



**St Mary's Catholic Federation, Carshalton**

## *Learning, playing and growing together in the love of Jesus*

### **Anti Bullying Policy (Statutory) (Annual)**

This policy is to be read in conjunction with the following policies: Assessment, Teaching and Learning, - Inclusion, Equal Opportunities, Positive Behaviour, Home School Agreement, RE and Collective Worship, PSHE and Mission Statement

**Author: SLT**

**Committee: Inclusion**

**Date Prepared: May 2023**

**Date Approved: July 2023**

**Date of Review: March 2024**

**Included on website**

**Approved by Full Governing Body Date: July 2023**

**Chair of Governors Signature:** 

#### **Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School: Mrs M Kenny**

**Lead Safeguarding Deputies: (Junior) Mrs S Hulme , Mrs Black , Mr Pratsis and (Infants) Mrs S Hulme & Mrs Heath**

**Governor designated safeguarding officer: Mr. T Richmond**



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community.*

## **"St Mary's Catholic Schools Anti-bullying policy**

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils at St Mary's Catholic Schools so that they can learn in a relaxed and secure atmosphere, knowing that we are [Learning, playing and growing together in the love of Jesus](#)

Bullying is without doubt a **MOST** serious form of misbehaviour in school. Bullying of any kind is a totally unacceptable form of behaviour at our school and will be dealt with firmly and decisively.

If bullying occurs, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are **TELLING & LISTENING** schools. This means that *anyone* who knows that bullying is happening is expected to tell the staff who will listen and act as necessary.

### **What is Bullying?**

Bullying is defined as - Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE definition within Safe to Learn: Embedding Anti-bullying work in schools' guidance). Bullying results in pain and distress to the victim.

The main types of bullying are:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic / Trans-Gender - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

### **The Law and Bullying Behaviour**

Section 11 of the Children Act 1989 and Section 175 of the Education Act 2002 places a duty on local authorities and schools through their governing bodies to safeguard and promote the welfare of children. The Race Relations Act of 2002 places a duty on all schools to record and report on Racist Incidents. The law also empowers the Headteacher of a school to regulate the behaviour of students when they are off the school site (which

is particularly pertinent to regulatory cyberbullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

Further to the above legislation the DFE Keeping Children Safe in Education Statutory Guidance, Section 43 details access to government guidance on bullying including cyberbullying. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **Possible signs and symptoms of a child being bullied**

Children may:

- begin doing poorly in their school work
- have unexplained bruises, cuts, scratches
- cry themselves to sleep, have nightmares
- feel ill in the mornings
- be unwilling to go to school (or be 'school phobic')
- continually 'lose' their pocket money or other possessions
- ask for money or start stealing (to pay the bully)
- have their possessions go missing
- become aggressive and unreasonable
- come home really hungry
- become withdrawn, start stammering, lack confidence
- be frightened when walking to and from school
- change ( or asking to change) their usual route
- not want you to go on the bus
- beg you to drive them to school
- begin truanting
- come home regularly with clothes or books destroyed
- become distressed and anxious, stop eating
- refuse to talk about what's wrong
- begin to bully other children, siblings
- attempt or threaten suicide
- give improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Procedures/Outcomes**

All forms of bullying are dealt with in line with St Mary's Positive Behaviour Policy and as such parents will be informed of their child's behaviour.

### **Preventing Bullying Behaviour at St Mary's Catholic Schools**

In order to prevent the prevalence of bullying behaviour at our school we will:

- Ask parents and pupils to sign a behaviour contract included within the Home School Agreement.
- Teach children and adults about bullying behaviour and help them to understand why it is so damaging and unacceptable through assemblies, PSHE lessons, National Anti-bullying Week and children's leaflets (Junior School only), through circle time

discussions, drama and by using non-bullying methods of teaching and class management.

- Encourage children to tell an adult if they are worried or feeling threatened and include this in our discussions with the children.
- Monitor the well-being of children through discussion, use of feelings scale and worry box etc.
- Promote awareness and respect of peoples' differences through a varied use of inclusive materials and Disability Awareness.
- Staff will listen to children and parents/ carers concerns.
- Explain that any person who sees bullying behaviour but does not report it to an adult is actually making it worse /reinforcing it.
- Encourage children and all members of the school to use the repair and rebuild strategies - 'thinking hats' approach and use of cause and effect maps.
- Never forget that bullying behaviour is learned and can therefore be unlearned.

### **Parental involvement**

All instances of parental complaint regarding bullying are investigated, usually by the class teacher. The complainant is kept informed (either through writing, appointment or by telephone conversation) about any subsequent action.

We are aware that parents will be worried and anxious if they feel that their child is involved in bullying behaviour whether as a victim or perpetrator. We would encourage parents to:

- Carefully listen to their children and support them.
- Encourage their own children and any that they know are being bullied to tell a member of staff.
- Encourage victims not to fight back.  
No pupil(s) should be approached inappropriately by another child's parent/carer or sibling.
- Discuss their concerns with the class teacher or the Deputy Headteacher or Headteacher.
- Refer to School Policies and advice materials.

Policy End.