



THE MARIST CATHOLIC PRIMARY SCHOOL

With Christ as our guide,
we learn, we love, we achieve together.

Anti Bullying

Policy compiled by:	Anti-bullying Coordinator
Model Policy:	Surrey Guidelines for developing Anti-Bullying Policy
Noted by Governing Body:	September 2024
Review Date:	September 2025
<i>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</i>	

Our Mission

'I have come in order that you may have life - life in all its fullness'. (John 10:10)

With Christ as our guide, we learn, we love, we achieve together.

Our Values

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples. (John 13: 34-35)

With Christ as our guide,

The values Christ embodied, the Gospel values, are the basis of our school life. The Gospel values are: love, forgiveness, reconciliation, justice, faith, integrity, humility, service, peace, hope and prayer.

we learn,

We learn in a safe, encouraging community of high expectations for the achievement and conduct of all. The British Values - democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths – underpin our curriculum. We encourage all our children to develop the qualities of a Marist Learner: enthusiasm, perseverance, confidence, reflection, collaboration and independence.

we love,

At The Marist, rules about how we behave are based on this commandment: "Love one another". We believe that it is important to value and respect others; forgiving and reconciling when mistakes are made.

we achieve together.

We work hard so that learning is stimulating, challenging and engaging. Our expectations for all children are high, for both work and behaviour. We celebrate the talents and achievements of all so that children can develop spiritually, academically, physically and emotionally.

PREAMBLE

to take an active part in the life of the school.

Jesus said, "Love one another as I have loved you."

The governors and staff of the Marist Catholic Primary School aim to provide a secure and caring environment for the children who are in our care. This policy is based on our Mission Statement and the importance of promoting positive relationships between all our children.

This policy is formulated in consultation with the whole school community with ongoing input from:

- Members of staff and governors.
Children, through Pupil Voice, circle time discussions, etc.
- Parents/Carers taking part in written consultations, parent meetings and parent focus groups.

Bullying is unacceptable and will not be tolerated in our School.

At The Marist Catholic Primary School we do not accept any form of bullying. Every effort is made to create a caring, Christian family based on our Mission Statement, where everyone is valued. We believe children should respect themselves, each other and all adults within our community and those in God's world in which we live.

In doing this our objectives are:

- To provide a safe, caring and friendly environment for all our children which allows them to learn effectively, to improve their life choices and help them maximise their potential.
- To ensure that all our pupils feel safe in school, and that they understand the issues relating to safety, such as bullying, including cyber-bullying. That they should feel confident in seeking support from school should they feel unsafe or threatened.
- To raise the awareness of bullying, including cyber-bullying, through the R.E., Computing, PSHE/EPR and Citizenship areas of the Curriculum.
- To ensure that every member of the school knows that this is a **Telling School** by publicising a **Child's Code of Practice** (see appendix 4) and **Child Friendly Anti-Bullying Policy** (Appendix 5) and ensure a child's familiarity with its principles.
- To have an '**Anti-Bullying Code**' designed and agreed upon by children (Pupil Voice), to be displayed throughout the school (see appendix 6).
- To take part in the annual 'Anti-Bullying Week', in order to highlight awareness and teach children how to recognise, avoid and deal with bullying, to include the consequences of bullying.
- To regularly teach explicit Online Safety lessons to all children as part of their Computing curriculum.
- To provide annual training for staff on Online Safety and Cyber Bullying.
- To provide annual information evenings for parents on Online Safety and Cyber Bullying.
- To report incidents of bullying and to take each reported incident seriously.
- To act promptly and sensitively.
- To follow up each reported incident by supporting children who are the victims of Bullying.
- To record all incidents of Bullying.
- To keep all involved adults informed at all stages.

Definitions of Bullying

Bullying is behaviour by an individual or group that is an intentional act of intimidation, to hurt, threaten or frighten someone else physically or emotionally over a period of time and against which the victim finds it difficult to defend him/herself.

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Bullying differs from other types of aggressive behaviour:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend himself or herself.
- It is persistent.

Types of bullying

There are three main types of bullying, which can be directed “face to face” or indirect:

1. Physical e.g. hitting, kicking, biting or taking belongings.
2. Verbal e.g. name calling, insulting or making offensive remarks.
3. Psychological - which is often indirect e.g. spreading unpleasant stories about someone; exclusion from social groups; being made the subject of malicious rumours; written; sending malicious e-mails or text messages on mobile phones/online; insulting or making offensive remarks; inappropriate text messaging and e mailing; sending offensive images by phone or via the internet.

