- Review bullying data.
- Promote equality and inclusion.
- Support safeguarding arrangements.

## Headteacher

The Headteacher will:

- Implement the policy.
- Ensure staff receive training.
- Monitor effectiveness.
- Report to governors.

## Staff

All staff will:

- Promote positive relationships.
- Challenge inappropriate behaviour.
- Record concerns.
- Follow safeguarding procedures.
- Model respectful behaviour.

## Parents and Carers

Parents and carers are expected to:

- Support the school's values.
- Report concerns promptly.
- Work in partnership with the school.

## Pupils

Pupils are expected to:

- Treat others with respect.
- Report concerns.
- Support others.
- Follow school expectations.

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## 23. Equality Statement

St Michael Catholic Primary and Nursery School is committed to equality, diversity and inclusion.

We will not tolerate discrimination, prejudice or harassment based on any protected characteristic under the Equality Act 2010.

All members of our community have the right to feel safe, respected and valued.

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## 24. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Governing Body or sooner in response to changes in legislation, statutory guidance or local circumstances.

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## Related Policies

- Safeguarding and Child Protection Policy
  - Behaviour Policy
  - Online Safety Policy
  - Attendance Policy
  - SEND Policy
  - Equality Information and Objectives
  - Relationships and Health Education Policy
  - Staff Code of Conduct
  - Complaints Policy
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**"Be a Buddy, Not a Bully"**

*"We value the uniqueness of every person in our Catholic Christian Community, realising that every one of us is created in God's likeness."*