



## Anti-Bullying Policy

*This Policy is developed in consultation with children, staff, governors and parents. It will be reviewed by the Curriculum Committee annually or, in the event of a change in legislation, earlier.*

**Updated March 2020**

**Signed**

**Head Teacher:**

Rosalind Owen

**Chair of Governors:**

Elaine B. Bartwell

**Date Adopted:**

12th March 2020

St Michael's C of E Primary School aims to provide an environment in which every child feels safe and where bullying has no place. Our school Christian values of Love, Determination, Responsibility, Respect, Kindness, Friendship and Honesty are the foundation on which we build our school community and guide our relationships with each other. Despite this, we recognise that bullying can take place inside and outside school, and this policy sets out our shared definition of bullying and how incidents of bullying are dealt with.

St Michael's has signed up to the **Oxfordshire Anti-Bullying Charter**, which states:

Our school, St Michael's C of E Primary School:

**Understands:** All school staff, pupils and parents and carers understand what bullying is and what it isn't

**Believes:** All pupils, and their parents and carers, are acknowledged, believed and taken seriously when reporting incidents of bullying

**Listens:** All pupils and parents and carers are listened to and influence strategies to prevent, report and respond to incidents of bullying

**Takes Action:** We respond quickly to all incidents of bullying whether they take place on or offline. Pupils participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying

**Reports bullying:** All pupils within the school and their parents and carers understand how to report incidents of bullying, including cyberbullying

**Includes us all:** All pupils are included, valued and participate fully in all aspects of school life

**Challenges:** All forms of discriminatory language is challenged and taken seriously

**Celebrates difference:** Difference is actively and visibly celebrated and welcome across the whole school. It is acknowledged that the school community includes disabled people, people of different races, ages, faiths, backgrounds and people who are LGBT

**Respects:** All school staff are role models to others within the school in how they treat others

**Has clear policies:** Our school Anti-Bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff and their parents and carers

Signed: Rosalind Owen, Headteacher

Signed: Cllr Hilary Hibbert-Biles, Cabinet Member for Education



## Definition

This is our school community's shared understanding of what bullying is:

Bullying is any behaviour that is meant to hurt or make others feel miserable – the person or people doing it know what they are doing and mean to do it. The behaviours happen more than once, over a period of time and can continue even when it's been made clear that the behaviours need to stop.

Bullying can be face to face or on-line (cyberbullying).

Bullying can take different forms, which are summarized by the NSPCC as follows:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls
- racial, sexual or homophobic bullying
- bullying someone because they have a disability

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Bullying can take place both on the school site, during school time, off the school site and outside school hours, this can include cyberbullying. The Education and Inspections Act 2006 gives Head Teachers the authority to determine *measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school*. Therefore, school will become involved with bullying behaviour outside school time.

## Prevention of Bullying

At St Michael's we believe that the most effective way of tackling bullying is to prevent it happening in the first place. Our expectation is that children will follow our school values and treat each other and the adults in school in a kind, caring and respectful manner. We are proud of our diverse school community and we promote the celebration of difference through our assemblies and in our teaching – particularly the PSHE and RE curricula. Bullying is discussed regularly in assemblies and in class and is highlighted annually during Anti-Bullying Week. Some of our children are trained as anti-bullying buddies and lead assemblies and offer advice to their peers. Internet safety, including cyberbullying, is taught to all our children as part of the computing curriculum. Positive, trusting relationships between staff, parents and children are also key, as this means that adults act quickly to intervene where behaviour could escalate into a bullying situation.

### **Procedures for dealing with a bullying incident**

Where school staff become aware of bullying inside or outside school, whether through observation or information from a child, parent or any other individual, the situation will be investigated and dealt with quickly and fairly. We use Oxfordshire's Checklist for Managing a Bullying Incident to guide our response. (Appendix A)

Any incidents of prejudice related bullying, including the use of discriminatory language, will be reported using Oxfordshire's prejudice related incidents and bullying form (Appendix B). The use of discriminatory language is never acceptable and will always be challenged.

### **Strategies to support those bullied and bullying**

The following strategies are in place to support children who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support to develop self-esteem, assertiveness and confidence
- The use of specialist interventions in school, or externally if necessary
- A "safe place" can be made available, e.g. library, office
- A named person who can be available for one-to one support
- The opportunity to meet with the person bullying, if appropriate.

