

# St Michael's Church of England Primary School



Kent County Council  
Children, Families and Education



## Anti Bullying Policy

**OUR MISSION STATEMENT**

At St Michael's Primary School we seek to nurture the whole child and instil a love of learning by inspiring young minds within a happy, caring community based on the Christian values of love; joy; kindness; peace; self-control and faithfulness.

**Anti-Bullying Policy  
KCC Education & Libraries**

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## Anti-Bullying Policy

### KCC Education & Libraries

#### KCC's Commitment

Kent County Council champions the right of every child in Kent to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. KCC is firmly committed to supporting schools in the development of policies and strategies for preventing and responding to bullying. The principles of tolerance and understanding and respect for others are central to what we believe.

**Kent County Council's 'Towards 2010 targets commit the Council to "Work with headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools" in order to support KCC's determination to ensure the very best start in life for children and young people.**

KCC acknowledges that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual.

## DfES Guidance

The DfES has published an information pack entitled "Don't Suffer in Silence" which, as well as providing guidance, makes clear its expectations in relation to schools' response to the problem of bullying. This message is repeated in the joint DfEE/DoH publication "Working Together to Safeguard Children" which states "All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies". Furthermore the principle of children having a right to an education free from harassment and degradation is embodied in the Human Rights Act 1998.

## The Remit of this Policy

This document is designed to help schools in Kent to develop and implement effective policy and strategies that will enable them to make an immediate and lasting impact on reducing bullying behaviour.

It has been designed with teachers, managers and senior managers in mind – for easy reference, support, ideas and practical application. It has been designed with the safety and well being of children and young people and school communities at the forefront.

This policy relates specifically to the bullying of pupils by other pupils. However, KCC recognises that other forms of bullying can take place within schools.

Further information about bullying of pupils by school staff can be obtained from Clusterweb in the Children's Safeguards Service. Advice from the Children's Safeguards Service states that:

*"If an allegation of abuse (and an allegation of bullying of a child by a member of school staff would be viewed as an allegation of abuse) is made against a member of staff, immediate consultation is required with the LA's Area Children's Officer (Child Protection) based in the respective area office. **This consultation must take place prior to any form of investigation being undertaken by the school or service.** Any allegation against an employee should lead to a careful consideration of the possibility of abuse and of a referral being made of any concerns to the statutory agencies."*

Furthermore, many of the principles contained in this policy can be applied to forms of bullying other than the bullying of pupils by pupils, such as parent to teacher or teacher to pupil.

## Key Priorities

The key priorities of this policy are:

- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life - That they become active citizens and participate in society.

### **Statement of Expectations of Schools**

KCC expects schools to develop anti bullying policies and strategies that demonstrate or reflect their commitment to:

- Reducing bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- Closely linking approaches to anti-bullying work within the school ethos and philosophy - Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, and PSHE policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all members of the school community
- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying

Advice on developing a whole school anti-bullying policy and practice can be found towards the end of this document.

### **Definitions**

KCC recognises that rigid or prescriptive definitions can be problematic. However, the process of examining, debating and reviewing definitions is a vital one in any approach to anti-bullying work. The definitions provided here are intended to challenge, inform and to stimulate these discussions, and to inform the statements and definitions schools use in their own policies.

### **The Nature of Bullying**

There are many definitions of bullying; most consider it to be:

**- Deliberately hurtful (including aggression) - Repeated, often over a long period of time - Difficult for victims to defend themselves against <sup>1</sup>**

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent should be investigated in line with guidance contained in both Behaviour and Anti-Bullying policies in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DfES Guidance 10/99 Social Inclusion: Pupil Support advises that *"Bullying is usually part of a pattern of behaviour rather than an isolated incident"*.

### Forms of Bullying

It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

Bullying can take a number of forms, but four main types are:

- **Physical** – hitting, kicking, taking belongings, damaging personal property
- **Verbal** – name calling, insulting, making offensive remarks, emails or writing offensive graffiti
- **Indirect** – spreading nasty rumours, exclusion from social groups
- **Cyberbullying** – bullying by electronic contact for example via text message, email or via instant messaging

Name calling is the most common direct form, and may be due to individual characteristics, such as wearing glasses, colour of hair, etc., or because of a pupil's ethnic origin, disability, sexuality, religion, nationality, colour or accent.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community the school serves.

