



ST. MICHAEL'S SCHOOL

ANTI-BULLYING POLICY

SCOPE: This policy applies to the whole school, including the Early Years Foundation Stage.

POLICY REVIEW:

Latest review	Reason for review	Reviewed by	Formally adopted by the Governors
October 2020	Annual review	D Webb K Mansfield	30 th November 2020

Period of review:	Annually
Next review due:	October 2021

PERSONNEL WITH RESPONSIBILITY FOR ANTI-BULLYING (INCLUDING FOR EYFS)

Overall responsibility	Policy implementation and monitoring	Pre-Prep (including EYFS)	Other involvement
(Headmaster)	Mr David Webb (Pastoral Lead)	Mrs Kate Perry (Head of Pre-Prep) Mrs Kate Willis (EYFS Co-ordinator)	Mrs Jackie Whitford (Head of PSHE)

The Pastoral Lead is responsible for co-ordinating the School's Anti-Bullying policy along with the School's Behaviour Policy, and for ensuring that it is understood and implemented by all concerned.

This policy is to be read in conjunction with the COVID-19 Behaviour Policy Annex and the COVID-19 Safeguarding Policy. These Annexes gave significant guidance to the application of both Policies at St Michael's School under COVID-19 conditions. COVID-19 Policy Annexes will be further updated as Government policy dictates the gradual return to school of pupils.

ASSOCIATED POLICIES

This policy should be used in conjunction with the following school policies:

- Behaviour policy
- Discipline and Exclusion policy
- Use of physical restraint policy
- Safeguarding policy
- SEN policy
- Equal Opportunities for pupils policy
- Curriculum policy
- PSHE policy
- Health and Safety policy

- First Aid policy
- E-safety policy
- Acceptable use of technologies policy
- Acceptable use of school telephones, email systems and internet policy
- Complaints policy

INTRODUCTION

The School acknowledges its responsibility under the Independent Schools Standards Regulations (2014) to ensure that bullying at the School is prevented in so far as reasonably practicable by the drawing up and implementation of an effective anti-bullying strategy. The School's anti-bullying strategy is contained within this policy.

This policy has regard to DfE guidance *Preventing and tackling bullying – advice for headteachers, staff and governing bodies (2017)* and *Cyberbullying: Advice for headteachers and school staff (2014)*. In addition, the government guidance *Behaviour and discipline in schools (2016)*, *Mental health and behaviour in Schools Nov (2018)*, *What Equality Law means for you as an education provider – Equality and Human Rights Commission (2014)* and *The Equality Act 2010 and Schools (2014)* have been used to develop this policy.

AIMS

- To uphold the School's aim, within a Christian framework, to lay the foundation for a happy and successful life, to show that the School cares and to make it clear that any form of bullying is unacceptable.
- To provide a clear definition of bullying, including possible causes of bullying, who bullies are and recognition of the signs of bullying.
- To raise awareness of bullying through the curriculum to prevent all forms of bullying among pupils (including children in the EYFS) and to promote good behaviour
- To challenge bullying with effective procedures and strategies, including monitoring, review, and the education of those involved, to improve the safety and happiness of the pupils
- To create and maintain a culture of safety, equality, restoration, and protection.

The words "bully" and "victim" are used in this policy, but it is recognised that both parties are likely to need support and the bully may also be seen as a victim.

DEFINITION OF BULLYING

Bullying is planned behaviour by an individual or group, that is painful and powerful in that it intentionally hurts another individual or group either physically or emotionally. It is usually persistent, that it is repeated over time, however bullying is no longer required to be something which is considered to be repeated over time (Sept ISI 2000 commentary). A single serious incident may well be considered to be bullying, so both definitions would be considered by this policy as bullying.

Bullying is often motivated by prejudice against particular groups, which may be included among the protected characteristics of a child, for example on grounds of race, religion,

culture, sex, gender, homophobia, special educational needs, disability and mental health, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social website, mobile phones, text messages, photographs and email).

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines these for schools, namely:

1. Disability
2. Gender reassignment
3. Pregnancy and maternity
4. Race
5. Religion or belief
6. Sex
7. Sexual orientation

Age and being married or in a civil partnership are NOT protected characteristics for the School's provision.

There should be awareness shown to the protected characteristics of a child as being areas where bullied may target and others discriminate against. Children and staff are educated concerning the protected characteristics through PSHE and, in the case of teachers, CPD.

The School acknowledges that where bullying exists (both physical and emotional) it is a serious issue and may cause psychological damage.