Some reasons for bullying

The reasons why children are bullied are varied but can include:

- bullying related to gender, race, religion or culture.
- bullying related to special educational needs or disabilities.
- bullying related to appearance or health.
- bullying relating to sexual orientation.
- bullying of young carers or looked after children or otherwise related to home circumstances.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Although bullying can occur between individuals it can often take place in the presence of others who become the ‘bystanders’ or ‘accessories’.

Behaviour that is not bullying

Bullying is not:

- One-off falling out with people resulting in name calling, threats or physical violence.
- Short-term arguments.
- A fight or a quarrel between children of equal power and strength.
- Occasional teasing.

This behaviour is not acceptable and will be dealt with appropriately but we do not consider it bullying.

Some bullying is deliberate but some may not be, especially where very young children are involved. Sometimes children are unaware of the effect their behaviour is having on others. Bullying is behaviour that has not been observed and corrected by an adult and where there is no real empathy for the victim.

One-off incidents

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when people with disabilities are involved. If the victim might be in danger then intervention is required urgently.

Vulnerable children

Children with additional needs may not be able to articulate the problems they are experiencing as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, as a result of their individual difficulties.

Implementation of Policy

Our school has clear and well-publicised systems to report bullying. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). The school will support all those involved in bullying incidents. Our school policy on anti-bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any and all racist incidents.

Parents are in partnership with the school to promote good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and information for new parents.

We endeavour to create a secure and safe environment for children in our care so that parents/carers may send their children to school in the confident knowledge that they will be protected from bullies. Parents/carers work with the school to uphold the anti-bullying policy.

RESPONSIBILITIES

1. Governors

The governing body supports the Head teacher and staff in all attempts to eliminate bullying.

2. Head Teacher

The Head Teacher has overall responsibility for the policy and its implementation, liaising with and reporting to the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy. The Anti-bullying Coordinator in our school is a designated member of the Senior Leadership Team (SLT).

3. Designated SLT member as Anti-bullying Coordinator

The designated SLT member will be responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy reviews;
- Managing bullying incidents;
- Managing the reporting and recording of bullying incidents;
- Assessing and coordinating training and support for staff and parents/carers where appropriate;
- Coordinating strategies for preventing bullying behaviour;
- Promoting events such as Anti-bullying Week;
- Monitoring and evaluating bullying incidents each term;
- Liaising with outside agencies to promote good anti-bullying practices, including training.

4. Class Teacher

- Teachers should promote positive behaviours in their class at all times to establish a climate of respect;
- Class teachers should ensure that pupils understand what bullying is and the procedures to follow, who to tell and what sanctions maybe given should be made clear;
- Children should be aware that they should tell an adult if they have been/are being bullied or have witnessed a bullying incident;
- Circle time and role-play sessions should offer regular opportunities in which bullying can be discussed;
- PSHE sessions should raise awareness and promote the mutual respect, self-discipline and social responsibility which underlies good behaviour;
- Use PSHE resources (SCARF) on anti-bullying;
- All class teachers should plan for explicit teaching during the annual 'Anti-Bullying Week'.
- Where bullying is reported and/or suspected, the class teacher should follow the School procedures for dealing with such incidents (see below and Appendices)

Reporting and Responding to Bullying

- Teachers will deal with bullying in the first instance. They will keep a record of the incident that involves children in their class using the Bullying Incident Reporting Form (Appendix 2) and then give a copy of the form to the Anti-bullying Co-ordinator.
- Children will be listened to and the class teacher should talk to both the victim and perpetrator/s together to resolve the incident.

- The bullied child/ren must be made to feel safe and secure; the bullying child/ren need to know that their behaviour is both inappropriate and unacceptable.
- Teachers will exercise their professional judgement on each individual case with regard to the definition of bullying. This may include involving parents.
- The class teacher may refer the matter to the Designated SLT member as Anti-Bullying Co-ordinator and Headteacher, by completing the Bullying Incident Referral Form (Appendix 3). The Anti-Bullying Co-ordinator will continue the investigation.
- The outcome of the investigation and subsequent action will be decided between the class teacher, Anti-Bullying Co-ordinator and Headteacher.
- Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme with clear behavioural targets agreed between the class teacher, parents, children, Anti-Bullying Co-ordinator, Headteacher and possibly other agencies will be implemented.
- The Anti-Bullying Co-ordinator will involve parents in all parts of this process.
- If SEN children are involved then the SENCo will also be part of this process.