### Cyberbullying

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<sup>1</sup> Dfes, Bullying – don't suffer in silence

The DfES has issued guidelines to support schools parents and pupils to tackle cyberbullying. Cyberbullying is an electronic form of contact, which is consistently repeated over time. There are a number of different forms of cyberbullying: Text messages, Picture / Video Clip bullying, Phone calls, Email bullying, Chat room bullying, bullying through instant messaging and bullying via a website.

Schools have a duty to ensure that bullying by mobile phones or the Internet is included in their mandatory anti – bullying policies, that they are regularly updated and that teachers have sufficient knowledge to deal with cyberbullying in school.

It is also very important to raise pupil's awareness of cyberbullying; the forms it comes in and how to deal with it. There is advice on- line regarding how to respond to cyberbullying. DfES guidance on cyberbullying can be accessed via the link below.

<http://www.dfes.gov.uk/bullying/>

Information can also be found on Kent's E-safety in Schools Homepage:

<http://www.clusterweb.org.uk/newsprint.cfm?newsid=1272>

### Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

**Passive victims:** anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

**Provocative victims:** physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

## Bullies

The term bully is certainly more complex than stereotypes imply, as are their victims. One piece of school based research<sup>2</sup> found there were 3 main types of bullies:

**Confident bullies:** physically strong enjoy aggression, feel secure, average popularity

**Anxious bullies:** weak academically, poor concentration, less popular, less secure **Bully/victim:** bullies in some situations, bullied in others, very unpopular

## Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective strategies schools must recognise the importance of this group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- Attaching high importance to challenging bullying as part of a strong school ethos
- Teacher Continuous Professional Development
- Training for non teaching staff, including lunch time supervisors, volunteers and so on
- The curriculum
- Assemblies
- Pastoral systems
- Peer support initiatives
- Peer counselling
- School Council work
- Circle of Friends
- Circle Time
- Befriending
- Peer mediation
- Prefect and monitor systems
- Buddying
- Mentoring

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<sup>2</sup> Smith & Stephenson 1989, *Bullying in the Junior School* ed Tattum & Lane, Trentham

- Co-operative approaches to group work
- Improving mechanisms for reporting bullying

### **The Impact of Bullying on Children and Schools**

**Victims:** In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being. They may begin to view themselves as failures. Extreme cases have led to suicides.

**Bullies:** Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti social and disordered behaviour patterns.

**School:** The reputation of the school will suffer if schools are not seen to address concerns about bullying positively and raise the profile of their anti-bullying work among the whole school community.

**Academic Attainment and Attendance:** Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

A healthy and strongly supportive school ethos is arguably one of the most important anti-bullying tools a school possesses.

### **Bullying of Specific Groups**

Schools need to respond to the needs of Kent's diverse communities and make explicit reference within anti-bullying policies to bullying that arises as a reflection of negative attitudes towards particular groups, all of whom have a right to feel safe within their school environment.

Kent believes that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

### **Bullying, Child Protection and Looked After Children**

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

It is vital that all staff within the school (including non teaching staff, such as LSAs and volunteers) know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. This group of children includes virtually all children who are 'Looked After Children' in Kent.

The KCC Corporate Policy Document identifies the importance of Looked After Children being encouraged to report all concerns regarding bullying. It states that early signs of bullying should be identified and dealt with, and it recognises that children need to be supported to develop social skills that reduce vulnerability.

There are processes in place to assist schools alongside others to meet these requirements:

- All schools should have a named Designated Teacher to promote the well being and achievement of Looked After Children. It is vital that staff within a school know the name of this person, and report any concerns of bullying. The Designated Teacher is likely to need to liaise with others involved in the care of the child, and seek to promote a change.
- All Looked After Children should have a Personal Education Plan. This plan can have antibullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Looked After Child who is experiencing bullying.
- Looked After Children are the subject of statutory reviews at regular intervals. (social services led). Children/young people are asked to complete a Viewpoint<sup>3</sup> questionnaire, which specifically asks questions about their care and school experiences, including bullying. The school, in liaison with the parent, foster carer, social worker and the child/young person should pursue any concerns raised during this meeting.

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<sup>3</sup> Viewpoint software enables Looked After Children to express their views

## **Racist Bullying**

Racist bullying and individual incidents are unacceptable, and in some instances criminal. Schools are required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents. Kent County Council has created guidance and a model procedure, "Managing Racial Incidents in Schools", to assist and advise schools on their obligations and best practise. This can be found on Clusterweb. Further guidance on tackling racist bullying can be obtained from Teachernet at [www.teachernet.gov.uk/racistbullying](http://www.teachernet.gov.uk/racistbullying).

