



Anti Bullying Policy

Policy purpose

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively.

Objectives of this Policy

To ensure that:

- All governors, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying is not tolerated.

Context

At St. Mary's we have adopted the Islington definition of bullying.

"Bullying is when someone **deliberately** hurts another or makes them feel unhappy. Bullying behaviour will be **repeated** and be difficult to defend against. Bullying may be **racist, sexist** or **homophobic**. People can be bullied for any reason; because of the way they look, because of their **religion**, their **age**, because of a learning or physical **disability**, where they live, their family, their **social class** or how well they are doing at school for example. "

What Is Bullying?

It can be:

- Physical
- Emotional
- Verbal
- Social or psychological

- Cyberbullying

Physical hurting someone includes:

- pushing, kicking, hitting, punching or any use of violence
- any form of unwanted physical contact

Emotionally hurting someone includes:

- being unfriendly, name-calling, sarcasm, spreading rumours, teasing or tormenting
- excluding
- racial taunts, graffiti or gestures
- sexually abusive comments, graffiti or gestures
- comments made because of, or focussing on, the issues of gender or sexuality
- abuse of the internet to hurt others, such as misuse of email and internet chat rooms
- mobile threats by text messaging or calls, and misuse of associated technology, i.e. camera and video phone facilities

Why is it Important to Respond to Bullying?

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

[Whole School Ethos](#)

We aim to provide a safe and caring environment, which promotes the positive growth of self-esteem, self-discipline and respect for others.

We aim to encourage self-discipline by exercising positive behaviour management and help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others. We encourage good behavioural standards through a clear set of rules reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere.

At St. Mary's School we believe that establishing and maintaining an ethos where children feel secure, are encouraged to talk and are listened to is vital for the prevention of bullying. This means ensuring that children know that there are adults in the school who they can approach if they are worried or in difficulty Also including in the curriculum activities and opportunities which equip children with the skills they need to stay safe from bullying. E.g. SEAL Curriculum.

St. Mary's is committed to providing children with the relevant social skills and understanding which will lessen the opportunities in which bullying may occur. However, where bullying does occur, we are dedicated to providing a positive

outcome for all parties involved. This whole school approach is apparent in our R.E, PSHE and SEAL schemes of work.

This is what we do to prevent bullying:

- have a set of clear school 'Golden Rules' which prohibit bullying
- encourage the children to have respect for others
- show and tell the children what kind of behaviour we expect
- ensure that staff model good behaviour and communication skills, with pupils and adults in the school
- reward good behaviour
- value each child as an individual
- talk about bullying behaviour
- encourage children to talk and listen
- practice ways of expressing our feelings and sorting our problems
- take all reports of bullying behaviour seriously
- take part in activities during national anti-bullying week
- listen to parents and carers
- monitor places where bullying may occur
- work to improve playtimes and playgrounds

The Role of the Governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep records of all incidents that happen in their class Reminder folder. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.
- In the staff room, there is a Whole School Behaviour Tracker which staff record all incidents occur both out of class. We may also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the tracker. There is also an extension of this Whole School Behaviour Tracker in the Deputy Head's office.
- The school has a Harassment Incident sheet which is for specifically recording incidents of mistreatment which are racist, homophobic incidents, these are to be handed to the Leadership team.
- Reminder folders are monitored regularly by the Leadership team. They do this by examining the school's records, where incidents of bullying are recorded. They analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and a sanction for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher. We then invite

the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies, such as the social services.

- All members of staff routinely receive training, which equips them to implement the school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire or through their school council representative.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should complete a Concern form (for very serious concerns) if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Agreed procedures

At St. Mary's Primary School, we believe that when bullying occurs not only is the child who is being bullied a victim, but also the child who is doing the bullying. We believe that children who bully do so for a reason and that unless we attempt to understand the reason in each case, we are unlikely to successfully solve the problem.

If a child is being bullied, or if a friend or adult suspects that they are being bullied:

1. Report bullying incidents to staff. The first person to talk to would be the class teacher or teaching assistant, although any member of staff that the child or parent/carer feels comfortable with can be approached.
2. The bullying behaviour or threats of bullying must be investigated by the member of staff informed or passed on to a more appropriate member of staff for investigation if necessary, and the bullying stopped quickly. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases all parents/carers will be informed and may be asked to come in for a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullied child will be supported to ensure that they recover from the incident. They may be referred to the Inclusion Leader for further support if necessary.
6. The bully/bullies will be supported in order to understand why they are bullying and to help them to change their behaviour. They may be referred to the Inclusion Leader for further support if necessary.

Outcomes

1. The bully (bullies) will be asked to genuinely apologise. We will always attempt to reconcile pupils involved.
2. Other consequences for the bully may take place depending on the seriousness of the problem. In serious cases, exclusion will be considered. Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Monitoring and review

This policy is monitored by the head teacher, who reports to governors about the effectiveness of the policy.

Written by
Policy reference material, guidance or link policies
Reviewed by
Ratified by
Ratification date
Review cycle
Next review date
Review committee

Laura Mayende
• Behaviour Policy
Children, Families and Community Committee School Council Members
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