5. Non-teaching staff

- All adults working within the school are expected to be vigilant with regard to bullying.
- All disclosures by children must, in the first instance, be passed on to the class teacher who may then decide to involve the Anti-Bullying Co-ordinator so that appropriate action can be taken.
- If bullying is seen to take place at lunch time, the Midday Supervisors should speak to the Senior Midday Supervisor. They should also verbally report any serious incident directly to the relevant class teacher who will deal with the children involved.
- Children are encouraged to report bullying to their teacher or another adult in the school.
- If other children are aware of bullying, they have the responsibility to help the victim by telling the bully to stop or speaking to a member of staff. They should not stay as “bystanders” as this encourages the bully to perform to an audience.
- Pupil Voice offers the opportunity for children to suggest ways of preventing and coping with bullying.

7. Parents and Carers

- Parents and carers are encouraged to support the School in its anti-bullying policy and procedures and to share our understanding of what behaviour can constitute bullying.
- In the event of a bullying incident involving any child, the relevant parents/carers may be contacted by the class teacher.
- Parents/carers have the opportunity to meet with the class teacher to discuss the incident and investigation.
- If parents/carers of either the victim or the perpetrator are dissatisfied with the investigation and subsequent action they should follow the procedures as stated in the Xavier CET Complaints Policy.
 1. Contact child’s class teacher in the first instance.
 2. If dissatisfied with the outcomes, a formal complaint should be given to the Headteacher.
 3. If still dissatisfied, a formal complaint should be made to the Chair of the Local Governing Body.
 4. If parents are still not satisfied, a formal complaint should be made to the Xavier CET.
 5. If the complaint is, still not adequately resolved parents should contact the Education Funding Agency via the Department for Education’s school complaints form at: <http://www.education.gov.uk/schools/leadership/schoolperformance/b00212240/makingcomplaintschool/how-to-complain> or by post to the Department for Education, Castle View House, East Lane, Runcorn, Cheshire, WA7 2GJ

STAFF TRAINING AND SUPPORT

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. New staff will be given full details of the Positive Behaviour Policy, the Anti-Bullying policy and the necessary forms in the Staff Handbook. All staff will receive annual safeguarding training.

All staff will benefit from issues incorporated into the staff INSET programme and will be involved in the review process on a yearly basis.

All teaching staff will receive annual training on Online Safety and Cyber-bullying.

A member of the Lunchtime Supervisors will be the designated Pastoral Care Representative at lunchtime. Identified children are encouraged to speak to her and she “keeps an eye” on children about whom we are concerned.

A weekly ‘watch list’ will be shared with all staff to highlight vulnerable children for playtimes and lunchtimes.

LINKS WITH OTHER POLICIES

- Behaviour Policy
- Safeguarding Policy
- Acceptable Use Policy
- Equality Scheme and Accessibility Plan.
- Special Educational Needs Policy
- EPR/PSHE Policy
- Confidentiality Policy
- Online safety Policy

REVIEW AND EVALUATION

- This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Policy reviewed and updated: September 2024

Date of next review: September 2025

B Punter - Anti-bullying Coordinator

Appendix 1: PROCEDURE FOR CLASS TEACHERS DEALING WITH A BULLYING INCIDENT

Where bullying is reported or suspected, the teacher should use the “No Blame” Approach.

Step 1 INTERVIEW THE VICTIM

- Note the incident and talk to the victim about his/her feelings. (Appendix 1)
- Do not ask questions about the incident, but do ascertain who was involved, including non- participant spectators.
- Ask the victim to write (a story or poem) or draw (a picture) about the effects of the bullying, how it makes him/her feel.

Step 2 CONVENE A MEETING WITH THE PEOPLE INVOLVED

- Arrange to meet with the group of pupils who have been involved (6 to 8 only).
- Include some bystanders or colluders who joined in but did not initiate any bullying.
- Include one or two friends, of the bullied child, who were not involved.

Step 3 EXPLAIN THE PROBLEM

- Tell the children how the victim is feeling and use the poem, piece of writing or drawing to emphasize the victim’s distress if appropriate.
- DO NOT discuss the details of specific incidents.
- DO NOT allocate blame to an individual or the group.

Step 4 SHARE THE RESPONSIBILITY

- Do not attribute blame but say that you are aware that the group can do something about it.
- Ask for their help.

Step 5 ASK THE GROUP FOR THEIR IDEAS

- Ask each member of the group in turn to suggest a way in which the victim could be helped to feel happier.
- Give positive responses (“That’s a very good idea.” “That will help.”).
- DO NOT extract a promise of improved behaviour.

Step 6 LEAVE IT TO THEM

- End the meeting by passing over the responsibility to the group to solve the problem.
- Arrange to meet with them again, individually, a week later to see how things are going.