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

KCC collects statistics from schools on the number of incidents. This shows that there is bullying of children from ethnic minorities and other minority groups such as asylum seekers and Gypsy/Travellers. Most incidents occur at Key Stages 2 and 3.

## **Bullying of Children from Faith Communities**

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

## **Homophobic Bullying**

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Information and advice on tackling homophobic bullying can be found at [http://www.wiredforhealth.gov.uk/PDF/stand\\_up\\_for\\_us\\_04.pdf](http://www.wiredforhealth.gov.uk/PDF/stand_up_for_us_04.pdf)

## **Gender Bullying (Sexual Harassment)**

Sexual harassment or bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness

## **Bullying Due to Ability, Disability or SEN**

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a child's Individual Education Plan. There is also increasing evidence that children of high academic ability and those who work hard at school may be targeted.

### **Supporting and Involving Parents and Carers**

Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that can be taken to ensure parental involvement include:

- Regular consultation and communication with parents about bullying, its causes and its effects
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents
- Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents - Ensuring all school staff are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of bullies and victims at an early stage
- Ongoing contact with parents of both bullies and victims to ensure the problem does not reoccur.

### **Developing a Whole School Anti-bullying Policy and Practice**

Rather than reproduce the contents of the excellent DfES pack for schools, 'Bullying – Don't Suffer in Silence', KCC recommends its schools should follow this guidance, together with the National Healthy Schools Guidance on Emotional Health and Well Being ([www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)).

Don't Suffer in Silence advocates establishing a whole school policy in 4 stages:

1. Awareness raising and consultation
2. Implementation
3. Monitoring
4. Evaluation

### **Support Available From KCC**

## **Support for Schools**

KCC encourages all schools to access support through their Clusters. A range of support, information and training is offered by the Specialist Teaching Service, the Attendance and Behaviour Service, the Advisory Service and by the Psychology Service, which can all be accessed through the clusters.

## **Support for Parents**

### **Sticks and Stones**

In addition, KCC has worked with partners to produce the Sticks and Stones booklet for parents of children who are being bullied, which has also been helpful to schools. In particular it has a section on working with the child to help them develop strategies for dealing with bullying which has been found to be very helpful. This can be found at [www.kent.gov.uk/safeschools](http://www.kent.gov.uk/safeschools)

### **Partnership with Parents**

Partnership with Parents' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on (01622) 755515

## **Kent Safe Schools**

Kent Safe Schools offers practical help and support to schools wanting to involve pupils in actively tackling bullying. Pupils can be involved in all stages of policy making through involvement in a Youth Action Group and also in supporting students who may be vulnerable to being bullied through setting up Peer Mentoring schemes in both primary and secondary schools in Kent.

## Appendix 1

### Important factors about children to take account of:

#### Key Stages 1 and 2 (five to 11 years)

Most children make an easy **transition** when they start school, but for some it can be a daunting experience. Children who have not had any pre-school education may find it especially hard. Some children just take a little longer to 'settle in' and to make new friends. They may need support in doing so. Bullying affects all age groups but it is especially hard for young children to ask for help or know how to deal with it.

There are growing pressures for children to **do well at school** with the introduction of standard testing at ages seven and 11. Failure can lead to a sense of personal disappointment, especially if there are pressures from the family to achieve high standards.

**Family break-up** is a reality for many children and may cause mental health problems, making them feel anxious, guilty or responsible for the situation. Children of this age may find it hard to express how they feel. Even very young children need the chance to talk about what is going on and to be reassured that they are not to blame. **Key**

#### Stage 3 and 4 (11 to 16 years)

Transition to secondary school and family break ups are factors which secondary schools need to take account of. Adolescence is associated with growing independence, mood swings, new anxieties, and the development of sexual and emotional life.

**Self-image** is an important issue for all children and young people, but may have an especially important impact at this age. The way young people feel about their looks, body shape and size, and how they believe other people see them, is closely tied up with self-esteem.

School forms a large part of a young person's experience, offering the opportunity to meet with friends and participate in a range of activities. However, many young people feel disaffected or frustrated with schoolwork and school life in general. Bullying continues to be an issue for many. Most young people face greater pressure to succeed now than they have ever felt before, and exams can be a significant source of stress.

