St. Michael's C.E. Primary School

ANTI-BULLYING POLICY

MARCH 2023

Our Vision Statement
Journeying together with Christ

"Start children off on the way they should go, and even when they are old they will not turn from it."
Proverbs 22:6

This is lived out in practice by our four Christian Values:
Love, **Integrity**, **Creativity** & **Resilience**

Love
John 13:34
"Jesus said 'Love one another as I have loved you'"
We believe that we have been set the ultimate example of how to live our lives, by our God who is all loving.

Integrity
Hebrews 13:8
"Jesus is the same yesterday, today and tomorrow"
We understand a shared truth which was set out long ago but has not altered or veered, nor will it. This we can depend on and by emulating this, we too can live with integrity.

Creativity
Genesis 1:1
"God created the Heavens and the Earth"
Everything around us, and including us, was made by God and is therefore part of his glorious plan. From nothing, God created all we experience; therefore, we can draw hope that we too may see potential everywhere.

Resilience
Philippians 4:13
"I am able to do all things through Him who strengthens me."
God promises to be by our side at all times, and especially in times of need. When we face challenges, having Him to support us gives us strength.

"No bullying, whatever the motivation or type, will be tolerated in our school."

Introduction
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.   **DfE 2017**

Behaviour is defined as bullying if it is:
- Repetitive and persistent
- Intentionally harmful
- Involves an imbalance of power
- Causes feelings of distress, fear, loneliness or lack of confidence

Aims and Objectives
At St Michael's Primary School, all pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. All bullying of any sort is unacceptable, and goes against our ethos where all children feel safe, and respect each other. Bullying is always wrong, and damages individuals.

In order to fulfil our vision statement, with the Christian faith evident in every aspect of the school's life, we want all members of the school community, children and adults alike, to hold each other in high regard. In any cases of bullying, it is the **behaviour** and not the child that meets with our disapproval.

Forms of Bullying:

- **Physical** – hitting, kicking, taking or abusing belongings
- **Verbal** – name calling, insulting, offensive language
- **Cyber** – using social media, gaming or messaging to target an individual with hurtful, insulting, offensive malicious or demeaning content
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, prejudice against certain groups of people for example; age, race, gender, religion, sexual orientation, SEND or disability, class, poverty, appearance amongst others.

Bullying might be motivated by actual or perceived differences between children. Stopping violence and ensuring immediate physical safety is our school's first priority, but we recognise that emotional bullying can be more damaging than physical.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. We are increasingly seeing examples of cyber bullying in primary age children, and St Michael's CE Primary School is committed to educating children about, and preventing cyber bullying.

The Education Act 2011 states that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. The age of criminal responsibility in England is 10 years old.

Safeguarding children

Under the 1989 Children's Act, a bullying incident should be addressed as a child protection concern if there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm." Where this is the case, staff should alert the DSL (designated safeguarding lead) who will take appropriate action.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Procedures

All reports of bullying will be taken seriously and followed up to prevent a recurrence.
All staff will:

1. Listen to children's reports of the incident: perpetrators, victim, and possible witnesses.
2. Investigate the incident to establish the context and frequency of the reported incidents.
3. If classified as bullying, log the incident on CPOMS as such.
4. Email parents of both perpetrator and victim.
5. Inform SLT.
6. SLT will follow the sanctions set out in the Behaviour Policy.
7. If the same perpetrator exhibits bullying behaviour again, parents are asked to attend a meeting.

The school will support the victims of bullying and those who take part in bullying. The Headteacher or SENCo may contact outside agencies for support. In some cases, suspension may be considered. Records of bullying are kept during the child's stay at the school.

All incidents of bullying are recorded as such on CPOMs; other behaviours are also recorded here too. The school's anti-bullying policy is available on the school website and on request from the school office.

All suspected incidents of bullying will be discussed and reviewed at leadership team meetings.

If the bullying includes racist/homophobic abuse the Headteacher must be informed and the incident will be recorded as such on CPOMs. County may be informed.

