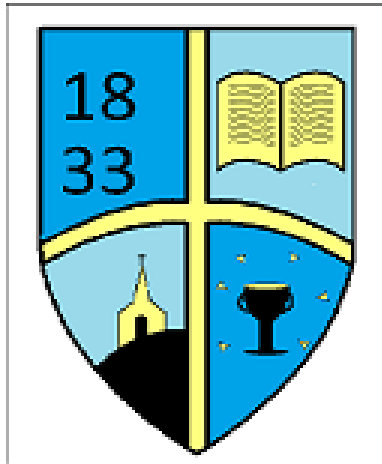


## *Mellor St Mary CE Primary School*



*Believing ,Learning &  
Sharing Together*

# **Respecting All Policy**

**September 2025**

**Please read in conjunction with Behaviour Policy, Equality Duty,  
Relationship / PSHE Policy, Safeguarding Policy**

## “Believing, Learning and Sharing Together .”

### *Policy for Respecting all – Anti bullying Policy*



*‘I praise you, for I am fearfully and wonderfully made.’ (Psalm 139:14)*

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Our vision for teaching and learning ethos is underpinned by the scripture ‘*For with God nothing shall be impossible*’ (Luke 1:37) and we believe that every child has the right to reach their full potential, no matter what their starting point in life may be.

*School Vision: Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family.*

*We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.*

This policy has been created to ensure that all our pupils are able to reach their full potential by living life in all its fullness.

At Mellor St Mary CE Primary school we recognise the principles and objectives that the DYCP (Directorate for Children and Young People) in Lancashire have agreed and fully support them.

*Additional documents which have been taken into consideration when developing this policy are:*

***Keeping Children Safe in Education (2025 annual updates)***

***Gender Questioning Children Report and Guidance (DFE 2023)***

***Suspension and Permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement (July 2022)***

***Sexual violence and sexual harassment between children in schools and colleges (Sept 2021)***

***Working Together to Safeguard Children (Sept 2018)***

***The Equality Act 2010***

***Safe to Learn: Embedding anti bullying work in schools (DCSF 2007)***

***Cyberbullying (DCSF 2007)***

***Homophobic Bullying (DCSF 2007)***

***The Anti Bullying School (DCSF 2009)***

This Respecting All - Anti-Bullying Policy is to be considered alongside the **Church of England's Flourishing For All: Anti bullying Guidance for Church of England School (amended 2025)**.

As a Church of England school bullying has no place in here. Every child deserves to learn in an environment where they are loved, supported and respected. All members of our school community are loved by God and all are encouraged to live out that love by welcoming and valuing each other, including being able to respect each other even when individuals may hold different points of view from each other. All children will know themselves to be loved, supported and championed, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age, or sexual orientation.

Foundational values of inclusivity, respect and appreciation of diversity from an early age, drawing on the teachings of Jesus to love one another and treat with kindness and compassion ensure our children are better equipped to thrive in a globalised society. By ensuring our children are:

- Curious – listen to other' stories and see the world through their eyes
- Present – encounter others with authenticity and confidence
- Reimagine – find hope and opportunities in places where we long to see change

We are able to create a school culture that 'deals with difference' in such a way that it enables everyone to be valued, heard and kept safe from harm.

We believe that all people are made in the image of God (Gen 1:27) and are unconditionally loved by God. We believe that everyone is equal in the sight of God because we recognise that none of us can live up to the "holiness" of God. As a result we treat each other with dignity and respect striving to live lives that reflect our Christian virtues of compassion, courage, kindness, humility, joy, responsibility and love. We seek that each person be enabled to flourish whatever their differences.

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## Policy Aims and Objectives

At Mellor St Mary CE Primary School we aim:

- To live out our Christian vision and virtues following the example of Jesus Christ whose love embraced all.
- 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 the school's commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

This policy will:

- Provide the school with a robust anti bullying- respecting policy which is understood by all.
- Ensure that the school has appropriate systems to manage incidents
- Ensure that the school has robust reporting and recording procedures.
- Prevent, de-escalate and /or stop any continuation of harmful behaviour.
- React to bullying behaviour in a reasonable, proportionate and consistent way.
- Safeguard the pupil experiencing the bullying and trigger appropriate support.
- Apply sanctions to the pupil/s causing the bullying and support them in changing their behaviour.
- Work with parents/carers to support pupils.
- Monitor and evaluate the work of the school.

This policy has been developed by a working party consisting of pupils, staff and governors.

