

# Anti-bullying Policy



*'Each child has a divine beginning and an eternal destiny. We help him/her on that journey.'*

## St Marie's Mission Statement

St Marie's Academy recognises its responsibilities for child protection and the need for procedures to ensure that the welfare of the child is paramount.

We believe that everyone is unique and of equal value. We believe that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. No child or group of children will be treated any less favourably than others in being able to access services which meet their needs.

**Reviewed – May 2019**  
**Next Review – May 2020**

A handwritten signature in black ink, appearing to be 'J. Jones', written over a faint circular stamp.

**Signed Chair of Committee**



## ST MARIE'S SCHOOL, A Catholic Voluntary Academy

### ANTI-BULLYING POLICY

*'Each child has a divine beginning and an eternal destiny. We help him/her on that journey.'*

*(St Marie's Mission Statement)*

1. This policy contains clear statements about procedures to follow in instances of bullying and some strategies to help both the person who is a victim of bullying and the person who has bullied someone else.
2. This policy is linked to the Behaviour Policy that operates in school.
3. All staff are expected to follow the procedures outlined.
4. Parents are asked to have due regard to the advice offered.
5. The policy has been written within the spirit of the school's Mission Statement and Aims.
6. All recognised bullying incidents will be passed onto the Headteacher or a member of the Senior Leadership Team.

**We regard bullying as particularly serious and will take firm action against it. We encourage children to work against bullying and to report any incidents of bullying.**

#### **7. Bullying can be:**

- 7.1. **Physical** (pushing, kicking, pinching and other forms of violence, including threats)
- 7.2. **Verbal** (name calling, sarcasm, spreading rumours, persistent teasing)
- 7.3. **Emotional** (excluding, tormenting, e.g. hiding possessions, ridicule and humiliation)
- 7.4. **Status Bullying** (concerned with ranking, leadership)
- 7.5. **Racial Bullying** (ethnic origin, language or accents, skin colour)
- 7.6. **Face to Face** (in direct contact) or **Remote** (e.g. through cyber-bullying, written communication) or **Indirect** (e.g. by talking about others, posting messages that they can see,)

It is necessary to draw a distinction between acts of bullying and everyday social contact that involves minor fallouts and disagreement. Children need to be prepared for this universal aspect of life by learning how to deal with minor matters themselves. Bossiness should not be confused with bullying, or being quiet with being victimised. Minor instances often arise out of misunderstandings, games and disagreements, rather than a deliberate targeting of an individual.

7. In distinguishing between these minor incidents and bullying a judgment needs to be made about:

- 7.1 The level of distress of the person affected
- 7.2 The severity of the act
- 7.3 Whether similar actions have occurred before
- 7.4 Whether there is a deliberate motive to cause distress and malicious intent by the perpetrator
- 7.5 The context in which the dispute took place
- 7.6 Whether the child's perception is accurate

## **8 Staff Responsibilities – Incidents reported in School by other Staff or Children**

- 8.1 To take bullying seriously
- 8.2 To build a caring and co-operative ethos
- 8.3 To reward caring behaviour
- 8.4 To be an example of a caring person
- 8.5 To be vigilant – both in the classroom and the playground
- 8.6 To investigate incidents
- 8.7 To interview those being 'bullied' or 'bullying' separately
- 8.8 To interview any witnesses
- 8.9 Recording the incident on CPOMs
- 8.10 To hold lessons/class discussions/assemblies about bullying

**Please see procedure for handling a complaint made by a parent/carer about bullying.**

## **9 Actions to be taken against proven bullying** (dependent on the seriousness and frequency of behaviours)

- 9.1 Obtain an apology from the perpetrator to the bullied pupil.
- 9.2 Impose sanction – missed playtime/dinner time, isolation from others for a period of time, community service, loss of favoured activity (this should not interfere with curriculum entitlement), possible exclusion from school (see Behaviour Policy)
- 9.3 Insist that any possessions are returned or that the perpetrator replaces them
- 9.4 Inform parents of the pupil who has bullied
- 9.5 Make the consequences of repeated behaviour clear
- 9.6 Work with the perpetrator and parents to change his/her behaviour

## **10 Actions to be taken to support the person who has been bullied**

A range of strategies can be used, (see Staff resources on Bullying). In any instances of bullying the following procedures should apply.

- 10.1 Give the person who has been bullied the opportunity to talk to a member of staff in private, straight away.
- 10.2 Ensure that the appropriate member of staff has been informed (either the class teacher or the Headteacher)
- 10.3 Record incident and actions taken (class teacher or headteacher)
- 10.4 Teacher or Headteacher talks to the parents (see Behaviour Policy for when parents are to be involved)
- 10.5 Discuss with the child and parents, if appropriate, a plan for them to follow if any such incidents re-occur (class teacher or headteacher)

10.6 Check after specified time that the situation had not re-occurred (class teacher or headteacher)

## **11 Governing Body Responsibilities**

11.1 To ensure that the policy is being applied across the school.

11.2 To monitor:

11.2.1 The frequency of incidents

11.2.2 The re-occurrence rate

11.2.3 The actions being taken

11.3 (These will be included in the headteacher's report to Governors.)

11.4 To follow laid down procedures for dealing with complaints or exclusions



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#### **PROCEDURE FOR HANDLING A COMPLAINT MADE BY A PARENT OR CARER ABOUT BULLYING**

1. Log the complaint date, time and its source (CPOMs). NB complaints may be written or communicated verbally.
2. Interview the complainant and explore the full nature of the complaint.
3. Interview any child witnesses.
4. Interview any relevant adults.
5. Interview the alleged perpetrators.
6. Monitor pupil behaviour to obtain evidence required.
7. Where evidence supports the accusation of bullying inform parents of both sides and agree an action plan.
8. Where evidence does not support accusations of bullying inform parents of both sides and discuss the next steps/a resolution.