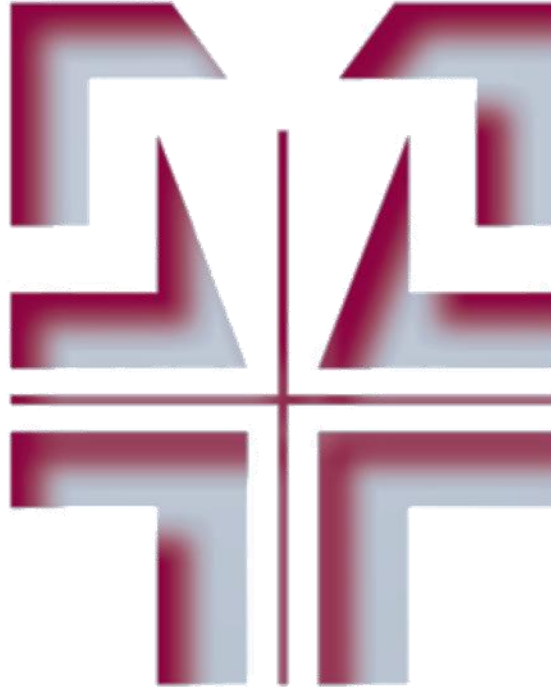


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Responsibility to present to Headteacher	Deputy Headteacher / DSL – Mr Chadwick
Approval	Ethos, Staffing and Wellbeing Committee October 2026
Next Review	Ethos, Staffing and Wellbeing Committee October 2027
Statutory	Yes
Required on school website	Yes

Our mission statement: As a vibrant learning community, we choose to serve God, pursue excellence and celebrate the uniqueness of each individual.



Our vision: Growing in body, mind and spirit

I have come that you might have life – life in all its fullness. **John 10:10**



Therefore choose [life]
Deuteronomy 30:19

Aims

In our school our Christian vision shapes all that we do. We are very much a 'team' at St Michael's; staff, pupils, parents/carers and governors work closely together to ensure that every pupil has the opportunity to grow in body, mind and spirit; to flourish as a child of God and experience the joy and hope of 'life in all its fullness'.

In keeping with the Christian ethos of Saint Michael's, it is therefore the aim of the school to eliminate all types of bullying. We strive to:

- provide a secure environment for the physical safety of pupils and staff;
- provide emotional security where the uniqueness and intrinsic worth of pupils and staff as valuable members of God's creation are recognised;
- ensure that pupils have a sense of belonging;
- instil confidence and facilitate a healthy, happy and social learning environment where pupils can enjoy their learning and so become the best that they can be and do the best that they can do.
- continuously promote the value of treating everyone with dignity and respect.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. Bullying involves an imbalance of power, which may be physical, psychological, social, relational or technological.

Bullying is not restricted to relationships between pupils. Bullying can also be a problem in adult life and can occur in the workplace.

Bullying can take several different forms;

Emotionally harmful behaviour such as:

- taunting (e.g. about appearance, health conditions, home/family circumstances)
- spreading hurtful rumours
- name calling, (e.g. relating to SEN, sexual orientation, sexist or sexual bullying, religion/beliefs, gender reassignment or disability)
- racist comments
- exclusion from social groups
- humiliating behaviour
- online behaviour related for example unkind/malicious messages/comments, emails or other hurtful/inappropriate comments .

Physically harmful behaviour such as:

- hitting
- kicking
- taking/destroying belongings
- intimidation
- invasion of personal space
- coercing victims into acts which they do not wish to commit
- unwelcome sexual advances

Online such as emotionally harmful behaviour conducted via digital platforms:

- Unkind or malicious messages/comments
- Hurtful or inappropriate emails
- Other online actions intended to cause distress or harm

Online bullying may also include exposure to misinformation, disinformation (including fake news), and conspiracy theories, which can be harmful and misleading. Pupils will be supported to critically evaluate online content as part of their curriculum.

Bullying and Harassment of Staff

St Michael's will not tolerate bullying, harassment, intimidation or abuse of staff by pupils, parents/carers, visitors or other staff members. Incidents will be managed in accordance with the Staff Code of Conduct, Behaviour Policy and DfE guidance on preventing and tackling bullying and harassment of school staff.