Bullying can take many forms, but three main generic types are:

- Physical – e.g. hitting, kicking, taking/hiding belongings
- Verbal – e.g. name calling, insulting, blaming, making offensive remarks
- Emotional – e.g. spreading nasty stories about someone or their family, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages.

A person may experience bullying that is:

a. Disability bullying

Pupils with Special Educational Needs, disabilities or with a mental health condition may not be able to articulate experiences as clearly as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

b. Cyber bullying

Cyber bullying can be defined as the use of ICT, (particularly social websites, mobile phones, text messages, photographs, the internet or email), deliberately to upset someone else. It can be an extension of face to face bullying, providing the bully with anonymity. This form of bullying invades home and personal space and can reach a wider audience. Whilst every effort is made to educate pupils and parents on the home use of ICT, it is not the School's role to regulate such areas, except where such a situation

becomes known to the School through either cyberbullying or safeguarding. Education for parents is detailed in the ICT policy.

All staff are made aware of the School's Acceptable Use of Technologies, E-safety and Internet policies and are expected to uphold these policies. All parents sign an agreement on behalf of their children to promote the safe use of the internet and rules for safe use of the internet are displayed near school computers. Pupils are frequently reminded to report any inappropriate use of the internet or any inappropriate content. See the Acceptable Use of Technologies, E-safety, and Internet policies for further details.

The School recognises that cyber bullying can take the following forms:

- Teasing, threats and intimidation
- Harassment or stalking
- Vilification /defamation
- Ostracising/peer rejection/exclusion
- Publicly posting, sending or forwarding personal or private messages

The School will use the following strategies to help prevent of cyber bullying:

- Understanding and talking about cyber bullying with the pupils
- Updating existing policies and practices
- Making reporting cyber bullying easier
- Promoting the positive use of technology
- Evaluating the impact of prevention activities

E-safety forms part of the curriculum, especially in ITC and PSHE lessons but the School recognises that e-safety is the responsibility of all who work and learn in the School. Pupils are helped to understand what resources are available to them on-line and the risks associated with on-line activity (including the sharing of personal information). The aim is to promote responsibility amongst internet users of any age in school and out of school.

c. Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Homophobic bullying can be hard to identify because it may be going on in secret but generally it looks like other sorts of bullying and may include verbal abuse, physical abuse, sexual abuse or cyber bullying.

The School recognises that homophobic bullying can take place in primary schools although the pupils may not understand the words they are using. Any use of homophobic language will be challenged.

d. Racial, religious and cultural Bullying

A child may be targeted for representing a group, and attacking the individual sends a message to that group. Racial, religious or cultural bullying is likely to hurt not only the victim but also other pupils from the same group and their families. Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry

- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing racist publications into school
- Inciting others to behave in a way that will cause offense
- Graffiti or other written insults
- Refusing to co-operate in work or in play.

e. Sexual/sexist Bullying

Sexual bullying impacts on both genders. In general, sexual bullying is characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- May be related to sexual gender
- In its most extreme form, sexual assault.

Sexual bullying can also be related to sexual orientation; this may result just because pupils are “different”. The use of homophobic language will be challenged.

f. Transphobic Bullying

Transphobic bullying occurs when bullying is motivated by a prejudice against transphobic people. Transphobic bullying can be hard to identify because it may be going on in secret but generally it looks like other sorts of bullying and may include verbal abuse, physical abuse, sexual abuse or cyber bullying.

The School recognises that transphobic bullying can take place in primary schools although the pupils may not understand the words they are using. Any use of transphobic language will be challenged.

Both boys and girls bully may each other. Pupils who bully others come from any kind of family, regardless of social class or cultural background. Usually one pupil starts bullying a victim. There are often other pupils present, known as bystanders. These may:

- Help the bully by joining in
- Help the bully by watching, laughing and shouting encouragement
- Remain resolutely uninvolved and so unintentionally help the bully
- Help the victim directly, tell the bullies to stop or fetch an adult.

Boys may experience more physical violence and threats than girls. Girls may tend to use indirect methods which can sometimes be more difficult to detect.

With younger pupils, most likely those within the Pre-Prep department, bullying may take a less direct form such as unkindness, breaking a toy, pushing someone over or scribbling on work.

CAUSES OF BULLYING

Any child may be bullied, and although none of these characteristics can excuse it, certain factors may make bullying more likely or may make someone more likely to bully:

- Lacking close friends at school
- Being shy
- An over-protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect
- Having Special Educational Needs, a disability or a mental health condition
- Behaving inappropriately, intruding or being a “nuisance”.