Step 7 MEET WITH THEM AGAIN

- A week later, discuss with each child, including the victim, how things have been going.
- Continue to monitor the situation with weekly meetings and keep the children involved in the process.
- Allow longer intervals between the meetings when confident that the situation has improved and is not

likely to deteriorate.

Step 8 FOLLOW UP PROCEDURES

If the situation does not improve, report the process to the Anti-Bullying Co-ordinator who will decide with the Headteacher what further action should be taken.

Appendix 2

BULLYING INCIDENT REPORTING Form - Classroom teacher

(Copy to Anti-bullying Co-ordinator Head)

Reported by:	Date:	
Children's names:		
Description of incident (including evidence, if any):		
Steps taken following School Procedure:	Date	Impact
Step 1 INTERVIEW THE VICTIM		
Step 2 CONVENE A MEETING WITH THE PEOPLE INVOLVED		
Step 3 EXPLAIN THE PROBLEM		
Step 4 SHARE THE RESPONSIBILITY		
Step 5 ASK THE GROUP FOR THEIR IDEAS		
Step 6 LEAVE IT TO THEM		
Step 7 MEET WITH THEM AGAIN		
Step 8 FOLLOW UP PROCEDURES		
Parents informed Yes/No		
Referral made to Anti-bullying Co-ordinator Head Yes/No		

Appendix 3

BULLYING INCIDENT REFERRAL FORM – ANTI BULLYING COORDINATOR

Investigation by Anti-bullying Co-ordinator Head

Nature of bullying incident			
Where did it occur?			Date
Were there any witnesses?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If "yes" have they been spoken to?
Were there any injuries?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If "yes" has this been recorded?

Outcome of interview with victim/s:	
-------------------------------------	--

Outcome of interview with perpetrator/s:	
--	--

Action taken:	
---------------	--

Parents /carers involved?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If "yes" when and how were they contacted?	Date:			What is the outcome?
				Let	e/m	verb	

Completed by:	
---------------	--

Review of Bullying Investigation

2 Week Review	
6 Week Review	
12 Week Review	

Appendix 4 – Code of Practice

The Marist says...



THINK!

Are you being bullied?

Was it just a rude comment or an accident?

THAT'S NOT BULLYING

Was it you and your friend(s) falling out?

THAT'S NOT BULLYING

Is this happening multiple times, on purpose and involving others?

THAT IS BULLYING

TELL AN ADULT

Bullying is too important to ignore!

If you are concerned about bullying, you can speak to Mrs Punter who is the school Anti-Bullying leader.

Appendix 5

Child Friendly Anti Bullying Policy

What is bullying?

Bullying is when someone is hurtful towards you, on purpose, lots of times.

Bullying is different to **friendship issues**. Friendship issues may be when you have had a falling out with your friends, and you feel upset or hurt. Sometimes, when you have friendship issues, you can sort these out yourself, but sometimes you might want help from an adult to help you sort out any problems. This is different to bullying because **bullying is when someone is hurtful towards you, on purpose, multiple times.**

Bullying can include:

- Name calling
- Making up stories about other people
- Whispering about others
- Being mean using a computer or phone (cyber bullying)
- Teasing
- Ignoring people or leaving them out
- Saying hurtful things
- Laughing at a hurt or upset person
- Frightening people
- Stealing
- Forcing other children to join in bad behavior
- Hurting people; including teasing; kicking, pinching, punching.
- Making someone give their money when they don't want to
- Making fun of being different
- Being mean because of someone's colour or race, or being mean because they are a girl or boy
- Making threats, saying you will hurt or do something mean
- Dares – making someone do something they do not want to
- Not letting someone get help
- Other behavior that makes someone feel unhappy

If you are being bullied, you may feel unhappy, sad, and you may get headaches or feel sick. You may not want to come to school, and your work may not be as good as normal.

What can you do if you are being bullied?

- Try to stay calm and look as confident as you can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as you can
- Tell an adult at school straight away – a teacher or teaching assistant, or someone who is outside at lunchtime

- Tell your parents
- Keep telling the adult when it happens again

What will happen?

- A staff member will talk to you and find out what has happened
- A staff member will talk to the pupil who is bullying you
- The teacher will tell your parents

Teachers and adults promise that they will:

- Not ignore bullying
- Listen to all sides of a story and be fair
- Keep a note of any problems that happen
- Check that the bullying has stopped fully

Your parents

Your parents are important in helping with bullying at school. We will ask your parents to let us know if they think you are being bullied and to talk to you lots about how things are going at school. Remember telling an adult is the right thing to do.

Appendix 6Anti-Bullying Code

The Marist says...

STOP!



Bullying is too important to
ignore!