Possible Signs of Bullying

Pupils who are being bullied may show changes in behaviour.

- They may become shy, introverted, aggressive or feign illness. They may show changes in work patterns, may lack concentration, appear to be tired or may even play truant from school.
- They may be afraid to walk to or from school or may not wish to travel on the school bus.

- They may cry themselves to sleep, have nightmares or say that they feel ill in the mornings.
- They may be afraid to say what is wrong.

In line with statutory attendance guidance, persistent or unexplained absence may be an indicator of bullying or other safeguarding concerns. Attendance will be monitored closely and concerns escalated to the DSL where appropriate

Implementation

As a staff:

- We will seek, through tutorial work, worship and assembly, day to day contact with the pupils and through example, to ensure that every individual is able to enjoy a secure, happy and productive experience of school life fostering growth in body, mind and spirit so everyone can flourish.
- We will be vigilant and responsive to bullying behaviour.
- We will give support, counselling, and guidance to victims and transgressors alike, as well as implementing necessary sanctions. We must be seen to be fair and just. The policy links to the Behaviour for Learning Policy. A range of sanctions will apply. Direct action will remind pupils that all forms of bullying are totally unacceptable and will not be tolerated.
- We believe that injury, damage or theft and other incidents may require a serious response, perhaps involving exclusion from school or contact with the police.
- We believe that the early involvement of the parents of both the transgressor and the victim is essential.

Encouragement to Tell

By being vigilant, maintaining a high profile and openly talking about the impact of bullying we are encouraging victims, those who witness bullying and parents to report it. We encourage them to speak to parents, a trusted adult, a member of staff or use the SHARP system which is available via the school web site. It can be found under the pastoral tab. Clear instructions about how to report an incident are given. Those reporting the incident need to give the name of the victim and the name of the alleged perpetrator are both given otherwise it may not be possible for staff to offer help.

Procedures

Pupils or parents should be encouraged to report bullying to any trusted adult for example, Tutor, Pupil Manager or a member of the wellbeing team. The member of staff will ensure that the young person is safe

- Pupils will be taken seriously at all times and information will be dealt with sensitively. Details will be recorded accurately.
- Appropriate action will be taken as soon as possible and the victim will be kept informed of the school's action.
- The situation will be monitored.
- Parents/Carers will be kept informed where appropriate
- Appropriate action will be taken with the perpetrator. Action could include restorative justice or other sanctions in line with the Whole School Behaviour for Learning Policy.
- In line with KCSiE 2025, staff are expected to report low-level concerns that may indicate early signs of bullying or inappropriate behaviour. These concerns will be recorded and monitored to ensure early intervention.

- Where pupils are placed in alternative provision, the school retains responsibility for their safeguarding and will ensure anti-bullying measures are in place and monitored.

Monitoring and Evaluation

- All incidents must be reported to the relevant wellbeing staff which will be logged. Pupil Managers or other member of the Wellbeing team will follow up with the victim to ensure that the situation has not started again and parents should be encouraged to report any further instances of unacceptable behaviour.
- When incidents occur off the school site, St Michael's will have regard to The Education and Inspectors Act 2006 which gives the Headteacher the legal powers to apply sanctions consistent with the school's BFL Policy. When required, the police, the Safer Travel Unit, and the wellbeing teams in other schools may well be involved.
- Tutors remain the first point of contact for pupils and parents/carers
- Pupil Managers make this a regular agenda item in weekly meetings with SLT link and senior teacher - wellbeing.
- Actively monitor the more vulnerable pupils such as SEND, CLA, post adoption pupils, pupils with a social worker.
- All such issues will be discussed with the senior teacher, wellbeing.
- The senior teacher and deputy headteacher, as part of ongoing training will speak at staff meetings about what to do when an incident is reported. (Also at the induction of new staff)
- Children will be reminded of such issues throughout the year (Living Education, assemblies etc)
- The school will actively promote Anti-Bullying Week.
- The Peer Mentoring scheme will offer support to pupils in Year 7.
- Parents will be informed of the policy at Y7 Information Evenings and also on other occasions when the Behaviour for Learning policy is shared with parents.
- The effectiveness of the school's filtering and monitoring systems will be reviewed annually, with oversight from governors and senior leaders, to ensure emerging online risks are appropriately managed.