## School Definition of bullying

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

**The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015).** It can happen face-to-face or through cyberspace (on-line, via social media or texting). 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. The Christian vision and values of our school should lead to a diminishing of any such behaviour.

Bullying falls into two categories:

1. Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups or cyber bullying and
2. Physically harmful behaviour such as kicking, hitting, pushing, or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied defenceless.

The most obvious bullying situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

The nature of bullying can be:

**Bullying behaviours that might occur: In-school:**

- Use of discriminatory or offensive language, name-calling
- Physical harm, including threats of physical harm
- Coercive and harmful sexual behaviour
- Damage to property or stealing
- Repeated exclusion from groups, games and other activities
- Intentional ignoring to cause hurt
- Sharing of untrue or private information without permission
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Threat with a weapon
- Theft or extortion
- Coercion and harmful sexual behaviours

**Off-site bullying (such actions above) which occur off the school site.**

- This includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site.

**Online bullying (cyber-bullying) bullying actions which occur online:**

- Use of discriminatory or offensive language, name-calling
- Threats of physical harm

- Attempts to coerce another into unwanted sexual activities
- Repeated exclusion from groups, games and other activities
- Intentional ignoring to cause hurt
- Sharing of untrue or private information without permission
- Creation and sharing of images intended to denigrate or shame another person
- Inappropriate or unkind commenting on social media posts

Bullying could be based on many things, including:

- Race
- Religion or belief
- Special Educational Needs or disability
- Culture or class
- Appearance or health conditions
- Related to home or other personal circumstances
- Gender
- Sexual orientation or Gender identity (homophobic, biphobic, transphobic)

Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be lesbian, gay, bisexual or transgender (e.g. children of same sex couples).

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

## Several Times On Purpose

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly to deal with such issues.

Bullying of any kind has no place within our school and every effort is made to eliminate it. Bullying robs children, young people and adults of their present safety and security whilst diminishing their hope for a flourishing future which is even more true when someone is being bullied about an aspect of their identity or a characteristic that, by law, should be protected.

## **Reporting bullying**

### **Who does this policy apply to?**

This policy applies to all adults, children and young people at Mellor St Mary CE Primary School and addresses child to child, adult to adult, child to adult and adult to adult bullying behaviour.

#### *Where the Policy Applies:*

The policy applies to all incidents and reports of bullying at our school including. We recognise that bullying can occur anywhere. Where incidents are reported by pupils concerning home we will follow our safeguarding procedures as necessary. Where there are reported incidents of cyberbullying, involving and perpetrated by any of our pupils, we will respond in accordance with the aims and objectives of this policy.

#### *When the Policy Applies:*

The provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc) and also where there is a clear link between behaviour and the maintaining of good order and discipline within the school. In appropriate circumstances, the provision of the policy will also extend to cover the conduct of pupils when they are not on the school premises and not under the control or supervision of a member of staff.

All teachers have a 'legal duty of care towards pupils'. The essence of that duty is to take reasonable steps to protect the welfare, health and safety of pupils and to act with reasonable skill and care.

All other adults within the school have a duty of care to act 'as reasonable parent'. However in view of teachers training and experience they are considered to have an 'enhanced' duty of care towards children and their actions would be expected to reflect this.

## **Definition of Child on Child abuse**

**Child on Child abuse** is defined as abuse between children. Bullying of any kind is a form of Child on Childs abuse.

### **We have a zero-tolerance approach to abuse, including child-on-child abuse.**

At Mellor St Mary CE Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures and the Church of England's Flourishing For All: Anti bullying Guidance for Church of England School (amended 2025) sections B to G.

All staff will be aware that child on child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child on child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about child on child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child on child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

All staff will be clear as to the school’s behaviour policy and procedures regarding child on child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

## **Responding to Child on Child abuse / Bullying Behaviour**

### Reporting Procedures:

#### **PUPILS:**

- Reports can be made to any member of staff and incidents can be reported confidentially. This will be recorded through the school electronic recording system CPOMS or logged following safeguarding procedures.
- The school has an “Okay to Say” policy
- The school has an “open door” policy

We want our pupils to feel that they are able to come forward. Children should know that their concerns will be acted upon quickly and taken seriously. Adult intervention should not make matters worse. Pupils must be reassured that they can have trust in:

- The adults they report to
- The system the school uses

And that

- The bullying will stop
- Outcomes will be proportionate

#### **STAFF:**

All staff are able to report incidents of bullying (either of themselves or others) by:

- Discussing any incidents or concerns with a member of the Senior Leadership Team in confidence.
- Reporting any incident or concern to the Chair of Governors.