IDENTIFICATION OF BULLYING

Victims may be reluctant to attend school and may often be absent. They may display signs of anxiety and insecurity, have few friends and often feel unhappy and lonely. Victims can suffer from low self-esteem and negative self-image, looking upon themselves as failures – feeling stupid, ashamed and unattractive.

All adults should be aware of early signs of distress in pupils. These may include the following:

- Deterioration of work, behaviour or attitude
- Spurious illness
- Erratic attendance
- Isolation
- Complaints about missing belongings
- Desire to remain with adults (e.g. reluctance to go outside at playtime)
- Repeated injuries at playtime.

ANTI-BULLYING STRATEGY

The School creates an environment of good behaviour and respect and celebrates success. Staff and older pupils set helpful examples. The School’s Anti-bullying strategy is designed to:

- Build an ethos of good behaviour where pupils treat each other and school staff with respect and where bullying is not tolerated.
- Prevent, de-escalate, and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate, and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil through PSHE education in school and other Pastoral support
- Provide PSHE education for the bystanders from the incident
- Apply disciplinary consequential actions to the pupil causing the bullying and ensure they learn from the experience, through PSHE education in school or possibly multi agency support.

PREVENTATIVE MEASURES

(i) Raising awareness of bullying through the curriculum

Bullying is discussed as part of the curriculum as is appropriate for the age group. The curriculum can be used to:

- Raise awareness about bullying and the School's anti-bullying policy
- Increase understanding for victims and bystanders in order to help to build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others.
- Highlight anti-bullying through anti-bullying focus weeks
- Encourage self-regulation through the zones of regulation and the Girls onboard programme.

Through the curriculum it is possible to explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies and on the bystanders?
- What can we do to stop bullying?

There are many areas across the curriculum where pupils have opportunities to discuss the issue of bullying, where success is celebrated and where good behaviour and respect for each other are promoted and modelled by staff. These include:

- PSHE
- Form time
- Drama/Role play
- RE discussions
- Developing team spirit in PE/Games
- Use of literature (including poems, stories and plays), historic events, current affairs, and videos, Problem solving activities
- Projects
- Assemblies
- ITc – appropriate use of language in text messages, email and social networking sites.

These opportunities will include discussions of differences between people and the importance of avoiding prejudiced-based language.

(ii) Raising awareness of staff through training

Through training all staff will keep up to date with their understanding of the principles of this policy and their legal responsibilities in regard to preventing, dealing with and recording incidents of bullying; this will include being aware of possible signs of bullying, identifying action to resolve and prevent problems and knowing how to access sources of support.

Staff training in Anti-bullying (at a level appropriate to role) will form part of the staff development programme. All new members of staff will receive induction training in how to respond to incidents of bullying.

Where appropriate, the School will invest in specialist skills to understand the needs of our pupils, including those with specialist educational needs, disabilities, mental health conditions and lesbian, gay, bisexual and transgender (LGBT) pupils.

(iii) Working with parents

Parents play a key role in the management of incidents of bullying. Any parent who suspects that their child may be being bullied or is involved in bullying other children should speak to their child's form teacher. The child should be encouraged, by their parents, to talk to their form teacher about problems they are experiencing with other children or to talk about their involvement (including when they have found themselves a bystander) in the bullying of other children. All parents are expected to support the School's Anti-Bullying Policy.

Information for parents and families about what to do if their child has been bullied, including cyberbullying and bullying outside school, or is involved in bullying others is detailed in Appendix C.

(iv) Raising awareness of pupil responsibilities

The responsibility for preventing bullying is shared with all adults and pupils involved in the School. Pupils are expected to put into practice what they have learnt in school about anti-bullying and to make a positive contribution to the School and the happiness and safety of all the pupils within it. All pupils are expected to SHINE:

S – stand up for themselves and say 'NO' to bullying

H – help anyone who is being bullied

I – inform an adult if they know or suspect a child is being bullied

N – never to write or do things to hurt other people

E – encourage friends to stand up to bullying too.

Information for pupils regarding what to do if they are being bullied is listed in Appendix A. Information for pupils regarding the part they can play to prevent bullying, including when they find themselves as bystanders can be found in Appendix B.

PROCEDURES FOR DEALING WITH BULLYING

All staff are required to be aware of the School's Anti-bullying Policy so that everyone can act consistently when an incident is reported. All suspected and/or reported incidents of bullying (including cyber-bullying and bullying outside school) will be dealt with as they occur. The form teacher normally deals with any reported incidents of bullying in the first instance but will refer the matter to senior staff in accordance with the Behaviour Management stepped approach as outlined in the Behaviour Policy. Other staff who are aware of problems or who deal with them in the first instance will inform the form teacher of the situation.

