St Michael's
C.E. Primary School

Anti-Bullying Policy

Date	October 2024
Date for Review	October 2025

Our Theologically Rooted Christian Vision

Courage to Flourish in the Love of God

'I have come that [you] may have life, and have it to the full' (John 10:10)

[Therefore],

'Be strong and courageous... the Lord your God will be with you wherever you go.' (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to flourish in the love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values.

Our Core Christian Values

Value	Biblical texts that underpin our values
	Philippians 4:13 'I can do all things through him who strengthens me.'

HOPE	**John 1:5** 'The light shines in the darkness, and the darkness has not overcome it.'
LOVE FORGIVENESS	**1 Corinthians 13:4-8** 'Love is patient and kind… it does not rejoice at wrongdoing but rejoices with the truth.' **1 John 1:9** 'If we confess our sins, he is faithful and just and will forgive us'
TRUST	**Proverbs 3:5-6** 'Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'
COMMUNITY	**Hebrews 10:24** 'Let us be concerned for one another, to help one another to show love and to do good.'
THANKFULNESS	**1 Thessalonians 5:18** 'Be thankful in all circumstances, for this is God's will for you'

Consistency of approach

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Inevitability of the consequence not the severity – Tom Bennett
What you ignore you permit and what you permit you condone – Tom Bennett

Nominated Member of Leadership Staff Responsible for the policy: Mrs Roberts (Headteacher)

Designated Safeguarding Lead (s): Mr Bhatti (Deputy Head Teacher), Ms Joyce (Assistant Headteacher & SENCO), Mrs Bird (Assistant Headteacher), Miss Cockell (Attendance Officer and Family Liaison Officer), Mrs Evans (Inclusion Teaching Assistant).

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance.

Ethos

- Through this policy we aim to provide a safe and secure environment where all can Flourish in the Love of God.
- School will ensure our pupils can learn in a calm, safe, and supportive environment and to protect them from disruption and harm.
- Our children are encouraged through our 3R's of Ready, Respectful and Responsible and are regularly rewarded for making positive choices in their behaviour in school.
- Through positivity, fairness, and consistency we nurture the 'whole child' to achieve their full potential, enjoy coming to school and make a valuable contribution to our school community.
- To embed a culture of zero tolerance to bullying (including cyber bullying), sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- At St Michael's we place vital importance on the listening to our children, so they feel heard, and their feelings valued.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

Purpose

- Promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour.
- Ensure all members of the school community treat each other with respect.
- Raise awareness of bullying and create a school ethos where bullying is regarded as unacceptable.
- Provide a systematic means of monitoring incidents of bullying and accessing the effectiveness of the school's prevention and response strategies.

- Ensure a consistent school response to any incidents of bullying that may occur.

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Most of us have encountered bullying at some point in our lives, but we all deal with if differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not. What is Bullying? Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at St Michael's CE Primary School is "unacceptable behaviour which occurs 'lots of times, on purpose'." Bullying can be short term or continuous over long periods of time.

Our Definition of Bullying

'Bullying is defined as "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, including:

Emotional/psychological bullying	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email + internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, i-pad or tablets, games consoles.

Bullying and Discrimination can be due to:

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy (see Positive Relationships and Behaviour Policy).
    - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

Roles and Responsibilities
The Headteacher has overall responsibility for the policy and its implementation, and for liaising with the governing body, parents/carers, and outside agencies.

All staff are expected to:
- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens

Pupils are expected to:
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Parents/carers are expected to:
- Watch for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Advise their child to report any bullying to their class teacher or another member of staff
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils

Preventative Strategies
St Michael's CE Primary School will:
- Raise awareness of the nature of bullying through inclusion in PSHE, assemblies, parent info sessions, etc.
- Participate in national and local initiatives such as Anti-Bullying Week.
- Provide training for all staff on identifying and dealing with bullying.
- Implement a robust system for reporting, recording and monitoring bullying incidents.
- Provide support and counselling for both victims of bullying and perpetrators.
- Work with external agencies (e.g. social services, police) where appropriate.
- Implement disciplinary sanctions for perpetrators, as outlined in the Positive Relationships

- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.
- Staff must be vigilant regarding groups of friends together. Groups bring about the imbalance of power and must be broken up from around the central bully.

