



St Mary's Anti-Bullying Policy
June 2017

Mission Statement

“St Mary’s School works to develop the full potential of each individual in an environment where the Christian Gospel values of love, peace, truth and justice are lived out”

In accordance with the ethos and mission statement of St. Mary’s Catholic Primary School, we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. We will comply with all equality legislation and be particularly mindful of the need to protect pupils and all other members of our community from homophobic, biphobic and transphobic (HBT) bullying in order to make all children feel safe and welcome.

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for children, parents and staff what bullying is and that it is always unacceptable.
- Explain to children, parents and staff why bullying and harassment occur and their impact on individuals and the school community as a whole.
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

Definition of Terms: What is bullying?

We have adopted the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying, DfE, October 2014)

Bullying may take the form of:

- **Emotional** - e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people’s feelings, being nasty, unfriendly, mean, blackmailing.
- **Physical** - e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.
- **Racist** - e.g. racial taunts, graffiti, gestures.
- **Sexual** - e.g. unwanted physical contact or sexually abusive comments.
- **Homophobic, biphobic or transphobic** - e.g. associated with or focused on the issue of sexuality or gender.
- **Verbal** - e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky. E-mail or text bullying. Bullying through a 3rd party.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person. St Mary's is aware that it is a possibility that the bully may be an adult. We will follow our Child Protection procedures where this is the case.

Practice and Procedures

A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear that all members of the school community are expected to report incidents of bullying.

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasize and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model
- Raise awareness of bullying through stories, role-play, discussion, Peer support, Pupil Leadership Team consultation and Pupil Voice interviews and surveys/questionnaires, PSHE and RE.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management and bullying incidents..
- Provide a key staff member who is responsible for the monitoring of the policy (This is the Headteacher)

2. **Parents/Carers.** We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child – and other children - enjoy and are safe at school. We expect parents and carers to:

- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

3. Governors. We expect that governors will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

4. Pupils. We expect that pupils will:

- Support the Headteacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via PLT, Pupil Voice activity, circle time etc)
- Be involved in the monitoring and review of the policy.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

School also intends:

- To involve the Pupil Leadership Team in planning, discussion and dissemination of further work related to anti-bullying.
- To have in place an anti-bullying support system, that all staff and students understand and which is applied consistently.
- To regularly monitor and review the policy with the full involvement of staff, pupils, parents/carers and the wider school community.

Reacting to and recording a specific incident

Any incidents clearly identified as bullying must be reported to either the Headteacher or the Deputy Headteacher immediately. Parents (of both bully and person bullied) will be informed of what has happened, and how it has been dealt with. Records of discussions will be filed Behaviour Incident Forms in the Behaviour file in the Headteacher's office

Dealing with an incident

Whenever a bullying incident is discovered school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved. The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted. Steps will usually include:

- Talking through and recording the incident with the alleged victim
- Talking through and recording the incident with the alleged perpetrator
- Helping the bully and victim to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends

When, on the balance of probability, the Headteacher or Deputy Headteacher are is convinced that an act of bullying has been perpetrated, then the bully will be punished. Sanctions may include:

- Time away from an activity within the classroom.
- Time out from the classroom (internal exclusion)
- Missing break or lunchtime play
- Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues.
- Meeting with staff, parent and child.
- Pastoral Support Plan
- Fixed-term exclusion
- Permanent exclusion

Monitoring

Trends and strategies are analysed for inclusion in the termly Headteacher's reports to governors. Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year

5. POLICY MONITORING AND REVIEW

This policy was reviewed and updated by the Full Governing Body on 3rd July 2017.