

# Anti-Bullying Policy



*'Learning Through Faith'*

## Newchurch St Mary's CE Primary Academy

"At St Mary', we believe that ordinary people can choose to be extraordinary"

### Introduction

This document must be read in conjunction with our Behaviour for Learning Policy which is a comprehensive policy including all strategies/action to be used in cases of inappropriate behaviour which includes bullying. It should also be read in conjunction with our On-Safety Statement of Practice.

### Bullying: A definition

"A repeated action carried out on purpose. There are different types of bullying, which include: physically hurting someone, teasing and name calling, making threats and cyber bullying using phones or on-line."

*St Mary's pupils' November 2023*

All instances of or allegations of bullying are taken very seriously. At St Mary's CE Primary School we do not tolerate bullying.

**Physical bullying** - This is when a bully attacks someone by punching, kicking, hitting or pushing them.

**Verbal bullying** - This happens when a bully uses words to hurt or frighten someone e.g. name calling, threatening, taunting, mimicking.

**Silent bullying** - This happens when a bully makes a child feel upset by ignoring them all the time or stopping them joining in play or following them round constantly.

**Cyber bullying** - This is the use of mobile phones, instant messaging, e-mail, chat rooms or [social networking](#) sites such as [Facebook](#) and [Twitter](#) to harass, threaten or intimidate someone.

### Aims and objectives

To have a school ethos in which bullying is regarded as unacceptable, to have a safe and secure environment where all children can learn without anxiety.

To ensure a consistent school response to any bullying incidents that may occur. To

ensure all those connected with the school are aware of our opposition to bullying.

To make clear each person's responsibilities with regard to the prevention of and dealing with any bullying in our school.

### **The role of the teacher**

Teachers in our school take all forms of bullying seriously. Teachers aim to support all children in their class and to establish a climate of trust and respect for all. If teachers become aware of any bullying taking place involving members of their class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. They also spend time talking to the child who has bullied: explaining why the action of the child was wrong, and endeavouring to help the child change their behaviour in future. They keep records of incidents that happen relating to children in their class.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure implementation of 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that there is provision within the curriculum and also other opportunities, to ensure all children know what bullying is, that bullying is wrong, and that it is unacceptable behaviour in this school. Also what children should do if they are being bullied.

The Headteacher may also draw the attention of children to the issue of bullying at specific times. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this kind of behaviour is wrong.

The Headteacher sets the school climate of mutual support and praise for success, so 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.

If a child is involved in bullying, it is always referred to the Behaviour and Safeguarding Team. The child's parents are asked into the school to discuss the situation. A member of the Behaviour and Safeguarding team will also talk to the parents of the child who is being bullied.

### **The role of parents**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school and behave in an appropriate way. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they still have concerns or feel their concern is not being dealt with by the class teacher they should contact the Headteacher who will investigate the matter and report back to the parents. If necessary they will also contact the parents of any other child or children involved to discuss their individual children. In addition, the Extended Services and Pupil Welfare Manager/Health and Wellbeing Leader may also have further involvement as appropriate.

### **The role of governors**

The governing body supports the Headteacher in not tolerating bullying and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governors require the Headteacher 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 monitors the number of incidents of bullying that occur. They

do this by examining the school's records of bullying and by discussion with the Headteacher.

Governors analyse information with regard to gender, age and ethnic background of children involved in bullying incidents.

The Chair of Governors will acknowledge any complaint sent to her within 3 days and respond within ten school working days to any request from a parent to investigate bullying.

## **Strategies for Dealing With Bullying In School**

**It is important that we prevent any forms of bullying and that children fully understand what bullying is that it will not be tolerated and that all incidents will be taken very seriously.**

Discussing bullying issues is part of each class' PSHE programme and we have a wide range of resources to support this. This includes regular discussion through Collective Worship and Circle Time, School Council meetings, 1-1 discussion, the use of Peer Mediators, Play Ground Pals and Learning Mentors as appropriate. We also hold half termly RBL Meetings (Removing Barriers to Learning), as soon as a barrier to learning is identified interventions are put into place. We also have Weekly Behaviour, Safety and Safeguarding Meetings to ensure all children are monitored carefully, and good behavior is rewarded on a half termly basis.

The following issues should be explored with children in a way appropriate to their

### **age: 1. What is bullying?**

- What causes people to bully? What are the effects of bullying behaviour? – On those bullied, those who bully, those watching.
- What would our school be like if bullying behaviour was accepted? Why is it wrong to bully? • What can we do to stop bullying?
- What dilemmas/problems do we face when we see bullying?

### **2. All allegations of bullying must be investigated**

While others may not feel that certain actions or words are of a bullying nature if the recipient feels they are being bullied the matter needs attention.

- Ensure bullies and victims are interviewed separately
- Obtain, if possible, witness information
- Keep a record of the incident, investigation and outcomes

### **3. Take action to prevent further incidents e.g.**

- Obtaining an apology
- Imposition of sanctions
- Informing parents of the bully and bullied
- Providing support for the victim and bully

Ensure children know they can talk to an adult of their choice in school about bullying or any matter causing them worry or upset and support and encourage them to do this.

### **4. Some children feel unable to inform staff and observations of behavior patterns, including the following may be signs of bullying:**

- Unwillingness to come to school

- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

This policy is reviewed annually or before if deemed necessary

Last reviewed Sept 2025

Next review Sept 2026