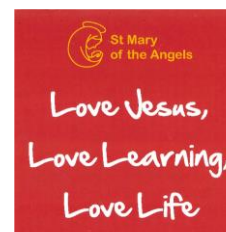


St Mary of the Angels Catholic Primary School

Anti-Bullying Policy

At St Mary of the Angels, our mission statement tells us to be kind and show respect. This means that we do the right things which are helpful and kind for each other. Everyone has the right to feel happy and safe in our school. Bullying is not allowed in our school. Through Pupil Voice opportunities our children frequently tell us that bullying doesn't happen here.



What is bullying?

Bullying is when someone is verbally or physically threatened, hurt or upset by another child or group of children, *over and over again*.

Bullying can be...



Physical

Verbal

Relational

Cyber

What do we do to stop and prevent bullying at St Mary's of the Angels?

- We keep Jesus in our hearts
- We teach everyone about our school values and how we treat each other
- We learn about friendship and relationships in our lessons
- We learn about what bullying is and what we should do if it happens to us
- All our adults look out for bullying and listen to anyone who wants to talk
- We tell a teacher if we have any worries
- We record everything and a member of staff will investigate issues
- We follow our mission statement – Love Jesus, Love Learning, Love Life
- We monitor and see how things are going afterwards

If bullying is reported, what will we do?

- We will listen to everything that is shared.
- We will decide together what next steps to take.
- We will always ask children what they would like to happen.
- We will investigate issues, by talking and observing.
- Before any action is taken, we will involve parents and other adults who need to be aware, and who can help us.
- We keep records of every action and report
- We will keep everyone informed of what is happening and how things are progressing.
- We will keep learning and getting better at what we do. We will make any changes to our provision, for short term or long term needs to make sure everyone feels safe at all times.

Reviewed by the School Council with Mrs Thorpe – September 2024

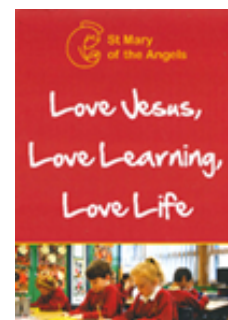
St Mary of the Angels Catholic Primary School

Anti Bullying Policy – Adult Policy

Person responsible: Mrs. H. Thorpe

Building on policy from September 2024

To be reviewed: September 2025



Our Anti-bullying policy has been written for children, and by the children in consultation with adults in school. In addition to our children's policy, we have added the following information for adults in our school community.

Safeguarding

St Mary's fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals.

In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate.

Aims and objectives

At St. Mary's we recognise that bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (see behaviour policy). This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our School

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

1. It is deliberately hurtful behaviour
2. It is usually repeated over time
3. There is an imbalance of power, making it hard for those bullied to defend themselves.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- **Verbal** – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Relational** – by having nasty stories told about them; being left out, ignored or excluded from groups.
- **Electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason of difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- *The ring-leader, who through their position of power can direct bullying activity*
- *Assistants/associates, who actively join in the bullying (sometimes because they are afraid)*
- *Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing*
- *Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour*
- *Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.*

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a ‘reinforcer’ might become a ‘defender’ when the ringleader is not around. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, *Bullying in Schools: How Successful Can Interventions Be?* 2007)

At St Mary’s Primary School we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied.

Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, Circle Time, P4C, Assemblies, Play Leaders, Mini-Vinnies, and with the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- The work of the Learning Mentor and Wellbeing Champion ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- Actively create “safe spaces” for vulnerable children.

Involvement of Pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying and wider issues (Catholic pupil voice and school pupil voice surveys)
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying activities in school.
- Offer support to students who have been bullied.
- Work with children who have been bullied in order to address the problems they have.

Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure that parents of children involved in alleged bullying are kept informed

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non-teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The role of governors

- The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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.
- 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 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 understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head teacher sets the school climate of mutual support and praise for success, to 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 Head teacher works collaboratively with the Deputy, Learning Mentor and other staff to ensure that this policy is upheld.

The role of the teacher

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep a record on CPOMS of all incidents that happen in their class and that they are aware of in the school.
- If teachers witness an act of bullying, they 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.
- A record is kept on children's individual records on CPOMs, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or online. If any adult witnesses an act of bullying, they should inform the Headteacher who records the event on CPOMs.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately, in liaison with SLT and Learning Mentor. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the other child was wrong, and we endeavour to help the child who is carrying out bullying change their behaviour in future.
- If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.
- Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's bullying records, and by discussion with the Head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents

Anti-Bullying Alliance – Responding to bullying: tips for teachers

Make a **NOISE** about bullying

ANTIBULLYINGWEEK

Responding to bullying: tips for teachers

This Anti-Bullying Week our aim is to equip teachers and youth workers to respond effectively when children tell them they're being bullied. Here are tips for teachers that reflect advice from children and young people – as well as the latest research findings.