Responding to Bullying

St Michael's CE Primary School will respond promptly and effectively to reported incidents of bullying. The school will:

- Provide a safe environment for pupils to report bullying incidents without fear of further bullying or retaliation
- Investigate all reported incidents of bullying in a fair and thorough manner
- Provide appropriate support and counselling for both the victim(s) and perpetrator(s) of bullying
- Apply disciplinary sanctions for perpetrators, as outlined in the Behaviour Policy, which may include exclusion in serious cases
- Work with perpetrators to help them understand the impact of their actions and modify their behaviour
- Monitor the situation to ensure that the bullying has stopped and does not recur
- Communicate with parents/carers of those involved to keep them informed of the school's actions and progress
- In some cases, outside agencies may be requested to support the school or family dealing with bullying e.g. police, counsellor.

Behaviour Outside School

The school takes seriously its responsibility to set high expectations for pupil behaviour, including outside of school. If inappropriate behaviour outside of school is reported to a member of staff, they should inform a member of SLT as school have the power to sanction this behaviour to a reasonable extent.

- Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:
- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil.
- that could adversely affect the reputation of the school.
- Sanctions will be applied at the discretion of the head teacher and parents will be contacted. If appropriate, outside agencies will be involved.

Bullying and Keeping Children Safe in Education

School has a duty to safeguard all children and young people in our care. No one deserves to be a target of bullying. Bullying has the potential to damage the mental health of a target. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education, England).

Signs and Symptoms

A child may indicate by signs and behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to fall behind in schoolwork, under performs
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Mental Health Support in School

At St Michael's CE Primary we offer a [Graduated Approach to Mental Health Support](#) and operate 'Hub' provision with an 'Emotional Literacy Support Assistant (ELSA)' in order to provide mental health support for our children.

School can offer:

- Daily breakfast club – meet and greet
- Emotional check-ins – daily in class
- Social and emotional games / activities
- Social and emotional books / stories to share with children
- E Club – lunchtime club for children who find the playground a challenging place
- Social and emotional health interventions
- Youth mental health first aider – Ms Gail Joyce
- Meetings with parents
- Referrals / signposts to outside support agencies

We take a **proactive** approach to supporting behaviour in school and so, wherever possible, we will employ mental health support strategies to **prevent** incidents of bullying rather than **reacting** to them.

Recording of Bullying incidents

At St Michael's CE Primary School, we have a culture of zero tolerance to bullying (including cyber bullying), sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. All incidents of bullying that have taken place must be recorded and reported on CPOMS.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant, and that bullying may be prevented from happening in the future. Incidents of bullying will be discussed with the Local Academy Board (Safeguarding Governors) and progress of perpetrators to be tracked to prevent reoccurrence.

Advice to Parents

As the parent of a child whom you suspect of being bullied: -

- Report bullying incident to the class teacher.
- In cases of serious bullying, the incidents will be recorded by staff and the Headteacher or behaviour lead notified.
- In serious cases parents should be informed and will be asked to come in to meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
- An attempt will be made to help the bully (bullies) change their behaviour.

Do Not:
- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
- Encourage your child to be a 'bully' back.

Both will only make the problem much harder to solve.

Monitoring and Review

This Anti-Bullying Policy will be reviewed annually by the Headteacher and Governing Body. The review will include:
- Analysis of the school's bullying incident log to identify patterns and trends
- Feedback from pupils, staff and parents/carers on the effectiveness of the policy
- Evaluation of the school's preventative measures and response strategies
- Updates to reflect any changes in legislation or guidance

Links with Other School Policies and Practices
- This policy links with several school policies, practices and action plans including:
- Positive Relationships and Behaviour Policy
- Complaints policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Curriculum policies, such as, RSE/RSHE, PSHE, citizenship and computing
- Online Safety Policy
- Acceptable use of IT Policy

Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.