



## **ANTI-BULLYING POLICY**

**Review date:** July 2023

**Latest review date:** July 2024

**Staff responsible:** Henry Marshall (Head) and Florence Clayton (Assistant Head Pastoral)

**Chair of Governors:** Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Safeguarding and Child Protection Policy*
- *Equal Opportunities for Pupils Policy*
- *Bursary Policy*
- *Pastoral Care Policy*
- *Special Educational Needs Policy*
- *Behaviour Policy*
- *Supervision Policy*

### **Rights Respecting School policy statement**

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves, with Care, Consideration and Courtesy for all. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child.

This policy links specifically to our commitment to the the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interest of the child*
- *Article 14 - Freedom of thought on religion*
- *Article 19 - Protection from violence*
- *Article 23 - Children with disabilities*
- *Article 43 - Everyone must know children's rights*

This policy also refers to pupils in the EYFS setting.

### **Introduction**

St. Michael's Preparatory School is justifiably proud of the very good relations that the great majority of the pupils enjoy between each other and with the staff for the great majority of the time. Like any good school however we are not prepared to become complacent about this and acknowledge that from time to time certain unwelcome behaviour between pupils can occur. This is not something that any member of the school community, pupils, staff or parents, should have to accept. We are a school that believes it is the responsibility of *all* its members to report incidents of actual or suspected bullying to a member of its community.

Parents/Guardians have an important role in supporting St Michael's School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they cooperate closely together.



Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

### **Why is an anti-bullying policy necessary?**

All pupils have a right to develop their potential in all aspects of the curriculum, be safe and be treated fairly and with consideration and respect without fear of being bullied by children, staff or parents.

All staff have a right to teach or carry out their responsibilities, be safe and be treated fairly and with consideration and respect without fear of being bullied by children, staff or parents.

It is important that the school has an anti-bullying policy to safeguard and promote these rights.

It is important that all members of St. Michael's Prep School and the wider community understand the steps to be taken in an incident of bullying or suspected bullying and that it is taken seriously by the school.

### **Outside agencies and authorities**

Some aspects of bullying such as harassment, threatening behaviour and causing physical harm may be dealt with by the law enforcement authorities as well as by the school.

### **What is bullying?**

"Bullying may be defined as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally*".

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and online platforms), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle but can also be overt and take on many forms.

*Physical* - A child can be physically punched, kicked, hit, spat at, etc.

*Verbal and gestures* - Verbal abuse can take the form of name calling.

*Exclusion* - A child can be bullied by being excluded from the discussions/activities, with those they believe to be their friends.

*Racial* - A child may be discriminated against or bullied due to racial differences.

*Religious* - Discriminatory actions on the basis of different religious beliefs and doctrines.

*Cultural* - A child may be discriminated against due to differences in cultural custom and social practices.

*Sexual/Sexist* - Bullying may occur due to differences in gender.



*Homophobic* - Discriminatory practices may occur due to the belief that one or more pupils are homosexual or displaying effeminate characteristics.

*Special Education Needs and Disability* - A child may be bullied due to his/her need for extra help arising from special educational needs or a physical disability of some type.

*Damage to or theft of property* - Pupils may have their property damaged or stolen. The bully may use physical threats in order that the pupil hand over property to them.

*Cyber bullying* - Pupils may be bullied (deliberate or hostile behaviour by an individual or group designed to harm another or others) through the use of mobile or cyber technology. This may be in some ways the most difficult to detect unless the victim volunteers information.

### **The School's Response to Bullying**

At St Michael's Preparatory School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and, whilst bullying is not a specific criminal offence, there are however criminal laws which apply to harassment and threatening behaviour.

### **Prevention**

In order to minimise the chance of bullying occurring within the school, we will:

- Provide effective supervision at all times including during break times and times when pupils are changing for sport.
- All pupils and staff are briefed thoroughly on the school's expected standards of behaviour and given guidance on the school's anti-bullying policy.
- Use the PSHE programme and 'Form Time' to teach pupils about appropriate ways to behave towards each other, tolerance towards others and understanding of differences, conflict resolution and strategies for dealing with incidents of bullying (as both victim and bystander).
- Use School Assemblies to promote understanding of cultural and ethnic diversity and celebrate differences within the school community and beyond.
- Use teaching materials and tools which promote a positive view of individuals regardless of race, ethnicity, gender and sexuality.
- Promote the Aims and Ethos of St. Michael's Preparatory School through PSHE and 'Form time' and ensure that staff uphold and model this at all times.
- Encourage pupils to talk to staff if they feel threatened or uncomfortable about a situation and ensure they are clear about the channels of communication open to them e.g. Form Teachers, ELSAs, Department Heads, Deputy Head, Assistant Head (Pastoral) Assistant Head (Academic) or the Head.
- Raise awareness of staff through training so that the principles of this policy are understood and that staff have a clear understanding of the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ) pupils.
- Use outside agencies when needed to invest in specialist skills (such as police, YouMatter, Children and Family Services etc).
- Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other e.g. Assemblies, the PSHE programme, Form Periods.
- Staff are always on duty at break times and are expected to be alert to inappropriate language or behaviour.



