



**ST MICHAEL & ALL ANGELS C OF E PRIMARY  
SCHOOL**

**Anti-Bullying Policy**

<b>Date Approved</b>	<b>Nov 18</b>
<b>Date for Review*</b> <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	<b>November 2021</b>
<b>Policy Last Revised</b>	<b>November 2018</b>
<b>Author</b>	Head
<b>Delegated Responsibility</b>	Ethos Committee

<b>Approved by:</b>	R Meade
	R Meade
	Chair of Committee

## Mission Statement

*Psalm 147:4 God counts the stars and calls them all by name*

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values

## Rational

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. The right to feel safe in school underpins all our work through raising school improvement and is part of our school Mission Statement.

Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. We intend that the policy is clearly understood and shared by all; children, staff and parents.

The Anti-Bullying Policy takes its place within the general aims of the school. It has close links to the Child Protection, Discipline and Behaviour, Equal Opportunities, Inclusion and PSHE Policies.

Identification of staff with responsibility of bullying:

- First and foremost it is the collective responsibility of all the staff that work at St Michaels.
- Head Teacher – Mr Neil Bardsley
- Named governor for anti-bullying – Mr Robert Evans
- Anti-Bullying support – Mrs Carol Williams

### **St Michael & All Angels C of E Primary School's definition of bullying is:**

Bullying is **ongoing**, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (eg., being ignored or cyber bullying). It may be one person or a group.

It is not a one off incident – we class bullying as **Several Times On Purpose – STOP**.

The nature of bullying can be:

- Physical (eg., hitting, kicking, pushing or inappropriate/unwanted physical contact).
- Verbal (eg., name calling, ridicule, comments).
- Cyber (eg., messaging, social media, email).
- Emotional/indirect/segregation (eg., excluding someone, spreading rumours).
- Visual/written (eg., graffiti, gestures, wearing racist insignia).
- Damage to personal property.
- Threat with a weapon.
- Theft or extortion.
- Persistent Bullying.

Bullying can be based on any of the following things:

- Race (racist bullying).
- Sexual orientation (homophobic or biphobic).
- Special educational needs (SEN) or disability.
- Culture or class.
- Gender identity (transphobic).
- Gender (sexist bullying).
- Appearance or health conditions.
- Religion or belief.
- Related to home or other personal circumstances.
- Related to another vulnerable group of people.

As well as children we also will not condone any types of bullying towards school staff, whether by pupils, parents or other staff. If a member of staff feels that they are being bullied, they should report the matter to the head teacher. If a parent feels that they are being bullied, by a member of staff, they should report the matter to the head teacher.

### **St Michael & All Angels C of E Primary School Procedure**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- Talk to the suspected victim and any witnesses individually.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.

- All Incidents of bullying are recorded in the School Incident Log and kept on the Head Teacher's computer.
- Involve all parties together to discuss the issues if agreed by all parties.
- Allow children time to sort things out.
- Support and empower children to resolve the conflict and understand their role in the issues.
- Establish an agreement between the children where needed.
- Inform parents.
- Follow up with further discussions with individuals as and when appropriate.
- When necessary support children individually or together.
- Staff will assess whether any other authorities (such as Police) need to be involved, particularly when action has taken place outside of school.

### **Sanctions**

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. Sanctions a school might use include:

- a reprimand
- a letter/phone call to parents or carers – see Appendix 3
- removal from a class or group
- loss of playtime/lunchtime
- loss of privileges
- confiscating something belonging to your child if it's inappropriate for school (for example, a mobile phone or music player)

Sanctions will be imposed on an incident by incident basis depending on the severity and frequency of the incident and whether one party was to blame or both parties.

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and follow-up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

### **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 or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **Prevention and Strategies to Reinforce St Michael & All Angels Primary School's Policy on Anti-Bullying**

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PHSE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, eg., Anti-Bullying Week.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- A whole school reward system.
- Good quality role models – adult modelling of appropriate response to a wide range of scenarios.
- E-safety frequently discussed and taught.

### **The Role of Governors/Designated Named Governor**

- The governing body and the designated named Governor support the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

- The designated named Governor for anti-bullying monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governor's require the Head Teacher to keep records of all incidents of bullying and to report to the governors about the effectiveness of the school's Anti-Bullying Policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact Mr Robert Evans, who is the named Governor for anti-bullying.

