

St Mary and St Michael Catholic Primary  
School

# Anti Bullying Policy



“Learning together hand in hand with our  
friend Jesus”

# ST MARY AND ST MICHAEL CATHOLIC PRIMARY SCHOOL

## ANTI BULLYING POLICY

At St. Mary and St Michael we believe that everyone in the school community has the right to be happy, safe and respected in a friendly, stimulating and accessible environment.

The school recognises its foundation in the Catholic Church and aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers all its pupils. The Catholic ethos is evident through the actions of all in the school community.

At St. Mary and St Michael Catholic Primary School we believe that everyone should be treated fairly and with respect. Children will be led by the example of adults showing clear expectations, consistent discipline and following a positive reward system in a non-threatening learning environment.

### **Aims**

The School Community (pupils, staff, parents, governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school.

Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated.

Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

### **Objectives**

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Help build an anti-bullying ethos in the school

## Definition of bullying

The Anti Bullying Alliance's definition of bullying is

The **repetitive, intentional, hurting** of one person or group by another person or group, where the relationship involves an imbalance of power.

A child friendly 'definition' of bullying is any unkind action or comment that occurs towards one individual or group several times on purpose.

## **SEVERAL TIMES ON PURPOSE (S.T.O.P)**

The main types of bullying are:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing, racism
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- **Cyber** - using social media e.g. text, snap chat, instagram, whats app to send hurtful and/or threatening messages

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEND
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

## **Identifying Bullying**

The relationships we build with each child should lead them to feel confident to approach us with any concerns they may have.

Children reporting any form of bullying must be listened to and EVERY case of bullying must be reported without delay to a member of the Senior Leadership Team.

However children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

## **Procedure**

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form (Appendix B).

When bullying is deemed to have taken place, the school supports all involved by:

- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule/s have been broken
- Discussing strategies for making amends
- 1:1 support with learning mentor
- Support for individuals from outside agencies e.g. LA Behaviour Advisory Staff, Place2Be.

For most types of bullying, the children involved will be interviewed and appropriate measures/sanctions (depending upon first/second occurrence among other factors) put in place to help ensure there is no re-occurrence of the behaviour. For example

- Time away from an activity
- Meeting with staff, parent and child
- Missing off site or extra curricula activities
- Time out from the classroom

- Pastoral support plan
- Internal exclusion
- Fixed term exclusion

For persistent bullying consideration will be given by the Headteacher and Governing Body for permanent exclusion.

## **Preventing Bullying**

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy
- The school will promote anti-bullying strategies through assemblies, RE, PSHE, circle time, safety week and other appropriate lessons such as drama.
- A range of strategies/interventions are used to support pupils with their social and emotional development e.g. lego therapy, social skills groups, circle of friends, Place2Be and Place2Talk.
- Pupils should be encouraged to tell someone if they are being bullied or observe bullying. The school nurse visits the school regularly and is available for anyone to chat to if they wish. Parents should inform the school if they believe their child is being bullied.
- A safe environment is created in the playground by careful supervision

## **Promoting an anti- bullying ethos in the school**

Members of staff regularly use RE, PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

The school endeavors to create an environment in which bullying is not able to develop e.g. trained peer mediators, house meetings and school council.

## **Cyber Bullying**

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety.

## **The role of 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 about the effectiveness of school's anti-bullying policy.

- If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact write to the Chair of Governors.

### **The role of the Headteacher**

- It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is unacceptable behaviour.
- The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

### **The role of all staff**

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording on CPOMs all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform a member of the SLT
- The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of and cyber bullying that has taken place off site. All adults who witness an act of bullying should make a written account that is recorded on CPOMs.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with St Mary and St Michael procedure, including counselling and support for both the victim and perpetrator of the bullying.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

### **The role of parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to:

Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.

If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.

If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.

It is important that you advise your child not to fight back. It can make matters worse.

Tell your child that it is not their fault that they are being bullied.

Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

If a parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should write to the chair of the Governing Body.

## **The role of children**

### **What Can Children Do If They Are Being Bullied?**

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

Remember that your silence is the bully's greatest weapon.

Tell yourself that you do not deserve to be bullied and that it is wrong.

Be proud of who you are. It is good to be individual.

Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.