1. Make sure that students know how to report bullying behaviour and that support is well publicised. Make sure this includes clear information about the different forms of bullying so that young people feel confident that they will be believed and that whoever they talk to will understand the different types of bullying they might be experiencing (e.g. homophobic, transphobic, racist, faith targeted, disablist).

"You need to know there is someone to talk to and that they will understand about being gay and about disability. It was never brought up in my school. It was so isolating." Consultation with young people, ABA 2015

The [Anti-Bullying Week campaign pack](#) includes a poster that you can put up in your school to signpost children and young people with concerns about bullying to a designated member of staff.

2. Make sure you take every report of bullying seriously. Teachers tell us that it can be difficult to differentiate between bullying behavior and every day fall outs between children and young people. If you have a clear definition of bullying – and you create opportunities to educate children, young people, school staff and parents about the difference between bullying and every day conflict in relationships it will help to mitigate against this. Always take every report of bullying seriously – otherwise your risk serious cases falling through the net.

"People don't believe us" (Consultation with young people, ABA 2015)

Find out more about the [Anti-Bullying Alliance definition of bullying](#).

3. Keep a record of what has taken place and action taken. We strongly recommend that all schools have a reporting system in place that records every incident of bullying behaviour and the action taken by staff to resolve the incident. It is also important to record incidents by type of bullying behaviour (e.g. homophobic, disablist, racist, faith targeted, sexist).

The [Anti-Bullying Alliance Safe2Learn programme](#) can provide your school with a unique online reporting system embedded in a whole school approach to bullying with advice and support from the Anti-Bullying Alliance.

4. Stick to the facts. It can be helpful to ask the child or parent/carer reporting the bullying to keep a diary of events. Ask them to state who was involved and when – whether there were any witnesses, and whether they have any evidence – such as screen shots of online behaviour. Be careful not to ask leading questions.

See [Contact a Family's bullying log](#).

5. Assess whether the child is at risk of harm – if so follow the school child protection policy. Bullying by law is a child protection issue and your first priority is to make sure that the child is safe.

Read the [Anti-Bullying Alliance guide to Bullying and the Law](#).

6. Ask the child what they want to happen. It is important that the child or children on the receiving end of the bullying behaviour feel included in any action taken and that they are not surprised by anything you do. Children fear what might happen if they report bullying – particularly that the bullying might become worse. They need you to listen, give reassurance and explain that together you will resolve the situation.

48% of children would be nervous about telling someone about bullying (Immediate Media Co/ABA 2015)

7. Make sure that responses to bullying challenge and change the bullying behaviour, not try to change the child being bullied. Children say it is common for teachers and other adults to tell them 'well if you only did this you wouldn't be bullied'. 'You're going to be bullied because of X'. This is not a helpful or appropriate response – there is never an excuse for bullying another person.

"They say 'you bring it on yourself' because you look or act different. Instead of doing something to stop it, they just said 'I needed to learn to fit in, because I looked differently.'" (Tackling Homophobic, Biphobic, and Transphobic Bullying: The views of disabled young people, ABA 2015).

8. Be clear on your response to bullying. Your school anti-bullying policy should state what bullying is – and how you will respond to it. While you may decide to take punitive measures, with every incident of bullying it is important to consider the role of the wider school community in affirming or challenging bullying behaviour, any prejudices that might be driving the bullying behavior – and whether there is a need for further training and support for staff and pupils about aspects of bullying.

Anti-Bullying Alliance [free online training](#) can help teachers prevent and respond to bullying behaviour.

9. Don't stop until the incident is resolved – and then keep going. When it comes to complaints about schools – bullying is right up there. We regularly hear of cases where the relationship between the parent and the school has broken down, and the child is out of education – putting them at risk of serious long term harm. Take time to work with all the children involved – and where appropriate with parents and carers until you are sure that the bullying behaviour has stopped.

Don't stop communicating – make sure that all parties involved know what action you intend to take and when. Check in regularly that the bullying behaviour has stopped as bullying is repetitive by nature.

22% complaints to schools are about bullying – second only to discipline or behavioural issues. Complaint is about the school not dealing with it. (Parents' and Young People's Complaints about Schools, Department for Education, 2012)

[Anti-Bullying Alliance online portal for parents and carers](#) is available to provide information and advice to parents concerned about bullying.

10. Keep learning, changing and getting better at what you do. The best schools are not the schools that say 'we have no bullying here' but the schools that show by their actions that they care deeply for all of their pupils; that they take all forms of bullying seriously and are not scared to challenge prejudice and change practice. Each school is at a different stage on the journey – some schools may still have some way to go – particularly when it comes to prejudicial behavior that extends beyond pupils to parents and carers and even other staff members. Remember that we are here to help and that the end goal is always to stop bullying so that every child can learn free from fear.