



Anti-Bullying Policy

Rationale

Bullying is an unacceptable form of behaviour and when it happens it will not be tolerated. At St Mary's we value difference and diversity and teach children to respect each other. Occasionally, instances of inappropriate, intimidating behaviour occur. This policy provides the structure and framework that is used to provide support to address these incidents.

Definition

Different people refer to differing types of behaviour as 'bullying'. Therefore, it is important that our definition is made clear.

What is bullying?

Bullying is when a person or persons subject someone to persistent, wilful, premeditated aggressive acts, threats or frightening experiences over a period of time.

These may be related to differences in religion, race, physical appearance, disability or sexual orientation and can involve:

- physical abuse
- verbal abuse
- name calling
- malicious gossip
- damaging property
- stealing property
- coercion into acts the victim does not wish to do
- isolating the victim

Recognising the differences between boisterousness, bossiness, aggression and bullying

While children are developing social skills, there are frequently incidents of antisocial behaviour of a physical, verbal or emotional nature. These are sometimes referred to as 'bullying' but for most young children, the acts are not pre-meditated or directed repeatedly at the same child.

Boisterousness

- uncontrolled, not vindictive
- high spirits, not unfriendly

Bossiness

- Bossing whoever is around at the time
- Usually children grow out of this as they mature and learn social skills

Aggression

- hurtful acts, either physical or verbal, usually as a result of anger or self-interest
- not systematic or persistent

whereas

Bullying

- tends to be focused on anyone with a perceived weakness or who is different in some way
- there is a wilful desire to hurt physically or verbally, to threaten and frighten
- it involves rough, intimidating behaviour or language

Recognition of bullies and victims

Who bullies?

Bullies come from all types of social background, from all races, from all cultures and from both sexes. Bullying behaviours are seen in children as young as three years of age right through to adulthood.

For some bullies their behaviour meets their need for excitement, status or material gain. A bully may not be well integrated into his or her peer group and might be experiencing difficulty in making friends, may not be coping well with school work, have unrecognised special needs, may have a low self-image, may have insecure, changing home circumstances and may have important adults in their lives that are bullies themselves.

Some bullies appear not to appreciate the effect of their actions and express no remorse. Some justify their actions by describing their victims as deserving of the treatment they have handed out. Some are 'anxious' bullies and may well be subject to bullying themselves.

Who are the victims?

Victims may or may not be obviously different from the perceived norm. They may not be particularly assertive or likely to fight back and may present as quite anxious and tearful. Victims may be unique individuals who express themselves in a way that others find hard to understand and easy to ridicule. They may also come from families that do not fit expected norms.

Sometimes the victim has qualities, friendships or belongings which are envied by the bully but the bully perceives them as not having the status, skill or ability to counteract or stop the harmful behaviour.

Aims

- To create an ethos of strong disapproval of bullying amongst pupils, staff and parents.
- To identify bullying behaviour in its initial stages and deal with it swiftly and effectively.
- To help both bullies and victims re-integrate into normal, happy, cooperative school life.
- To create an ethos where difference and diversity are respected and celebrated.

Objectives

- To encourage caring attitudes and respect for others through a school ethos and curriculum that promotes difference and diversity.
- To encourage children to challenge the bullying behaviour themselves in the early stages by being assertive and using statements such as 'I don't like you doing that and I want you to stop.'
- To advise victims to:
 - get away from the situation as quickly as possible;
 - tell someone what has happened straight away, make sure an adult knows;
 - not blame themselves for what has happened.
- To log school based incidents of racist, homophobic and disablist bullying using the Local Authority [Serious Equality Incident Report Form](#) (SEIRF) and record other incidents of bullying in a class concerns log.
- When bullying occurs, to work with the child/children, parents and if appropriate, outside agencies to talk about the incident and provide strategies to deal with, resolve and move on from this.
- To use the school's Behaviour Policy to promote positive behaviours and provide sanctions for unacceptable behaviours.
- To ensure that all staff are aware of and follow the Anti-Bullying Policy and practices/procedures it contains.
- To log information relating to victims and bullying behaviours gained through observation, liaison with other staff, parents and pupils in a class log book/HT log of concerns folder. To provide an evidence trail, class teachers ensure copies of these logs are passed to the next teacher as the cohort progresses through the school.

Success Criteria

- Staff and pupils detect bullying behaviours at an early stage and take appropriate action.
- Children show peer group disapproval of bullying.
- The large majority of pupils and parents perceive the school as being a safe place where bullying and aggression are dealt with swiftly and appropriately.

Date adopted by the Governing Body: November 2013

Date of first review: October 2016

Date of second review: February 2019

Date of next review: October 2021

Signed: _____ Chair of Governors

Action Plan For Dealing With Bullying

Whenever bullying is identified, all staff are asked to be particularly vigilant of the bully/bullies and the victim/s.

	Action	Sanctions
Initial identification	<ul style="list-style-type: none"> The class teacher talks to the victim about who is involved in the bullying and about his/her feelings. The teacher talks to the pupil/s who has/have been involved. If incident has been witnessed this will include some bystanders who joined in but did not initiate the bullying. The bully/s is/are encouraged to apologise to the victim/s. <p>The class teacher keeps track of incidents and frequency and informs the Assistant/Deputy Headteacher.</p>	
Bullying persists	<ul style="list-style-type: none"> The class teacher makes it clear to the bully/s that she/he knows who is responsible and that they must stop their bullying behaviour. The bullies are asked for their ideas about what they might do to bring about the changes. A short time scale is agreed. The teacher uses classroom time to involve the class in supporting both the victim and the bully and to encourage the peer group to stand against bullying as described in the objectives. Parents of both the bully/s and victim/s are informed <p>The incidents are recorded in the class concerns logbook. Records of meeting between class teachers and parents are shared with the Assistant/ Deputy Headteacher; and a copy is kept in the HT Log of Concerns file. Advice from outside agencies maybe sought.</p>	Loss of privileges as appropriate
Bullying persists beyond the 'cooling off' period	<p>The Headteacher/Deputy Head become actively involved in meetings.</p> <ul style="list-style-type: none"> Parents of both the victim/s and bully/s are invited to meetings and actions and sanctions are agreed. A review date is agreed. The class teacher continues with in-class support. <p>Advice from outside agencies maybe sought. The Headteacher/Deputy Head keeps a log of all incidents, meetings and agreed action.</p>	Loss of privileges as appropriate Separation from main peer group Delay in arrival/departure from school Lunch time/short FT exclusion
Bullying not resolved	<ul style="list-style-type: none"> Outside agencies (via Behaviour Panel or Educational Psychologist) are called in to provide support. Parental involvement continues with agreed actions, sanctions and regular review meetings. In class support continues. <p>The Headteacher/Deputy Head maintains a detailed log.</p>	Loss of privileges as appropriate Separation from main peer group Delay in arrival/departure from school Fixed Term exclusion Permanent exclusion

If the bullying is severe, stages 1-3 may need to be contracted.