Governors will receive regular updates from the Headteacher through the Headteacher's report to Governors once a term. The Chair of Governors will be informed of any serious incidents of bullying.

Roles and Responsibilities
It is incumbent on all members of the school community to understand that they have both roles and responsibilities when it comes to dealing with bullying and its prevention, this includes as detailed below: Governors, Head Teacher, Senior Leadership Team, staff at all levels, pupils and parents

Roles and Responsibilities

Governors Should

- Promote the well-being and ensure the safeguarding of all pupils in the school

- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance

- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy

- Nominate a named Governor with a particular brief to oversee the anti-bullying work of the school

- Make anti-bullying a regular item at Governor meetings

- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty, looked-after children and any other local issues appropriate to the school context

- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice

- Ensure a consistent response to all incidents of bullying and harassment

- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying

- Ensure that the School Behaviour Policy is followed

Headteacher and SLT should:

- Ensure that pupils, staff, parents/carers and other stakeholders understand **the definition of bullying taken from the DfE guidance**

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff

- Promote the well-being and ensure the safeguarding of all pupils in the school

- Provide support for the governors through the development and implementation of an effective anti-bullying policy

- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors

- Ensure the effective communication of the policy to all pupils, staff and stakeholders

- Take action to prevent all forms of bullying – use the PSHE curriculum to help with this.

- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively

- Make sure that effective monitoring procedures are developed, operated and maintained

- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying

- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently

- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes

- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens on or off site

- Monitor the feelings of the targets and perpetrators of bullying

- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the Self Evaluation Form

- Share the anti-bullying work of the school and its pupils and highlight good practice

- Act as appropriate models for all managers, staff, parents and pupils

All staff should:
- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils and staff

- Promote the wellbeing and ensure the safeguarding of all pupils in school

- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies

- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents

- Contribute to consultations, reviews and impact assessments

- Develop and support curriculum opportunities to promote equalities and address bullying

- Provide a consistent response to incidents of bullying and hurtful behaviour, whatever its nature or motivation

- Provide support to both the targets and perpetrators of bullying

- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities

- Model positive attitudes and relationships

- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment

- Promote a positive view of difference and challenge prejudice and stereotypical views, both through classroom practice and by modelling the behaviour and values they are trying to instil

- Raise issues with line managers which could contribute to policy review and development

Pupils should:
- understand **the definition of bullying taken from the DfE guidance**

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else

- Take responsibility for personal behaviour and actions and treat one another with respect and kindness

- Know that bullying is unacceptable, difference is celebrated and discrimination is actively challenged

- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school

Parents/carers should:
- Understand **the definition of bullying taken from the DfE guidance**

- Positively support the school's anti-bullying and behaviour policies

- Model appropriate behaviour at all times within the school grounds

- Report to the school any concerns regarding pupils involved in bullying

- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination

How can bullying be identified?
By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:
- A reluctance to come to school/erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play, or becoming withdrawn
- A reluctance to leave school at the normal time or walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who present as isolated in the playground, dining room, during games etc

Preventative Measures
- **Ensure everyone understands the definition of bullying taken from the DfE guidance**
- Positive behaviour strategies (see Behaviour Policy)
- Create a 'telling' climate – encourage children to tell an adult if they feel they or another have been bullied or are in danger of being bullied. It is made clear that is the right thing to do as well as giving the staff member the opportunity to explore whether bullying has taken place.
- Teachers can ask for the school mentor to meet with a child who feels vulnerable, or one who is a potential bully.
- PHSE lessons to build self-esteem in our pupils.
- Collective Worship is an important time when the school meets together to build its ethos, to become a caring, sharing community and to worship. Positive behaviour is highlighted and praised and children are regularly reminded of the school rules.
- New children are allocated a buddy to help them settle into both the classroom routines and the playground.

Monitoring and review
Governors to review the anti-bullying policy annually.

Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by governors does not include children's names.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for Head teachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools"
  https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Dfe:"No health without mental health":
  https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PHSE Association: www.phse-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.strc.org/educational