The following strategies are in place to support and work with pupils who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the child became involved, and what they need to do to resolve the situation
- Provide reassurance that their needs will be addressed
- Offering continuous support to develop self-esteem, assertiveness and confidence
- The use of specialist interventions in school, or externally if necessary
- A "safe place" can be made available, e.g. library, office
- A named person who can be available for one-to one support
- The opportunity to meet with the person bullied, if appropriate
- Opportunities to turn their behaviour around

In addition peer support schemes can to be used to support either party, such as:

- Circle of friends. A small number of students volunteer to support and help an individual who is experiencing difficulties
- Peer support – similar to above but less formalised
- Group work among peers, led by staff to tackle underlying issues

**This Policy links to the following policies:** Safeguarding, Behaviour, Equalities, SEN

APPENDIX A



**Checklist for Managing a Bullying Incident**

**NB: Follow the interview guidelines for all parties – see page 2**

	✓
1. Young person tells you he/she is being bullied or incident is observed	
2. Report to a responsible member of staff	
3. Record incident following Oxon guidelines	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
11. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so	
15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate	
16. Monitor the situation and review with all parties to ensure the bullying has stopped.	
17. Review how successful your approach has been. What additional preventative measures need to be in place?	

### **Guidelines for interview with all parties**

- Consider using a restorative approach to respond to the incident if staff have received appropriate training. For further information about effectiveness of restorative approaches please see [Full report – the use and effectiveness of anti-bullying strategies in schools \(.pdf format, 2Mb\)](#).
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe (particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

### **Importance of monitoring and review**

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?

APPENDIX B

**Recording prejudice-related incidents and bullying**



**OXFORDSHIRE  
COUNTY COUNCIL**

- Collect details, either to keep on this form, or else to enter into your IMS.
- To enter details into SIMS .net, go to **Focus > Behaviour Management > Maintain Behaviour Incidents > New**
- Choose **Prejudice-related incident** or **Bullying** from the 'top level' **type**, then if appropriate, choose one **Type of Bullying** as motivation.
- Choose one or more appropriate **Additional Types**.
- **NB** Record sufficient detail to identify exact nature of prejudice or type of bullying in **Comments**

**Reason for prejudice-related incident / bullying Additional Type:**

(delete as appropriate)

Young carers, looked after children	<input type="checkbox"/>	Assault	<input type="checkbox"/>
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disability	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual	<input type="checkbox"/>	Cyberbullying	<input type="checkbox"/>
Transphobia	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
Sexual Orientation (homo/biphobia)	<input type="checkbox"/>	Excluding	<input type="checkbox"/>
Other (record in <b>Comments</b> , below)	<input type="checkbox"/>	Written derogatory comments, incl. graffiti	<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Other (record in <b>Comments</b> , below)	<input type="checkbox"/>

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

**Activity:** (lesson where bullying took place, if relevant)

**Locality**

**Date of Incident:**

**Time:**

- Bus
- Classroom
- Corridor
- Dining Hall
- Playground
- To, or from, school
- Toilets
- Outside school premises
- Other (record in Comments)

**Comments**

**Recorded on:**

**Status:**

Resolved

Unresolved

Further intervention needed

**Staff recording the incident...**

**Name:**

**Role:**

**Staff involved:**

**Role:** (Target / Aggressor / Witness)

**Pupils involved:**

**Name:**

**Role:** (Target / Aggressor / Witness / Participant / Bystander)

**Individual Student Record**

Is this a serious incident that raises safeguarding concerns?

 Yes No

If Yes, date of referral to Designated Safeguarding Lead .....  
(record concerns/action taken below)

Have you had contact with the target's parent / carer?

 Yes No

If Yes, by phone / letter? Date of contact: .....

Have you had contact with the aggressor's parent / carer?

 Yes No

If Yes, by phone / letter? Date of contact: .....

Are any other agencies involved?

 Yes No

If Yes, which agencies?

Does the incident require a multi-agency response?

 Yes No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed .....

Name .....

**Details of any subsequent actions or follow-up**  
(record in Comments)