Child on Child Abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "boys being boys" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously and **may result in suspension from school.**

Child on child abuse can take many different forms such as:

- bullying (including online bullying, prejudice-based and discriminatory bullying)*
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

It is important to note here that we adopt a zero-tolerance approach to misogyny, sexist language, sexualised bullying and behaviours associated with violence against women and girls (VAWG). All such incidents will be challenged, recorded and addressed.

Some cases of pupils 'abusing' other pupils will be dealt with under this school's behaviour policy, but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Involves pupils being forced to use drugs or alcohol
- Involves sexual harassment or violence
- Involves image-based abuse
- Is coercive or exploitative
- Causes significant emotional harm

If a pupil makes an allegation of abuse against another pupil:

- A member of the SLT and/or DSL will be informed immediately
- School may contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- A risk assessment and support plan may be put into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected)
- School may contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially by information given through tutorial time, assemblies, school website, student council, TV screens etc.
- Ensuring staff are trained to understand that a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

***Prejudiced based**

We recognise that some bullying is motivated by prejudice or discrimination. Such incidents will be recorded, investigated and monitored separately, and may be treated as safeguarding concerns where appropriate. These might fall under the following (non-exhaustive) categories;

- racist
- disability-based
- LGBT-related
- faith-based
- sexism/misogyny
- misogynistic harassment
- bullying linked to gender reassignment

AI related incidents

Any incident involving AI-generated images, manipulated videos, deepfakes, nudification tools or AI-assisted harassment will be recorded and investigated as a safeguarding concern. Appropriate referrals will be made to the DSL and external agencies where necessary. The following (non-exhaustive) list might constitute a specific safeguarding risk;

- deepfakes
- AI-generated imagery
- nudification apps
- manipulated media

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding upon the consequences for those involved in perpetrating harm.

- Deal with a situation of child-on-child abuse immediately and sensitively
- Gather the information as soon as possible to get the facts.
- Inform the Pupil Manager as soon as possible with details of the incident who will in turn inform the DSL.

In all cases Staff will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. If from the information that you gather you believe any young person to be at risk of significant harm you must refer the matter to the DSL but if they are unavailable, remember that anyone can make an immediate safeguarding referral to social care (where a crime has been committed the police may be involved also).

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends.

If the young person feels particularly vulnerable it may be that they are supported through a Early Help Assessment (EHA).

Following any bullying incident, the wellbeing team will consider:

- ongoing wellbeing support
- risk assessment where appropriate
- regular review meetings with the pupil and parents/carers

For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that they are experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one-to-one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a Early Help Assessment (EHA) and the young person may require additional support from family members.

Preventative Strategies for Schools and Settings

At St Michael's we strive to be proactive in developing strategies to prevent child on child abuse rather than responding to issues in a reactive way.

We recognise that child on child abuse can and will occur even with the most stringent of policies and support mechanisms. It is important in supporting young people, to talk about any issues and to share information with others. We strive to create an open climate where young people feel safe to share information about anything that is upsetting or worrying them. Living Education, assemblies, Worship and many lessons continue to address issues such as prejudiced behaviour.

Staff and pupils will be made aware of the risks associated with AI-generated content, including deepfakes and manipulated media. The school will follow the DfE's Cyber Security Standards to protect against cyber threats.

The wellbeing team will continue to signpost the help available to young people. Information about support services is available on notice boards, TV screens and on the website so young people can seek their own solutions should they wish to. In the same way external providers talk to young people about specific issues in support of the prevention of child-on-child abuse.

Every aspect of school life, our distinctive Christian Ethos and school motto 'Therefore choose' encourage our young people to develop 'rules of acceptable behaviour' which help to create a positive ethos where we all understand the boundaries of behaviour before it becomes abusive.

Our Ultimate Aims

- Pupils are able to grow in body, mind and spirit, flourish as a child of God and experience the hope and joy of life in all its fullness.
- Our mission statement encourages all to 'celebrate the uniqueness of each individual'.

- That dignity and personal respect are central to our behaviour for learning policy and that all have a right to feel and be safe. We expect pupils to be polite, kind, avoid swearing or putting others down, keeping hands, feet and objects to themselves.

Updated September 2026