Our open door policy extends to all staff.

- Completion of Bullying Concerns Forms (see safeguarding portfolio) which should be passed onto a member of the SLT should be completed where a member of staff wishes to report bullying behaviour.

#### **OTHER ADULTS/ VISITORS TO SCHOOL:**

Any other adult/visit to school should immediately report any concerns or incidents of bullying to any member of staff within school. Once reported the member of staff will follow normal school procedures by completing a Bullying Concern Form / CPOMs and reporting the incident to a member of the Senior Leadership Team.

#### **PARENTS:**

At Mellor St Mary we operate an ‘open door’ policy and actively encourage parents to report any concerns. We want to work with all our parents for the benefit of our pupils. The Headteacher and teaching staff are present on the school yard at the

start of the school day and school offers time for parents to meet with staff both prior and after the school day has started to talk and discuss any issues that have occurred.

Parents may also email or telephone to speak to the Headteacher or Class Teacher to discuss any issues and concerns they may have.

All staff should be aware that any incidents of bullying should be reported to the Headteacher, or if unavailable, a member of the Senior Leadership team. Concerns will be noted using the Bullying Concern Form/ CPOMS.

Staff should be sensitive towards the anxiety/anger the incident may have caused the parent and should reassure them about:

- How the matter will be dealt with.
- When it will be dealt with and that
- The school will contact the parent with the outcome and findings of any action plus any further action that will be taken to prevent future occurrence.

### **Incident Management:**

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 whole school curriculum is used to highlight and explore the anti-bullying commitment of the school. There are more extensive opportunities to explore anti-bullying themes within the PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Together with the PSHE curriculum, the Religious Education programme of study 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.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice systems based on forgiveness provide support to victims of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as Faith group, School Council, NSPCC,
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Staff must be absolutely clear that where there are incidents, allegations or disclosures of bullying, the Headteacher and or Designated Senior Person must always be consulted prior to any investigation being undertaken.

**Bullying outside of school** Following Jesus' example we do not tolerate injustice and bullying whether it takes place inside or outside of school. The nature of cyber bullying in particular means that it can impact on pupils 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. The school is active in addressing responsible and respectful use of social media. The school is active in supporting parents to take responsibility for their child's respectful use of social media especially in such a fast changing environment. Staff will assess whether any other authorities (such as police or local authority) need to be involved.

**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 (the incident log, SIMS or other school databases) 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.

**Prejudiced 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 anti-bullying interventions.

### **Responding to an allegation of bullying behaviour**

All adults should try to remember that the pupil might well be concerned about the response the adults will make. Pupils often fear that they will not be believed or that there will be reprisals from the aggressor. Sensitive and discrete handling of disclosures will help to reassure and protect the child.

- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up repeatedly

After an allegation of bullying behaviour the member of staff to whom the disclosure is made should follow normal school policy in relation to managing incidents.

## **Investigating an allegation of bullying behaviour**

Liaison will be necessary with the class teacher and may be necessary with the Designated Senior Person for Safeguarding and the Headteacher.

Where safeguarding is NOT an issue the following is provided as a guide:

- (a) The DSL and class teacher together agree:
  - The level and seriousness of the alleged bullying behaviour
  - Who will talk to the pupils involved?
  - Who else needs to be informed and at what stage e.g. the Headteacher, parents/carers, welfare staff?
- (b) The agreed member of staff should speak to the bullied pupil and ask him/her to communicate /write down their account with dates, places and times and names if possible. In relation to SEN pupils some learners will find it difficult to remember details of an incident if recording does not take place immediately. Staff should also be communicating what happened or identifying the perpetrator/s and should check the pupils understanding. In such circumstances the support of witnesses and bystanders is particularly relevant. The pupil should then be asked what they would like to happen next (staff should be mindful that pupils sometimes articulate unrealistic expectations.)
- (c) If the key teacher is satisfied the pupil is not in any immediate danger measures should be taken to support them for the rest of the day and if necessary until the situation is resolved.
- (d) Allegations should be looked into. 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.
- (e) A number of pupils may have to be spoken to in order to establish whether the allegations are true or false. Depending on the nature of the bullying incident and the names of the pupils involved staff will have to decide the most appropriate way to carry out enquiries.
- (f) If allegations are found to be true contact should be made with the parents/carers of those involved.
- (g) An Incident Log, including the date and time parents/carers were contacted should be completed.
- (h) Appropriate sanctions (that comply with the school's behaviour policy) should be discussed and agreed with the Headteacher. Any sanctions should be reported to parents.
- (i) Follow Up Action:
  - Is it necessary to inform staff and increase vigilance in the short term?
  - Will it be necessary to speak to a group or class of pupils.
  - Will it be necessary to speak to pupils in assembly?

