



St Michael's
C.E. Primary School

Anti-Bullying Policy

Last reviewed: September 2026
Next review due: September 2028



"Courage to Flourish in the Love of God"

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)



"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:

COURAGE



Phillippians 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



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



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

PURPOSE & ETHOS

Through this policy, we aim to provide a safe and secure environment where all can flourish in the love of God. At St Michael’s, we are committed to ensuring that pupils learn in a calm, safe, and supportive setting, free from disruption and harm. Our children are guided by the 3Rs—Ready, Respectful, and Responsible—and are regularly rewarded for making positive behavioural choices. By fostering positivity, fairness, and consistency, we nurture the whole child to reach their full potential, enjoy school, and contribute meaningfully to our community. We are dedicated to embedding a culture of zero tolerance towards bullying—including cyberbullying—as well as sexism, misogyny/misandry, homophobia, biphobia, and sexual violence or harassment. Listening to our children is of vital importance; we ensure they feel heard and that their feelings are valued.

Bullying prevention is an integral part of The St Michael's Way and our Positive Relationships and Behaviour Policy. We believe that positive behaviour, respectful relationships and kindness must be explicitly taught through our Behaviour Curriculum rather than simply expected. Through our Christian vision, restorative approach and consistent behaviour expectations of Be Ready, Be Respectful and Be Responsible, we create a culture where bullying is far less likely to occur.

ANTI-BULLYING POLICY

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.

Objectives of this Policy

- 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.
- 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 as any behaviour that is intended to hurt, is repeated and where there is an imbalance of power (or it is hard for the person on the receiving end to defend themselves).'

Emotional	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 and 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:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism or sexual bullying
- Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in group activities and between families in the local community.

Friendship Difficulties

We recognise that not all conflict between children is bullying. Children are explicitly taught through The St Michael's Way Behaviour Curriculum the difference between:

- friendship disagreements
- accidental unkindness
- conflict
- bullying.

Children understand that bullying involves repeated behaviour, deliberate intent and an imbalance of power. This enables pupils to report concerns accurately and helps adults respond consistently.

CHILD ON CHILD ABUSE (including sexual harassment/violence)

Child-on -Child abuse is behaviour by an individual or group, intending to physically, sexually, emotionally hurts others.

Whilst we are aware that incidents of child-on-child abuse can take place, it will not be tolerated at St Michael's CE Primary School.

Keeping Children Safe in Education (2026 draft) reinforces that schools must create a culture where harmful sexual behaviour, sexual violence, sexual harassment, sexism, misogyny, homophobia and other discriminatory behaviour are never accepted or minimised. The guidance makes clear that downplaying such behaviour by dismissing it as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, unsafe environments for children and, in the worst cases, a culture that normalises abuse. At St Michael's CE Primary School, such behaviour will always be challenged, recorded, investigated and responded to appropriately.

To pro-actively discourage child on child abuse, we will explicitly teach how to treat each other with respect through some or all of the following:

- The St Michael's Way Behaviour Curriculum
- PSHE
- Collective Worship
- Circle Time
- Online Safety Curriculum
- Social Skills Interventions
- ELSA Support
- The Hub
- Anti-Bullying Week
- Peer Mediator Programme

Any allegations, disclosures or incidents will be reported immediately to the Designated Safeguarding Lead / Safeguarding Team who will conduct a thorough investigation of the incident. This will include some or all of the action below:

- Contact with both sets of parents by face-to-face meeting or telephone.
- Speaking to the children with another member of staff and/or parents present and notes of the meeting taken.
- Notes taken will be shared with the child and parent prior to ending the meeting.
- Any witnesses (children or staff) to the incident will be asked to provide a written account or the conversation will be scribed.
- All accounts/witness statements and actions taken will be recorded on CPOMS.
- If necessary, police and/or The Children's Advice and Support Service will be contacted for advice and/or support and may investigate the incident further.
- Both sets of parents will be informed of the outcome and any action taken as a result of the incident.