Growing sexual awareness may be a source of anxiety for some young people. Gay and lesbian teenagers may be particularly vulnerable to mental health problems with pressure from families, fellow students and the community. They may experience feelings of low self-esteem and helplessness because of difficulties in coming out, experiences of being bullied, or difficulties in acknowledging their feelings. Other young people who are, or have been, experiencing sexual or physical abuse or significant neglect may try to run away from home. Young people who are out of school for lengthy periods for this reason need special opportunities to talk.

## Appendix 2

### Developing proactive approaches to tackling bullying through the curriculum

#### The personal, social and health education (PHSE) curriculum

Not all of PHSE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - [www.nc.uk.net](http://www.nc.uk.net).

## Key Stage 1

### The PSHE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.

### There are other opportunities to reinforce these topics across the wider curriculum:

#### English

- There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

#### Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature - Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

#### PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

#### ICT

- How to find information. Look for information about emotional health and wellbeing.

#### Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine. Also try using [Welltown](http://Welltown), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

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## Anti Bullying Policy

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## Key Stage 2

### The PSHE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.

### There are other opportunities to reinforce these topics across the wider curriculum:

#### English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

#### ICT

- How to find information. Find and retrieve information about mental health.

#### PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about.

Also try using [Galaxy-H](http://www.wiredforhealth.gov.uk), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

## Appendix 3

### Government guidance

#### Key Guidance and Legislative Frameworks

*Promoting children's mental health within early years and school settings.*

DfES, 2001. Available from [www.dfes.gov.uk/mentalhealth](http://www.dfes.gov.uk/mentalhealth)

*Intervening early: a snapshot of approaches primary schools can use to help children get the best from school.*

DfES/Coram Family. Available from [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

*Social Inclusion: Pupil Support: The Secretary of State's guidance on pupil attendance, behaviour, exclusion and reintegration.*

DfEE, circular No. 10/99. Available from [www.dfes.gov.uk/publications/guidanceonthelaw](http://www.dfes.gov.uk/publications/guidanceonthelaw) *Bullying:*

*Don't Suffer in Silence: An Anti-Bullying Pack for Schools.*

DfES, 2001. Available from [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

*Protecting Children from Abuse: The Role of the Education Service.* DfEE Circular 10/95. Available from [www.dfes.gov.uk/publications/guidanceonthelaw](http://www.dfes.gov.uk/publications/guidanceonthelaw)

#### Curriculum

*The National Curriculum Handbook for Primary Teachers in England: Key Stages 1 & 2.* Stationery Office, 2000.

Available from [www.nc.uk.net](http://www.nc.uk.net) **PSHE guidance**

*Personal, Social and Health Education and Citizenship at Key Stages 1 and 2: Initial Guidance for Schools.* QCA, 2000.

Available from [www.qca.org.uk](http://www.qca.org.uk)

#### National Healthy School Standard

*National Healthy Schools Standard: Guidance,* DfEE, 1999.

[Further information on the National Health Schools Standard.](#)

#### Legal information

#### Below are some references to the various acts and conventions:

##### SEN Code of Practice 2001

Available from [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

**The 1998 Human Rights Act** Stationery Office, 2000

[www.hmso.gov.uk/acts/acts1998/19980042.htm](http://www.hmso.gov.uk/acts/acts1998/19980042.htm)

##### Specific Legal Advice

For legal advice about a specific child, you could contact the Children's Legal Centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

##### New guidance on school exclusion

Amendment to Chapter 6 and Annex D of DfES Circular 10/99, and applies to all pupil referral units and all maintained schools. Available from: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

The Circular referred to here is 10/99 - [www.dfes.gov.uk/publications/guidanceonthelaw/10-99/10-99.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/10-99/10-99.htm) **Schemes of work**

There are schemes of work for the statutory elements of the curriculum. These can all be found at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

They provide information, which will help you plan and implement the National Curriculum. It includes lesson ideas and downloadable materials. Unfortunately, there aren't any schemes for PSHE, but now that citizenship will be compulsory for Key Stages 3 and 4, there are schemes of work to accompany it.

If you are looking for guidance on PSHE, the Qualifications and Curriculum Authority (QCA) has produced guidance for PSHE for all of the key stages. This includes information on how it links in with other key initiatives such as the

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# St Michael's Church of England Primary School, Tenterden

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National Healthy School Standard. The guidance is available from [www.qca.org.uk](http://www.qca.org.uk)

## **Behaviour and Education Support Teams (BESTs)**

These multi-agency teams will work closely with defined groups of schools to promote positive behaviour in all pupils.

[www.teachernet.gov.uk/Management/workingwithothers/](http://www.teachernet.gov.uk/Management/workingwithothers/)