### **The Role of the Head Teacher**

- It is the responsibility of the Head Teacher to implement the school Anti-Bullying Policy and to ensure that all staff (both teacher and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

### **The Role of the Staff**

- To challenge all forms of bullying (including homophobic, bisexual, transgender bullying and language) are taken seriously and pro-active measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and use methods to prevent situations escalating.
- All adults to follow up what they have said, eg, keeping an eye, follow up discussions etc.
- Teachers are responsible for recording of all incidents of bullying that happen in their class and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.

- The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it to the Head Teacher.
- When any bullying is taking place between members of a class, the teacher will deal with the issue immediately, in accordance with St Michael & All Angels procedure, including counselling and support for both the victim and the perpetrator of the bullying.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.
- See appendix 2 for How to Recognise Bullying, Advice.

### **The Role of Parents**

Parents have an important part to play in our Anti-Bullying Policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with etc.,
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If you suspect that your child is being bullied (S.T.O.P) Several Times on Purpose, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

Remember incidents are confidential, do not discuss them with other parents in the playground. Speak to school staff if you have concerns.

Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the Head Teacher. If they are still concerned, they should contact the named Governor for anti-bullying, Mr Robert Evans.

## **The Role of Children**

### **What can children do if they are being bullied?**

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:-

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- Post your worries into your classes 'Bother Box'.
- Talk it through during Talk Time (a specified time to share worries with a named member of staff who will help to resolve the worry).

### **What do you do if you know someone is being bullied?**

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

## Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the governors on request about the effectiveness of the policy.

This Anti-Bullying Policy is the governor's responsibility and they review its effectiveness. **They do this by examining the school's anti-bullying online logbook, where incidents of bullying are recorded** and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in accordance with the school's review cycle or earlier if necessary.

## Behaviour Policy

### Staff Procedure for Dealing with Bullying

1. Children must be **listened** to.
2. When investigating a report of bullying;
  - Remain calm.
  - Take it seriously.
  - Ensure that the victim is protected/supported and that the aggressor calms down.
  - Interview the children separately.
  - Ask to see any other children involved.
  - Check the details from all appropriate parties.
  - Take the appropriate disciplinary route.
  - If the situation is resolved between the two parties, ask both if they are happy with what you have done;
    - eg, requested an apology.
    - Sanction of restricted play.
    - Given praise to child/children for taking the correct action.
3. Disciplinary route to follow for bullying incidents or problem behaviour.
  - Report to child's class teacher.
  - Class teacher to note all reports of bullying or problem behaviour.
  - Class teacher to discuss with Head Teacher if there is serious or persistent bullying.
  - Head Teacher to communicate with the parents of both parties if the incident is considered to be serious.
  - Appropriate sanctions to be imposed as necessary.

## How To Recognise Bullying

### Physical

- Physical injuries that the young person cannot or will not give a convincing explanation for (e.g. cuts and bruises, pain in arms and legs).
- Torn or damaged clothing. The young person may be unable/unwilling to explain how the clothes were damaged.
- General physical ill-health is often a sign of emotional and psychological stress.

### Emotional signs

- Mood swings or apparent changes in personality. Constant anxiety/nervousness.
- Depression or tearfulness for no apparent reason.
- Lack of confidence and negative self-image. Pupils who are being bullied often put themselves down and devalue their own abilities.
- Hostility and defensiveness. Young people who are being bullied may complain of feeling or seem to feel picked on.

### Behavioural signs

Children and young people who are being bullied sometimes respond by withdrawing into themselves and sometimes by lashing out.

### Withdrawal and self-abuse

- Being generally withdrawn.
- Less active and effective participation in lessons and after-school activities and/or frequent unexplained absences.
- An inability to concentrate.
- Eating disorders, e.g. comfort eating or denying himself/herself food.
- Alcohol and/or drug use (this can sometimes be a coping mechanism or a result of peer pressure).
- Evidence of self-harming.

## Lashing out and abuse of others

- Behaving in a disruptive and challenging way during school time.
- Behaving or starting to behave in a bullying way towards other pupils and/or staff.

## General

- The young person may frequently “lose” money, possessions, items of clothing and equipment.
- The young person appears tired and lethargic and may complain of sleep disturbance or insomnia.
- They may go out of their way to avoid other pupils at the beginning and end of the school day.