Actions / Consequences

Following the investigation, it is important that support and consequences are actioned to stop further incidents of abuse. The following outlines some examples of action that might be taken by school:

For the victim:

- Restorative Justice
- Emotional support – emotional check ins / Hub support
- Emotional assessment – Three Houses
- Explicit teaching of strategies / awareness of how to keep yourself safe
- Outside agency support – signposts for parents
- Referrals to outside agencies for direct work

For the perpetrator:

- Restorative Justice – the child can make amends with the injured party
- Small group interventions – friendships / dispute resolution / understanding differences
- Emotional assessment – Three Houses
- Emotional support – check-ins / Hub support
- Explicit teaching around emotional literacy
- Outside agency support – signposts for parents
- Referrals to outside agencies for support
- Consequences will depend on the outcome of the investigation and will be decided on a case-by-case basis. Consequences given will be at the discretion of the head teacher and parents will be informed.

Behaviour outside school, including online conduct

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.

Online Safety Education

- Online safety is taught through the computing and PSHE curriculum, including participation in Safer Internet Day.
- Pupils learn about respectful online behaviour, privacy, and how to report concerns.
- We work in partnership with parents to promote digital literacy and safe technology use at home.

Teaching Positive Relationships

Positive relationships are explicitly taught across school through The St Michael's Way Behaviour Curriculum. Children learn and regularly revisit expectations including:

- Be Ready
- Be Respectful
- Be Responsible
- STAR Behaviour
- Voice Levels
- WOW Walking
- Marvellous Manners
- Making the 'A' Choice

These routines help create a calm, respectful culture where bullying behaviours are less likely to develop.

Understanding bullying behaviour

‘Bullying as any behaviour that is intended to hurt, is repeated and where there is an imbalance of power (or it is hard for the person on the receiving end to defend themselves).’

This can be achieved by:

- The size of the individuals
- The strength of the individuals
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts, etc.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify children who may be vulnerable and who could be a target for bullying as well as those who may demonstrate bullying behaviour.

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 school work, 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.

Outcomes

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents of the target may also be questioned about the incident or about their general concerns.
3. Where bullying has been substantiated, restorative conversations will be used where appropriate to repair relationships alongside suitable consequences. Consequences will be applied in line with the Positive Relationships and Behaviour Policy and may include Behaviour Support Plans, Behaviour Report Cards, internal referral, suspension or other appropriate actions. In some cases, outside agencies may be requested to support the school or family dealing with bullying, for example, the Police, Children's Advice and Support Service (CASS), Educational Psychology, Mental Health Services or other appropriate external agencies..
4. In serious cases, exclusion may be considered.
5. Where appropriate, restorative practice will be used to rebuild relationships. This will only take place where it is safe, appropriate and in the best interests of the child who has experienced bullying.
6. After the incident/incidents have been investigated and dealt with, each case will be recorded on CPOMS and monitored to ensure repeated bullying does not take place.

Preventing Bullying

At St Michael's we use a variety of methods for helping children to prevent bullying through class assemblies, PHSE and Citizenship lessons. We also take part in the annual anti-bullying week and parents are informed about this.

The ethos and working philosophy of St Michael's CE Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged as the expected behaviour of the school.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Staff welcome every child to our school. Staff must be careful not to highlight differences of children or an individual child, even in jest. This gives other children advocacy to use this difference to begin calling names and teasing.

Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

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.

Children are involved in the preventions of bullying as and when appropriate, these may include:

- Referring to the school vision.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays about what to do through scenarios of bullying.
- Having discussions about bullying and why it matters that bullies are dealt with quickly.
If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical).
- Tell a friend.
- Tell a family member at home whom you feel you can trust.
- Tell your class teacher, teaching assistant, lunchtime supervisor whom you feel you can trust.
- Tell your School Council representative.
- • Tell a member of staff.

Through The St Michael's Way Behaviour Curriculum, pupils are explicitly taught the behaviours, language and routines needed to build respectful relationships. Adults consistently reinforce these expectations throughout the school day to prevent bullying before it occurs.

