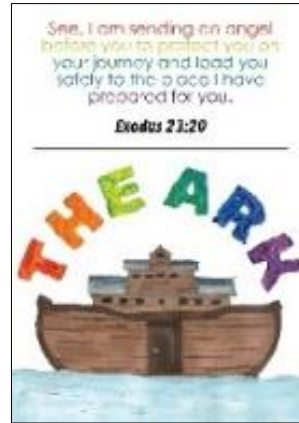


St Michael's CE (A)



Primary School

Anti-bullying Policy

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'
Jeremiah 29 verse 11

Policy adopted: Thursday 14th September 2023

Policy Review: September 2024

Signed: **Sarah Douglas** (Chair of Governors)

VISION

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.' Jeremiah 29 verse 11

As an inclusive Christian school, St Michael's Church of England (Aided) Primary School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

MOTTO

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.' John 13 v 34

We believe the 4 key values which characterise our school are:

FAITH

The love of God revealed in Jesus Christ shapes the life of our school. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' John 3 verse 16



JOY

We rejoice in our rich and vibrant community. We are committed to a creative, high-quality curriculum which is broad and balanced and embraces pupils' diverse backgrounds, interests and abilities.

'Rejoice in the Lord always. I will say it again: Rejoice!' Philippians 4 verse 4



HOPE

The hope revealed through Jesus Christ inspires us, as we equip pupils with the skills, passion and resilience, to achieve goals, giving them confidence as they journey through life.

'But now, Lord, what do I look for? My hope is in you.' Psalm 39 verse 7



LOVE

We encourage our pupils to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and flourish. All at St Michael's play a prominent role in understanding their responsibility to care for the world we share.

'Do everything in love.' 1 Corinthians 16 verse 14



MISSION STATEMENT

- We are fully inclusive and celebrate the rich diversity of the whole school community. We encourage every individual to thrive, tailoring care and support to the specific needs of individual children and their families.
- We work in partnership with our local church and diocese, and leaders ensure that the distinctly Christian vision is at the heart of all we do.

- We provide a broad and balanced curriculum for all children to encourage a love of learning, enabling all to flourish and creating opportunities for children to be confidently curious.
- We give children the confidence to challenge social injustice and equality on a global scale, within a culture of encouragement, endurance and aspiration.
- We provide opportunities for children and adults to express their differing points of view in a safe, respectful environment where all opinions are valued but where prejudicial behaviours are challenged.
- We ensure collective worship is invitational, varied and interactive allowing all to develop spiritually.
- We ensure children flourish through the provision of high-quality religious education, which is seen as a core subject.
- We ensure the safeguarding of children is a priority for all adults involved with the school.

School statement on bullying

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.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. 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

2. Reporting bullying

Pupils will be encouraged to report any type of bullying to their class teacher, support staff, Mrs Vann (TA with pastoral responsibility), a member of the Senior Leadership Team or a parent. Posters displaying Childline's number are available throughout school for children who wish to speak with someone external.

Pupils who have been bullied will be supported by:

- An immediate opportunity to discuss the experience with the TA with Pastoral Responsibility
- Reassurance from a key member of staff – class teacher, support member of staff, senior leader
- Continuous support as appropriate
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- Warnings to cease offending
- Removal of privileges (e.g extra play for class attendance, after school clubs etc)
- Minor suspension
- Major suspension
- Permanent exclusion

Reporting – roles and responsibilities

- Staff have a duty to challenge bullying (including LGBTQ+ bullying and language) and report bullying. They are expected to be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. Currently, Miss MacDonald is the school's Anti-bullying Lead in school.
- Senior staff - The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Parent and carers should report any bullying directly to the school, speaking with the class teacher or Mrs Vann in the first instance.
- Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on CPOMS. This will be transferred to SIMS by the office staff.
2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS/SIMS analysing the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.

4. Support will be offered to the target of the bullying from the pastoral team, class teacher, peer mentor, buddy system or through the use of restorative justice or other programmes.
5. Staff will proactively respond to the bully who may require support from the pastoral team, class teacher, peer mentor, buddy system or through the use of restorative justice or other programmes.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

4. 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 the 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.

5. 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 monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. 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 headteacher 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 antibullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- 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.
- The PSHE 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 a 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.
- Circle Time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes and the use of Base 25 offer support to all pupils.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the school council, the spiritual council and the British Values Ambassadors.

- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Appointment of Well-being Ambassadors.

8. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and lunchtime support assistants) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The headteacher and anti-bullying lead are responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Related Policies

The following are related policies. They are specific things to think about when considering these policies.

Attendance policy - Transgender pupils may need time off for medical appointments/to receive support from external sources. Schools may need to make reasonable adjustments to accommodate such absence requests.

Positive Behaviour policy - Be clear that systems, such as sanctions and rewards, apply to HBT bullying and language.

Online safety policy - Make it clear that HBT language and online bullying, both on school computers and outside of school, will not be tolerated and that the same sanctions apply to online HBT bullying as in the classroom.

PSHE policy - PSHE can include discussion of issues around diversity, self-esteem, gender identity, and anti-bullying including HBT bullying.

Relationships and sex education policy - Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.

Staff code of conduct policy - Incorporate the expectation that staff will act as role models and display school values and behaviour. Reinforce the role of staff in promoting the wellbeing and safety of all pupils including LGBT pupils.

Safeguarding Policy - Make it clear that pupil coming out as lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential.

Confidentiality policy - Explicitly state that disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers.

Whistleblowing policy - Make it clear that, if they see or experience it, staff should raise concerns or highlight bad practice relating to gender identity and sexual orientation. For example, in relation to how HBT bullying is dealt with or LGBT pupils/staff are treated/supported. Include sexual orientation and gender identity on the list of concerns that staff may raise so that they feel confident to do so. (Remember that a young person's sexual orientation/gender identity must not be disclosed without their permission.) Be clear that all incidents of whistleblowing will be taken seriously, and that staff confidentiality will be respected.