Appendix 3 – to be used if staff are not able to speak to parents/carers directly.

### 1<sup>st</sup> Letter

Dear Parent/Guardian

I am writing to you with some very disappointing information. Unfortunately today, your child \_\_\_\_\_ has not behaved as we would expect.

The staff of the school want to encourage all children to display good behaviour at all times and by working together with families, the children will see that we share this same goal. With this in mind, I would be grateful if you would discuss today's incident/s with your child.

If you would like to meet with the class teacher to discuss this further, please contact the office to make an appointment.

Yours sincerely,

Mr N Bardsley  
Head Teacher

### 2<sup>nd</sup> Letter

Dear Parent/Guardian

I am writing to you as a result of an incident that has happened in school today. Your child's behaviour was not acceptable and, as this is the second incident in \_\_\_\_\_, we feel as a school that it would be beneficial if we could meet together to talk about ways in which we can improve your child's current behaviour.

I would therefore be grateful if you would contact the school office to arrange an appointment with myself, so that we can discuss the matter further.

Yours Sincerely

Mr N Bardsley  
Head Teacher

## **Cyberbullying - Advice for schools: Regulating off-site behaviour and applying sanctions in response to Cyberbullying**

In response to queries from schools, please see below a summary of government guidance.

Cyberbullying can be defined as:

‘The use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else’  
(DCSF Safe to Learn)

It is very important for schools to take Cyberbullying seriously. Although Cyberbullying is not a specific criminal offence in UK law, there are criminal laws that can apply.

Taking a whole school approach to preventing Cyberbullying is essential. Education and discussion around responsible use and e-safety is key to helping young people to act responsibly and deal confidently with any problems that may arise whether in or out of school. Schools should ensure that anti-bullying policies and behaviour policies are reviewed and updated to include Cyberbullying; also consider the impact on a range of other policies – staff development, ICT support, acceptable use policies and e-learning strategies.

Schools should publicise not only the support available for students and how to report bullying, in addition, any rules and sanctions relating to the misuse of technology must be well publicised with both students and parents.

Bullying is never acceptable and the school community has a duty to protect all its members and provide a safe, healthy environment.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to Cyberbullying.

Head teachers have the power ‘to such extent as is reasonable’ to regulate the conduct of pupils when they are off-site.

### **So what does this mean for schools in practical terms?**

Government guidance states ‘an effective policy on school discipline and pupil behaviour should also set expectations for positive behaviour off the school site’

Further:

‘Schools must act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating behaviour by pupils, when off the school site and not under the lawful control or charge of a school staff member. **Ultimately only a court of law could decide what was reasonable in a particular case, but schools should**

**decide what to take into account in deciding whether a rule or sanction is reasonable’**

When determining the appropriate response and proportionate sanctions, it is important to consider the ways in which Cyberbullying incidents might differ in impact to other forms of bullying; the public nature of posted material, the extent of the humiliation and the difficulty in controlling copies of the material and therefore gaining closure over the event.

Guidance states that a school could sensibly take account of:

‘The extent to which the behaviour in question would have repercussions for the orderly running of the school, and /or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)’

School Discipline and Pupil Behaviour Policies guidance states:

‘New media (such as mobile phones, internet sites and chat rooms) can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. **Schools should make clear in their behaviour policy that the use of defamatory or intimidating messages and images inside or outside of school will not be tolerated, and that disciplinary sanctions will be applied to perpetrators.....**

**.....Head teachers should adopt firm measures against abuse or intimidation of staff. This includes unacceptable conduct by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school’**

Appropriate disciplinary sanctions should be applied when the pupil is next in school.

For more detailed information please refer to:

School Discipline and Pupil Behaviour Policies guidance:

[www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviorpolicies/](http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviorpolicies/)

DCSF Safe to Learn: Embedding anti-bullying work in schools – Cyberbullying

DCSF Cyberbullying: Supporting School Staff

The DCSF Suite of guidance is available on our website

[www.beyondbullying.com](http://www.beyondbullying.com)

For further advice please contact:

Sue Bosley

Anti-Bullying Strategy Manager

[Sue.bosley@leics.gov.uk](mailto:Sue.bosley@leics.gov.uk)

Tel: 0116 3055114