Staff Training and Evaluation

- All staff receive annual training on identifying, preventing, and responding to bullying, including online and discriminatory bullying.
- Staff are expected to model respectful behaviour and intervene promptly and effectively when bullying is suspected or observed.
- The Designated Safeguarding Lead (DSL) and Senior Leadership Team (SLT) have specific responsibilities for managing and recording bullying incidents.
- The Senior Leadership Team and Designated Safeguarding Lead regularly analyse CPOMS records to identify patterns, repeat incidents, vulnerable pupils and emerging themes. This information is used to inform staff training, curriculum development and targeted interventions.

Support for Bystanders

- We encourage pupils to be 'upstanders' rather than bystanders by safely supporting peers and reporting concerns.
- Education on peer support is embedded in the PSHE curriculum and assemblies.
- Peer mentoring and buddy systems are in place to foster a culture of mutual support.

Peer Mediators

- Peer Mediators support children to resolve minor disagreements before they escalate into more significant issues. They help children communicate respectfully and solve friendship difficulties. They do not investigate bullying incidents, which remain the responsibility of staff.

Pupil Voice and Empowerment

- We are committed to empowering pupils to take an active role in shaping a safe and respectful school environment.
- Mechanisms for pupil feedback include regular surveys, focus groups, and School Council discussions.
- Pupils are encouraged to co-create anti-bullying campaigns, charters, and participate in peer-led initiatives.

Restorative Approaches

- Restorative practices are used to repair harm and rebuild relationships following bullying incidents.
- These include facilitated restorative conversations, mediation, and reflective activities.
- Staff are trained in restorative approaches to ensure consistency and effectiveness.

Behaviour Support

Where repeated bullying behaviour is identified, pupils may receive additional support through:

- Behaviour Support Plans
- Behaviour Support Report Cards
- ELSA intervention
- Emotional coaching

- Social skills programmes
- External agency involvement where appropriate.

Mental Health Support in School

KCSIE 2025 states: “All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.”

Both the victim and perpetrators of bullying can be effected by mental health concerns. Further support and guidance for schools can be found in [Mental Health and Behaviour in Schools](#).

At St Michael’s CE Primary we offer a range of support for Mental Health and Wellbeing. <https://stmichaelsb32.bdmat.org.uk/emotional-and-mental-health-support/>

School can offer:

- 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
- Senior mental health leads
- Meetings with parents
- Referrals / signposts to outside support agencies
- Psychotherapist
- Counsellor and Student counsellor

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.

Reporting Bullying

- Parents to report the incident as soon as possible to class teacher or DSL
- Children to report directly to their class teacher
- Children who are aware of bullying to report to class teacher or ELSA
- School will provide alternative reporting routes such as worry boxes in classroom
- Children to report bullying in extracurricular activities (e.g. after school clubs), the journey to and from school and bullying online to their class teacher or a member of Senior Leadership Team

We encourage pupils, parents, and staff to report incidents of bullying to the class teacher. Children are encouraged to do this verbally. Parents can report any instances verbally, by letter, email (office@stmichaelsb32.bdmad.org.uk) or phone (0121 464 4345).

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.

Behaviour incidents relating to bullying will be reviewed alongside behaviour information recorded on CPOMS to ensure early identification of patterns and to evaluate the effectiveness of interventions.

Advice to Parents

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

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

Do Not:

1. 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.
2. Encourage your child to be a 'bully' back.

Both will only make the problem much harder to solve.

Monitoring and Evaluation

- The effectiveness of this policy is monitored through regular audits of bullying incidents and analysis of trends.
- Findings are reported to the Local Academy Board and used to inform policy updates and staff training.

- Feedback from pupils, parents, and staff is gathered annually to evaluate the impact of anti-bullying strategies.

Supporting Policies:

- Positive Relationships and Behaviour Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy

Supporting Documents

- Keeping Children Safe in Education 2026
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance
- Prevent Duty Guidance
- Kidscape

Equality

St Michael's Church of England Primary School recognises its responsibilities under the Equality Act 2010. Bullying related to a protected characteristic including race, disability, religion or belief, sex, sexual orientation or gender reassignment is taken particularly seriously and will always be investigated thoroughly and responded to promptly.