If an incident does occur the designated school staff will produce a report summarising the information which the headteacher will report to the governing body.

For further information relating to Responding to a Clear Incident of Bullying Behaviour, Responding to an Extremely Violent Incident, Responding to incidents of Cyber Bullying and Homophobic Bullying, please refer to DFE document :The Anti Bullying School 2009 Section 4 – managing incidents.

## **Procedures for Recording Bullying Behaviour**

At Mellor St Mary:

- All disclosures of bullying will be recorded on CPOMS
- Chronological incidents logs (where appropriate) should be maintained which detail when and how the school has responded to the disclosure and any follow up action that has been taken.
- Concern forms and incident logs will be kept centrally by the Headteacher.

## **Why keep records?**

*“ The DFE recommends that schools should record all incidents of bullying, including by type and report the statistics to their local authority. The purpose of reporting incidents to the authority is to enable the gathering of information on the number and nature of bullying incidents and identify and developing trends.” (DCSF Guidance Safe to Lear p 10 paragraph 28)*

At Mellor St Mary records are kept therefore to:

- Manage cases effectively
- Monitor and evaluate effectiveness of strategies
- Demonstrate defensible decisions in the event of a complaint being made
- Engage and inform multi agency teams as necessary.

## **Procedures for Dealing with Complaints**

Where parents do have complaints we will:

- Invite them into school to discuss the matter with the Headteacher and or SLT for Anti Bullying
- Keep a written record of the interview and nature of the complaint.
- A record of action already taken by the school may be shown to the parents/carers but only if anonymised.
- Further action to be taken is agreed with parent/carers (and the pupil) and recorded.
- A date for a further contact with parents/carers is made and that a future meeting is arranged (if felt needed) to monitor the situation.

The school should check that the school is providing all possible help and support for the pupil. (refer to DCSF Section 5 The Anti Bullying School 2009).

Where a parent/carer is not satisfied with the schools response to their initial complaint they have the right to use the School’s Complaint Procedure.

## **Support / Intervention**

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. As a school we use our virtues of compassion and kindness to support pupils who are involved in bullying incidents in 1:1 and pastoral group activities such

as Circle Time, PHSCE, emotional literacy (ELSA) and wellbeing activities. Some pupils may need more support than others and the school judges whether that support can be offered by us whether other professional expertise is need.

*“Schools will want to ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption of their learning to a minimum; allow them to retain access to their friends and make them aware of the punishment that the pupil who bullied them will receive as well as the support they themselves are being given.”*  
(DCSF Guidance Safe to Learn p27 paragraph 4.19)

In more complex or protracted cases we will seek the advice of other professions in order to offer appropriate support and intervention strategies. This may include:

- NSPCC
- The Anti Bullying LA Advisory Teacher
- The Schools Safeguarding Team
- Inclusion Disability Support Service (IDSS)
- Educational Psychologist

Intervention strategies may include:

- Professionals working with the young people involved
- Behaviour modification
- Peer support
- Support group approaches
- Restorative approaches

## **Training**

The headteacher/ Designated Safeguarding lead is responsible for ensure that all school staff and adults working in school receive training on the vision and Christian Values of the school and on the anti-bullying policy. This can be done annually through whole school safeguarding training, face to face supervision and through staff meeting policy drafting sessions.

## **Monitoring the policy**

The headteacher is responsible for ensuring that the vision and Christian virtues of the school are rigorously applied to the anti-bullying work in the school and in reporting termly to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for supporting the vision and virtues and 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.

## **References**

Valuing All God’s Children (*The Church of England Education Office, Summer 2019*)

<https://www.churchofengland.org/more/education-and-schools/education-publications>

**REVIEW Date:**

The policy will be reviewed every year

**Signed:** *J. Embley-Peers* (Head teacher)

**Signed:** *P. Skupski* (COG)

**Date:** September 2025

**Next review:** September 2026

**Reviewed by:** Curriculum Committee