If incidents occur, staff will

- Follow them up as soon as possible.
- Not make premature assumptions.

- Listen carefully to all accounts, from the victim and the bully, and any others as appropriate (several pupils saying the same does not necessarily mean they are telling the truth).
- Establish the context and details of the incident and what can reasonably be done to avoid similar situations in the future.

The victim will be comforted and provided with support as appropriate. The bully will be asked to provide an explanation of his/her behaviour. The bystanders will be asked for an explanation for their behaviours too.

The form teacher will encourage a sincere apology from the bully, with an explanation as to why this is expected. The bully will be encouraged to understand why their behaviour was wrong, and what effect it has had on the victim. The bully will be told to stop any inappropriate behaviour, and consequences and education will be implemented as appropriate. The parents of the bully will be informed of their child's actions and their support will be invited to aid the School in bringing the bullying behaviour to a swift end. A record will be kept on the individual pupil behaviour management section in SIMS (Schools Information Management System) of all involved and if appropriate My Concern. This will include the date, a brief description of the problem and an outline of the action taken to address the situation, including any sanctions.

Following an incident staff will:

- Follow-up after an incident, within about two weeks, to ensure that the bullying has not started again.
- Ensure that there is on-going follow-up and monitoring of the situation the following half-term.
- At annual "hand-over" meeting ensure that the next form teacher knows of any history of problems between pupils.

Unacceptable behaviour and bullying (including cyber bullying and bullying of school pupils outside of school) will be managed through the steps outlined in the Behaviour Policy. Any complaints or concerns received by the School will be dealt with in accordance with the School's Complaints Procedure.

Racial/racist and sexual incidents should be recorded in the same way in SIMS as for other incidents of bullying and also My Concern. The form teacher is kept fully informed throughout any on-going situations or behaviour management procedures.

The School uses a levelling structure of 1-5 detailing the various levels of misbehaviours and consequences, detailed in the Behaviour Policy. This gives an informed yet flexible approach so that the consequences used are appropriate to the situation.

- The anti-bullying policy is concerned with Level 5 and so the Headmaster's involvement is mandatory.
- The decision to impose consequential action will be made by a member of school staff authorised by the Headmaster.

- The decision to impose a consequential action will be made on the School premises or while the pupil is under the charge of the member of staff.
- Consequential actions will be considered in the light of the nature of the unacceptable behaviour, the age of the child, the context, and the previous history to ensure that they are reasonable and yet convey a deterrent effect. The imposition of any sanction will also be in accordance with relevant legislation in respect of disability, special educational needs, mental health, race and other equalities and human rights.

Corporal punishment is not used or threatened at St. Michael's School.

Special consideration will be given when imposing sanctions on SEND pupils and those pupils presenting with mental health conditions. Staff will ensure that the sanction is appropriate to the poor behaviour and the needs/disabilities/IEP of the pupil, and reasonable adjustments will be made to take account of their needs.

Detention outside of school hours will not be issued as a sanction.

Most importantly, the bully will be told to stop inappropriate behaviour and assurances will be sought that this will be the case.

Consequential actions may consist of the following actions:

- Verbal admonition
- Loss of house points
- Withdrawal from break/lunchtime play
- Exclusion from certain activities
- Report to a senior member of staff
- Write letter of apology
- Positions of responsibility suspended
- Daily/weekly behaviour report.

The School's Discipline and Exclusion Policy may need to be invoked in cases of severe or persistent bullying or for very serious incidents and/or persistent or very serious breaches of the Behaviour policy or School Rules.

INVOLVEMENT OF OTHER AGENCIES

Consideration will be given as to whether the bullying behaviour under review gives cause to suspect that the child (who is being bullied) is suffering, or is likely to suffer, significant harm. Where this may be the case the term peer on peer abuse may well be applied and the School's Safeguarding Policy will be followed. In very serious cases, where a child has suffered significant harm, the matter will be referred to the Police and/or the local authority Social Care department. Consideration will also be given as to whether continuing disruptive or bullying behaviour on the part of the bully might be the result of unmet educational or other health needs. At this point, consideration will be given as to whether a multi-agency assessment is necessary.