- Inform parents and pupils to ensure that they know how to deal with bullying if it occurs and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Have clear disciplinary actions which reflect the seriousness of incidents and convey a deterrent effect.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- Review this policy regularly to gauge its efficacy and amend it accordingly.
- Staff, parents and pupils are made aware of the guidelines as indicated by [The States of Jersey: Education, Sport and Culture](#)

### Cyberbullying – Prevention

In addition to the preventative measures described above, St Michael's Preparatory School:

- Ensures that Heads of Section and the Senior Leadership all have responsibility for ensuring online safety for our pupils
- Expects all pupils to adhere to the ICT acceptable use policy both in and out of the classroom. This is discussed with them at the beginning of each school year.
- Staff and visitors have clear guidance on the use of technology in front of pupils, through our Quick Guide to Safeguarding and our Staff Handbook.
- Has safeguards in place to filter and monitor inappropriate content used on our school devices. The LightSpeed Alert service which we use, is a critical component of our online safety plan at St Michael's. The system detects harmful content on pupils' school devices and sends email alerts to key members of staff (the IT department, our Assistant Head Academic and our Assistant Head Pastoral). The system also has human safeguarding officers who review the highest danger alerts 24/7 and raise critical concerns to us.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal school email address.
- Run E-Safety workshops and focus weeks to help our pupils to use the internet safely, alongside the PSHE provision and assemblies.
- Offers guidance on the safe use of social networking sites, cyberbullying and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones for pupils are not permitted in school at all.
- Staff receive Safeguarding professional development yearly, which will at times include online safety.
- Parents/carers are communicated with regarding tips to help keep their children safe online. Key messages regarding online safeguarding concerns are communicated to parents via the online Portal.

Please see our Safeguarding and Child Protection Policy for more detail on E-Safety at St Michael's Preparatory School.

### **How might a member of staff become aware that bullying is taking place?**

Bullying or suspected bullying may be communicated to staff directly by pupils, parents or members of the wider school community. Staff may observe changes in behaviour that *may* indicate that a pupil is being bullied. These include:



- Unwillingness to come into school
- Displays of excessive anxiety - becoming withdrawn or quiet.
- Failure to produce work / produce late work / produce poor quality work / produce work ruined by others
- Damage to or loss of personal property
- Change to established habits
- Change in personality
- Choosing the company of adults
- Reduced level of self esteem / confidence
- Physical marks on body that he/she may be unwilling to explain
- Poor eye contact or repressed body language
- Difficulty sleeping
- Dark conversation - suicide / running away from home or school

### **Procedures to follow if bullying is reported, suspected or witnessed**

If bullying or suspected bullying is brought to the attention of a member of staff, the following procedures are applied:

- The member of staff will investigate the incident or incidents by speaking to all individuals involved. In some cases, it may be appropriate for the member of staff to involve another member of staff in the investigation e.g. if a bus driver becomes aware of bullying it may be appropriate to report to the Form Teacher who will conduct the investigation.
- The victim will be interviewed on their own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded and signed and dated before it is given to the Assistant Head Pastoral or Deputy Head.
- After the initial investigation, once the member of staff is satisfied that bullying has or is most likely to have occurred, the Head will add to a centralised log of all incidents (on the school database) reported and action taken.
- The Form Teachers of both victim and perpetrator will be kept informed.
- The victim will be offered support, which may include talking to a Form Teacher or any member of staff with whom the child feels comfortable. Such support may include reinforcing strategies for dealing with bullying situations.
- The parents of the victim may be contacted if appropriate and the incident explained. Details of how the matter will be dealt with and the support available to the victim will be provided.
- With regard to the perpetrator, the parents will be contacted and the following guidelines adhered to. (Year 3 and above)
  - 1st confirmed offence will result in an immediate warning and temporary loss of prefects privileges (where applicable)
  - 2nd confirmed offence will result in an immediate stripe (which incurs a Head's Saturday detention), permanent loss of prefect's privileges (where applicable). Following a meeting with parents a letter will be placed on file (and on the school database) outlining the resulting disciplinary action for a third offence.
  - 3rd confirmed offence will result in a period of suspension at the discretion of the Head in consultation with the Chair of Governors.



- Any further offences beyond this may result in exclusion. The decision to exclude and the manner and form of any announcement will be made by the Head after consultation with the Chairman of Governors.
- **Note: Cases of serious offence may lead to immediate suspension**, (the length of which to be decided by the Headmaster in conjunction with the Chairman of Governors) **or immediate exclusion.**
- Where appropriate, support may also be offered to the perpetrator to address any underlying issues which may be causing the undesirable behaviour. This may include talking to the pupil's Form Teacher, parents or member of Senior Management.

If a parent or pupil is not satisfied with a decision or course of action, reference should be made to the Complaints Procedure Policy.