



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Anti-Bullying Policy

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.

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 on CPOMS.
- 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
- removal from a class or group
- loss of minutes from 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 local 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 local governing body alongside the school staff attempt to eliminate bullying from our school. The local 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.

- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact Mr Robert Evans or follow the school's complaint procedure.

The Role of the Head Teacher/ Senior Teacher / Designated Safeguarding Lead (DSL)

- It is the responsibility of the Head Teacher/ Senior 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 DSL / Senior Teacher / Head and staff ensure that all children know that bullying is unacceptable behaviour.
- The DSL / Senior Teacher / Head ensure that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

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 DSL / Senior Teacher / Head.

- 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 onto CPOMs
- 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.(ELSA sessions).
- 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.

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'.

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 regular basis by the Senior teacher /Head Teacher, who reports to the governors on request about the effectiveness of the policy.

Governors analyse safeguarding information at Local Governing Body meetings.

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

Reviewed May 2025

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 DSL/ Senior Teacher / Head if there is serious or persistent bullying.
 - DSL / Senior Teacher / Head 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.