MONITORING

The Pastoral Lead will monitor the implementation of this policy through scrutinies of:

- Records of bullying to identify patterns (monthly)
- How positive behaviour is being encouraged (monthly)
- Pupils' email activity (in liaison with the ICT support manager) (daily)
- PSHE/ICT planning (termly)
- Pupil accident records (in liaison with the Bursar)

EVALUATION

Staff adherence to this policy in dealing with instances of bullying and the effectiveness of strategies and interventions will be evaluated by the Headmaster and the Pastoral Lead from monthly scrutinies of incident reports and sanctions. This will be evaluated against the School's success in keeping incidents of bullying rare and resolved as quickly as possible.

Revisions will be made to the policy as necessary from the monitoring and evaluation and also feedback from staff, pupils, parents, or Governors, or in response to changes in regulations and/or legislation. Other than this the policy will be reviewed every year. An annual reminder will be sent to parents at the beginning of the school year about the School's Anti-bullying Policy and that it is available for parents to download from the School website

SOURCES OF OTHER USEFUL INFORMATION AND SUPPORT:

Anti-bullying alliance <http://www.anti-bullyingalliance.org.uk/>

Beat bullying <http://www.beatbullying.org/>

Kidscape <http://www.kidscape.org.uk/>

APPENDICES:

- Appendix A Information for Pupils – If you are being bullied
- Appendix B Information for Pupils – How to prevent bullying
- Appendix C Information for Parents and families

CONTACT INFORMATION FOR PARENTS:

<u>To contact</u> <ul style="list-style-type: none">● Your child's form teacher● Pastoral Lead (Mr David Webb)● Head of Pre-Prep (Mrs Kate Perry)● EYFS Co-ordinator (Mrs Kate Willis)● Head of PSHE (Personal, Social & Health Education)	Tel: (01702) 478719 Email: office@stmichaelschool.com
<u>To contact</u> <ul style="list-style-type: none">● The Headmaster	Tel: (01702) 416311 Email: headspa@stmichaelschool.com

APPROVAL

This policy was reviewed by the School's Board of Governors against the Independent Schools Standards Regulations on 30th November 2020 and was approved for full adoption and implementation.

INFORMATION FOR PUPILS

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away.

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have already done about it.

*If you find it difficult to talk to anyone at school or at home, ring ChildLine,
Freephone 0800 1111. The phone call is free.*

It is a confidential helpline.

You can call from the telephone in the glass corridor in school.

(Based on Safe to Learn: Embedding anti-bullying work in schools, DfE)

INFORMATION FOR PUPILS

How to prevent bullying:

- ✓ Treat everyone with respect
- ✓ Stand up for others

If you know that someone else is being bullied:

Maybe you're not being bullied, but you know someone who is - perhaps that person is not even a good friend, but a classmate or someone from another class. Have you ever stood around and noticed that someone was being bullied but you weren't sure what, if anything, you could do? Or thought that nothing you could do would make a difference?

- Don't ignore bullying. You can help.
- Don't let the bullies get away with thinking that no one will do anything.

Here are a few things you can do and a couple that you can't:

- ✓ Let a teacher or other adult know what's happening.
- ✓ Try to be a friend to the person being bullied.
- ✗ Refuse to join in.
- ✓ Try to be friendly to the bully, but even if you can't be friends, being kind can sometimes help the bully stop bullying.
- ✗ Don't rush over and take them on - it might not be safe and you don't want other people to think you are a bully. Sometimes you can't sort it out yourself.
- ✓ Ask an adult for help.

(Taken from <https://www.education.gov.uk/popularquestions>)

ANTI-BULLYING POLICY – APPENDIX C

INFORMATION FOR PARENTS AND FAMILIES

Parents and families have an important part to play in helping schools deal with bullying.

If you think your child has been bullied:

- Calmly talk to your child about it
- Make a note of what your child says – particularly who was said to be involved; how often the bullying occurred; where it happened
- Reassure your child that telling them was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Read the School's Anti-bullying policy (available on the School website or request a copy from the School office)
- Make an appointment to see your child's form teacher
- Explain to the teacher the problems your child is experiencing.

Talking to teachers about bullying:

- Try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened – give dates, places and names of other pupils involved
- Make a note of what action the School intends to take
- Ask if there is anything you can do to help your child or the School
- Arrange a date for a follow-up meeting so that you can stay in touch with the School: let us know if things improve as well as if problems continue.

If you think your child is bullying other children:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from using bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's form teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the School can stop them bullying others
- Arrange a date for a follow-up meeting
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative and kind to other people.

If you think your concerns are not being addressed:

- Follow the School's Complaints Procedure (available on the School website or request a copy from the School office)

(Based on Safe to Learn: Embedding anti-bullying work in schools, DfE)