Stay with a group of friends/people. There is safety in numbers.

Be strong inside – say “No!”. Walk confidently away. Go straight to a teacher or member of staff. Remember

If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.

Fighting back may make things worse – don't do it.

Generally it is best to tell an adult you trust straight away. You will get immediate support.

## **START TELLING OTHER PEOPLE (S.T.O.P)**

Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

### **What do you do if You Know Someone Is Being Bullied?**

Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

Do not take direct action yourself.

**Links with other policies:**

PSHE Policy

Behaviour Policy

SEND Policy

Equalities Policy

Safer Use of Internet Policy

Anti - Bullying Leaflet (child friendly version)

**Useful Links**

**Anti Bullying Alliance**

**Anti Bullying-Childline-childline.org**

**Kidscape- Preventing Bullying, protecting children**

**Monitoring and review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

## **Appendix A**

### **Procedure for dealing with Bullying**

1. Once the behaviour is identified as bullying the incident should be reported to the Headteacher or a senior member of staff (Deputy Head or Assistant Head).
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self esteem and self-confidence. 1:1 support and/or counselling will be given if necessary
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling if necessary to address that behaviour.
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
  - writing an explanation or apology for the incident
  - withdrawal of break or lunch time privileges
  - lunchtime detention
  - behaviour target card
  - withholding participation in school trips or sports events that are not an essential part of the curriculum
  - removal from a particular lesson or peer group
  - temporary removal from the class
  - interview with the head teacher or deputy head
  - fixed term exclusion
  - permanent exclusion
10. A written record should be made of every incident of .The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up.

**A copy of the incident form should be kept and filed by the Head**

## Appendix B



# Bullying Incident Form

Print Form

Submit by Email

Name of school:

Place of incident:  Time of incident:

Approx. time will suffice (HH:MM)

Date of incident:

### Type of incident (Please tick more than one box if necessary)

Isolation / Ignoring

Physical assault

Graffiti / Vandalism

Verbal abuse / Comments

Refusal to co-operate with other people

Cyber Bullying

Other (please specify)

### Type of Bullying (Please tick more than one box if necessary)

Age

General Bullying

Disability

Homophobic

Ethnicity / race

Religion / beliefs

Gender

Socio Economic

Other (please specify)

### People involved in incident: (Please tick more than one box if necessary)

Pupil on pupil

Pupil on staff

Staff on pupil

Staff on staff

Other (Please specify below)

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<b>Details of incident</b>	
<b>Support offered to victims</b>	
<b>Actions taken</b>	
<b>Details recorded by:</b>	<input type="text"/>
<b>Position:</b>	<input type="text"/>

**Action/s taken** (Please tick more than one box if necessary)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Class discussion            | <input type="checkbox"/> Referral to Police        | <input type="checkbox"/> Time out   |
| <input type="checkbox"/> Discussion with perpetrator | <input type="checkbox"/> Restorative justice       | <input type="checkbox"/> Warning to perpetrator                                   |
| <input type="checkbox"/> Exclusion of perpetrator    | <input type="checkbox"/> School Governors informed | <input type="checkbox"/> Parents / carers informed                                |
| <input type="checkbox"/> Internal exclusion          | <input type="checkbox"/> Senior staff informed     | <input type="checkbox"/> Common assessment framework (CAF)** undertaken / updated |
| <input type="checkbox"/> Other (Please specify):     | <input type="text"/>                               |   |

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	MALE	FEMALE	MALE	FEMALE
	VICTIM		PERPETRATOR	
Asian - Bangladeshi	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian - Chinese	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian - Indian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian - Pakistani	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian - Vietnamese	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian - Other <small>(Please specify below)</small>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Black - African	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Black - Caribbean	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Black - Somali	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Black - Other <small>(Please specify below)</small>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Mixed - White & Asian	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Mixed - White & Black African	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Mixed - White & Caribbean	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White - English	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White - Irish	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White - Scottish	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White - Welsh	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
White - Other <small>(Please specify below)</small>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other <small>(Please specify below)</small>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>OTHER:</b>	<b>MALE</b>		<b>FEMALE</b>	
VICTIM	<input type="text"/>		<input type="text"/>	
PERPETRATOR	<input type="text"/>		<input type="text"/>	

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